

Pupil premium statement of expenditure: Ellingham Primary School

Pupil Premium Grant: The Facts

The Pupil Premium is additional funding paid to schools in respect of their disadvantaged pupils (pupils who have been registered for free schools meals (FSM) at any point in the last six years or are looked after continuously by the local authority for more than six months or whose parents are currently serving in the armed forces). The school uses this funding in a focused way to help eligible children achieve their full potential in attainment and progress, and we invest in areas that we believe will help close identified gaps and to support engagement in school and curriculum.

Children who are looked after or who have been previously adopted from care, will attract a higher rate of funding than children from low-income families - the 'Pupil Premium Plus', which is £2,300 per pupil for 2018-19.

Children who have parents in the armed forces are supported through the service child premium which for 2018-19 will be set at £300 per pupil.

Summary information					
School	Ellingham Primary School				
Academic Year	2018/19	Total PP budget	£97,680	Date of annual PP Review	Sept 2018
		Post looked after children (4)	£9200		
Total number of pupils	381	Number of pupils eligible for PP	74	Date of next annual PP Review	July 2019

Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Low achievement and attainment
B.	Communication and interaction difficulties
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Underdeveloped social and cultural experiences
D.	Low aspirations and parental engagement
E.	Vulnerable students due to challenging home circumstances
F.	Poor attendance and persistent absence

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A. Low achievement and attainment	<i>Desired outcomes and how they will be measured</i>	<ul style="list-style-type: none"> • <i>Success criteria</i> 			
	Reduce gap in attainment and progress between those eligible for PP and those that are not	<ul style="list-style-type: none"> • Attainment of children eligible for PP at KS1 improves and is broadly in line with national expectations • Attainment of children eligible for PP at KS2 improves and is broadly in line with national expectations • All pupils to make at least three steps of progress 			
Achievement: £49,800					
Action	Rationale	Impact	Staff Lead	Timescale	Actioned
1:1 reading mentor To increase progress and build a bank of transferrable skills for future reading.	Giving pupils a bank of transferrable skills for future reading to improve the progress they are making.	Reading mentor post became vacant and this wasn't filled. We ensured PPG pupils were heard by parent and governor volunteers. This aspect will continue in 2019-20.	Laura Brooks	By July 2019	

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<p>To give all pupils access to computer-based learning e.g. 'Timetables rock stars' to improve their progress in maths.</p>	<p>Research from other schools would suggest that use of this app is successful in consolidating times tables' knowledge. This can be used as a building block along the wider mathematical curriculum.</p>	<p>Year 5 & 6 pupils used this successfully at home and at school. They would 'battle' against each other as a class. Y6 team noted a significant improvement in quick recall of timetables.</p> <p><i>Steps of progress in maths last year</i></p> <table border="1" data-bbox="1050 363 1680 517"> <thead> <tr> <th>PPG pupils</th> <th>3 steps</th> <th>4 steps</th> <th>5 steps</th> <th>6 steps +</th> </tr> </thead> <tbody> <tr> <td>Year 5 (17)</td> <td>2</td> <td>7</td> <td>4</td> <td>4</td> </tr> <tr> <td>Year 6 (11)</td> <td>3</td> <td>4</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>We will continue with this 2019-20 to accelerate progress and reduce the attainment gap.</p>	PPG pupils	3 steps	4 steps	5 steps	6 steps +	Year 5 (17)	2	7	4	4	Year 6 (11)	3	4	2	2	<p>Anna Wells</p>	<p>By February 2019</p>				
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<p>Y5 & 6 PPG pupils have access to 1:1 conferencing to improve their writing with a qualified teacher.</p>	<p>Monitor writing tasks regularly to ensure the support is boosting attainment and the student is supported appropriately.</p>	<p>Y5 & 6 PPG pupils have accessed 1:1 conferencing to improve their writing with a qualified teacher.</p> <p><i>Steps of progress made in their writing last year -</i></p> <table border="1" data-bbox="1050 770 1711 959"> <thead> <tr> <th>PPG pupils</th> <th>Less than 3 steps</th> <th>3 steps</th> <th>4 steps</th> <th>5 steps</th> <th>6 steps +</th> </tr> </thead> <tbody> <tr> <td>Year 5 (17)</td> <td>1</td> <td>3</td> <td>5</td> <td>2</td> <td>3</td> </tr> <tr> <td>Year 6 (11)</td> <td>0</td> <td>3</td> <td>5</td> <td>1</td> <td>2</td> </tr> </tbody> </table> <p>Continue with this 2019-20 to accelerate progress and reduce the attainment gap.</p>	PPG pupils	Less than 3 steps	3 steps	4 steps	5 steps	6 steps +	Year 5 (17)	1	3	5	2	3	Year 6 (11)	0	3	5	1	2	<p>Maggie Fairweather & Anna Wells</p>	<p>By July 2019</p>	
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<p>PPG pupils to access half an hour of tuition before school to close the gap in their attainment.</p>	<p>Use rigorous monitoring to intervene quickly with target students where necessary. Interventions put in place to ensure that progress/attainment in boosted and that student supported appropriately.</p>	<p>PPG pupils were invited as a priority and half termly pupils progress meetings with TA's monitored their progress and engagement. TA's reported that PPG pupils were keen to attend and if they were not parents were spoken to by class teachers to maximise engagement.</p> <p>Below are the amount of PPG and Non-PPG pupils who attended morning interventions last year broken up into each half term.</p> <table border="1" data-bbox="1050 1382 1700 1409"> <thead> <tr> <th>Term</th> <th>A1</th> <th>A2</th> <th>S1</th> <th>S2</th> <th>S1</th> <th>S2</th> </tr> </thead> <tbody> <tr> <td> </td> </tr> </tbody> </table>	Term	A1	A2	S1	S2	S1	S2								<p>Claire Cook</p>	<p>By July 2019</p>					
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		PP/non-PP	31/62	19/75	28/85	26/84	23/88	27/88																																																		
To start a 'Boys' book club' and buy rich reading materials that captures their interest.	Research shows that pupils who disengage with reading early on get lower GSCE grades across the board. The aim is to engage boys in reading through the use of motivating texts.	This has been trialled in year 5 and 6. Parents gave positive reports of increased engagement with texts at home. 2 parents described a new excitement to get to school early for book club. This will be continuing next year.						Anna Wells	By July 2019																																																	
Staff training to improve awareness of staff with regards to PP students	Staff to plan lessons and interventions with PP students in mind. Staff to know PP students in their teaching groups and use strategies to ensure their progress. Staff to employ formative assessments to inform T & L; and intervene early. Middle leaders to monitor progress of PP students in subject areas and liaise with PP lead to support PP students. Staff to be kept abreast with current research assessing influence of PP interventions during T & L meetings.	<p>Regular INSET training has been provided and SLT have noticed a greater awareness of PPG pupils through the robust monitoring schedule. Pupil voice was noted during PPG audit July 2019. PPG pupils were set an ambition target of 4 steps of progress for the year and all staff are aware they are expected to make accelerated progress in all subjects.</p> <p>Reading</p> <table border="1"> <thead> <tr> <th>PPG pupils</th> <th>Less than 3 steps</th> <th>3 steps</th> <th>4 steps</th> <th>5 steps</th> <th>6 steps +</th> </tr> </thead> <tbody> <tr> <td>Year 5 (17)</td> <td>1</td> <td>3</td> <td>5</td> <td>2</td> <td>3</td> </tr> <tr> <td>Year 6 (11)</td> <td>0</td> <td>3</td> <td>5</td> <td>1</td> <td>2</td> </tr> </tbody> </table> <p>Writing</p> <table border="1"> <thead> <tr> <th>PPG pupils</th> <th>Less than 3 steps</th> <th>3 steps</th> <th>4 steps</th> <th>5 steps</th> <th>6 steps +</th> </tr> </thead> <tbody> <tr> <td>Year 5 (17)</td> <td>1</td> <td>1</td> <td>7</td> <td>4</td> <td>1</td> </tr> <tr> <td>Year 6 (11)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Maths</p> <table border="1"> <thead> <tr> <th>PPG pupils</th> <th>Less than 3 steps</th> <th>3 steps</th> <th>4 steps</th> <th>5 steps</th> <th>6 steps +</th> </tr> </thead> <tbody> <tr> <td>Year 5 (17)</td> <td>1</td> <td>3</td> <td>5</td> <td>2</td> <td>3</td> </tr> </tbody> </table>						PPG pupils	Less than 3 steps	3 steps	4 steps	5 steps	6 steps +	Year 5 (17)	1	3	5	2	3	Year 6 (11)	0	3	5	1	2	PPG pupils	Less than 3 steps	3 steps	4 steps	5 steps	6 steps +	Year 5 (17)	1	1	7	4	1	Year 6 (11)						PPG pupils	Less than 3 steps	3 steps	4 steps	5 steps	6 steps +	Year 5 (17)	1	3	5	2	3	Claire Cook, Anna Wells & Laura Brooks	By July 2019	
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		This has yet to have impact on outcomes and remains a focus.									
On-going staff training to sustain excellent Behaviour for Learning in lessons.	Consistent approach to BfL across the school helps improve overall standards of behaviour and achievement for all. Ellingham behaviour strategy devised by Student Council and displayed clearly in all classrooms. Staff training to refresh pedagogy and ensure that effective and engaging teaching & learning strategies (all research driven) are adopted.	Monitoring has shown that quality first teaching has improved across the school and this has had an impact on PPG pupils. More teaching is judged as 'good' across the school. Continue with this in 2019-20				Claire Cook, Anna Wells & Laura Brooks	By July 2019				

B. Communication and interaction difficulties	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	Improve the communication and interaction of targeted children entitled to PP	<ul style="list-style-type: none"> Children with specific needs receive targeted support – EP time and quality interventions offered reducing the number of reported incidents. EP targets shared with all staff members and met by pupils. PP pupils access ELSA support – ‘talk talk’ provision and programs of intervention reducing the amount of support required and positive feedback from parent/children questionnaires.

Emotional needs, wellbeing and aspirations: £8,000

Action	Rationale	Impact	Staff Lead	Timescale	Actioned
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PPG and Post looked after pupils receiving support from EHS e.g. Art therapy and CBT.	With a better understanding of their feelings and an understanding of how to deal with them they will be able to access school life and their learning.	<p>3 pupils received Art therapy Parents have given positive feedback and report a reduction in friendship issues and improvement in willingness to come to school each morning.</p> <p>2 pupils attended CBT Practitioner reported positive engagement and reflection from the pupils. One has been referred onto the neurodevelopmental team and one was offered further sessions through the emotional health service. Practitioner was able to upskill our ELSA to continue offering the support and strategies for each pupil.</p> <p>Continue with this 2019-20.</p>	Claire Cook & Jenny Driver	By July 2019	
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C&D	Desired outcomes and how they will be measured	Success criteria
C. Underdeveloped social and cultural experiences	Increase experiences of those entitled to PP	<ul style="list-style-type: none"> All PP children given the opportunity to attend one club without charge Cost of trips to be met by the school. Encourage and support cultural experiences for the family e.g. museum trips.
D. Low aspirations and parental engagement	Improve aspirations of those children entitled to PP	<ul style="list-style-type: none"> Overall attendance figure improves Children's questionnaires indicate value and enjoyment of education

Experiences and aspirations: £13,000

Action	Rationale	Impact	Staff Lead	Timescale	Actioned
Reimburse parents who have pursued learning opportunities e.g. a	Pupils who enjoy richer life experiences and access a range of cultural experiences outside of school develop a	This was advertised in the summer term but received no response.	Claire Cook	By July 2019	

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museum visit upon proof of a ticket shown to school.	love of learning and curiosity. Exposing pupils to extensive vocabulary e.g. through a Museum visit can support closing the gap. (Alex Quigley – Closing the gap)	SLT are discussing ways to improve this next year and increase the whole school impact.			
School to contribute towards school and residential trips to ensure all PPG pupils are given rich social and cultural experiences.	All children need rich social and cultural experiences to fully access their	All PPG pupils have accessed trips with their peers. Parents have become more confident in approaching the school when they need financial support. Continue 2019-20.	Laura Brooks	By July 2019	
PPG pupils to be offered a complimentary club at school to improve their enrichment opportunities.	Giving pupils' experiences that they might not experience at home can develop a love of learning and curiosity. It can nurture friendships and given them common ground to form new friendships.	15 places were offered to PPG pupils each term. 3 were supported to attend by pupil and parent support assistant. Continue 2019-20.	Claire Cook & Jenny Driver	By July 2019	

E. Vulnerable Students due to	Desired outcomes and how they will be measured	Success criteria
	Ensure all children including those entitled to PP are safe and have their emotional needs met	<ul style="list-style-type: none"> Impact of EHS leads to child meeting specific behavioural targets Children who have accessed EHS are engaged in learning and making progress due to emotional barriers being removed

Emotional support £19,600

Action	Rationale?	Impact	Staff Lead	Timescale	Actioned
Post looked after pupils having access to regular ELSA sessions in school.	Not understanding their emotions and how to deal with them is a barrier to their	4 pupils access ELSA support to meet their emotional needs.	Jenny Driver	By July 2019	

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	learning. ELSA support can remove this barrier.	<ul style="list-style-type: none"> - 1 accessed informal sessions. Parent thanked the ELSA team for regular updates which she could act on daily to improve his daily school experience. - 1 pupil's grandparent met regularly with the ELSA to enable her support to target exact needs through regular sessions. Child is more independent and able to self-regulate. There has been a reduction in incidents at home. - 2 pupils who received ELSA support are more settled in school and we can see a reduction in incidents on CPOMS. <p>Continue 2019-20.</p>			
Post looked after pupils are supported to access Reeds Independent school, for wider opportunities and possibly be awarded a scholarship for secondary education.	This will give our pupils rich social and cultural experiences and encourage high aspirations.	1 pupil accessed regular events and is now going through the application process for a fully funded, residential placement for secondary school. Continue 2019-20.	Claire Cook & Jenny Driver	By Autumn 2019	
Additional EP hours bought in to assess PP pupils and set targets to improve progress made.	Expert advice will support school staff to meet these pupils needs and support rapid progress being made.	Report has been written for 2 children and applying for EHCP in the Autumn. They were moved up the list and otherwise would have had to wait another year Continue 2019-20.	Claire Cook	By July 2019	

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PPG pupils have access to a breakfast club before school or 'toast' club at break time.	Pupil's need to start the day of with a fulfilling breakfast to ensure they are ready and able to access learning.	This was offered to targeted children to ensure that they were regularly fed breakfast and continued to have a good morning and participate in their learning. Continue 2019-20.	Claire Cook	By July 2019	
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F. Poor attendance and persistent absence	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>			
	Raise attendance for PPG pupils in line with the schools' target of 96% Reduce the amount of persistent absence with PPG pupils	<ul style="list-style-type: none"> PPG pupils' attendance to be over 90% PPG pupil attendance to be broadly in line with the schools' target of 96% Specific children with persistent absence are quickly identified and support put into place to improve their attendance and engage parents 			

Pupil and parent support £7,280

Action	Rationale	Impact	Staff Lead	Timescale	Actioned												
Pupil and parent support assistant to work closely with PPG families who struggle to maintain good attendance.	Families may need a familiar face to engage with when they are struggling to get their child into school. The role of the pupil and parent support assistant supports this	<p>We are closing the gap between all pupils' attendance and PPG attendance. This will continue to remain a school priority.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Attendance</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>95.5%</td> <td>95.6%</td> </tr> <tr> <td>PPG pupils</td> <td>92%</td> <td>93.3%</td> </tr> <tr> <td>Gap</td> <td>3.5</td> <td>2.3</td> </tr> </tbody> </table> <p>Continue 2019-20.</p>	Attendance	2018	2019	All pupils	95.5%	95.6%	PPG pupils	92%	93.3%	Gap	3.5	2.3	Jenny Driver	By July 2019	
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<p>To reward those pupils who achieve 100% attendance each term to motivate and encourage them to attend.</p>	<p>Attendance incentives in place to ensure PP attendance is good. To be reviewed each term and monitored closely by Jenny Driver.</p>	<p>The gap is closing in PPG attendance and is more in line with their peers.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="text-align: left;">Attendance</td> <td style="text-align: center;">2018</td> <td style="text-align: center;">2019</td> </tr> <tr> <td>All pupils</td> <td style="text-align: center;">95.5%</td> <td style="text-align: center;">95.6%</td> </tr> <tr> <td>PPG pupils</td> <td style="text-align: center;">92%</td> <td style="text-align: center;">93.3%</td> </tr> <tr> <td>Gap</td> <td style="text-align: center;">3.5</td> <td style="text-align: center;">2.3</td> </tr> </table> <p>PPG pupils gave positive feedback to JD commenting on their enjoyment of incentive activities. Continue 2019-20.</p>	Attendance	2018	2019	All pupils	95.5%	95.6%	PPG pupils	92%	93.3%	Gap	3.5	2.3	<p>Jenny Driver`</p>	<p>By July 2019</p>	
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Attainment July 2019			
End of KS1 results	Pupils eligible for PP (Ellingham Primary School) - 5 children	All pupils (Ellingham Primary School)	National Average (All children)
% achieving at expected standard in reading, writing and maths	20%	51%	
% achieving at expected standard in reading	20%	60%	76%
% achieving at expected standard in writing	20%	54%	70%
% achieving at expected standard in maths	80%	63%	76%
11 children			
End of KS2 results	Pupils eligible for PP (Ellingham Primary School) - 11 children	All pupils (Ellingham Primary School)	National Average (All children)
% achieving at expected standard in reading, writing and maths	18%	52%	65%
% achieving at expected standard in reading	45%	60%	73%
% achieving at expected standard in writing	12%	65%	78%
% achieving at expected standard in maths	36%	67%	79%

We have seen an improvement in PPG pupil's attendance, behaviour and emotional well-being and the emotional support offered to them. We have yet to see in improvement in outcomes and this needs to remain a focus for us at Ellingham Primary school.