

## Pupil premium strategy / self-evaluation

1. Summary information					
<b>School</b>	Elston Hall Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£286,420	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	720	<b>Number of pupils eligible for PP</b>	36%	<b>Date for next internal review of this strategy</b>	July 2020

2. Current attainment				
	<i>Pupils eligible for PP (KS1 school)</i>	<i>Pupils not eligible for PP</i>	<i>Pupils eligible for PP (KS2 school data)</i>	<i>Pupils not eligible for PP (KS2 school data)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	84%	79%	67%	81%
<b>% making expected progress in reading (as measured in the school)</b>	81%	77%	76%	67%
<b>% making expected progress in writing (as measured in the school)</b>	81%	82%	67%	67%
<b>% making expected progress in mathematics (as measured in the school)</b>	74%	75%	76%	71%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Oral and language skills in Nursery/Reception and Key stage 1, which impacts on reading progress in subsequent years
<b>B.</b>	High ability pupils who are eligible for PP are making less progress than other high ability pupils
<b>C.</b>	PP across the school have lower attainment than that of their peers and they need intervention to make rapid and sustained rates of progress
<b>External barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Low attendance rates for PP pupils

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	Improved language skills across EYFS and key Stage 1 for PP	Proportions of pupils achieving CLL at the end of EYFS will be increased from starting points (Baseline).  Proportions of PP pupils passing yr 1 phonics will increase.
<b>B.</b>	Higher rates of progress across KS2 for higher attaining PP pupils	Data analysis in Dec, April and July will indicate the accelerated progress made by HA PP pupils  Moderation across the Trust will ensure accurate teacher assessments and % of GDS achieved by the end of KS2 will have increased
<b>C.</b>	Increased rates of progress for PP children whose attainment is below that of their peers nationally	Proportions of pupils achieving age related expectations will increase so by the end of KS2 PP pupils achieve at least the expected level in R, W and M
<b>D.</b>	Ensure pupils with low attendance meet the expected levels for each year group to ensure outcomes at the end of each key stage is in line with their peers	Rates of progress for pupils with attendance below 90% are in line with peers

## 5. Review of expenditure

Previous Academic Year

2018-19

### i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if	Lessons learned (and whether you will continue with this approach)	Cost
Provide additional cover for senior leaders to provide additional support for NQTs and RQTs	Raise standards for all pupils by ensuring the quality of teaching across school is of a high standard	All NQTs passed NQT year.  All PP made at least expected progress within those classrooms in all subjects.	This additional support from the most experienced teachers ensure pupils received high quality learning. This will continue next year for the RQT and ITT student	£37 472

### ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Provide additional staffing to release teachers to carryout intervention	Raise attainment of PP pupils across school, diminishing gaps between disadvantage and non- disadvantage pupils.	Key stage 1 – Disadvantage pupils outperformed Elston Hall children in Reading (84% compared to 79%) and Writing (81% compared to 77%) They were in line in maths (81% compared to 82%)  Key stage 2 PP pupils achieved above 'other' pupils nationally in Writing, in-line in maths and below in writing.	Further flexibility in groups is needed so pupils can be 'intervented' as and when appropriate. Impact was greater when staff worked 1:1 or small groups so there was a clear focus to bridge gaps or reteach a misconception.  Strategy to continue next year.	£89 000

Behaviour support leader to work with identified pupils to reduce the impact of behaviour on learning, plus the employment of two 1:1 pupils support TAs	Ensure the emotional and social needs of pupils are met in order to support pupils achievement	Behaviour team worked with 13 pupils – 54% of these pupils achieved the expected or more in reading, writing and maths. 77% achieved expected in two or more subjects  Of these 13 pupils 7 were PP of which 42% achieved expected in Reading, writing and maths. 57% achieved expected in two or more subjects. The remaining pupils have multiple barriers and were both PP/SEND and experienced behaviour issues.	One pupil was integrated back into school follow a period of 'off site' education. The additional support enabled him to access the SATs tests.  Pupils with emotional needs were supported effectively in order for them to access the year 2/year 6 SATS tests  Strategy to continue	£20,000 (contribution to overall wage)  £25, 595
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### iii. Other approaches

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
EWO to carry out early help plans for all pupils including PP	To raise progress and attainment for pupils with low attendance	30 pupils were identified with low attendance. Over half these pupils (53%) achieved the secure level in their year groups. 11 pupils were PP- 4 of these achieved secure (36%)  4 year 6 pupils had attendance of less than 90%, one PP and one non PP achieved expected standard and the remaining two pupils were SEN.	Data indicates that PP pupils with low attendance achieved the expected progress at the end of Key stage 2 showing that early identification and the strategies introduced by the school had a positive impact.  The employment of a Trust EWO allows flexibility and attendance issues can be dealt with more rapidly on a day to day basis  This strategy is to continue for all pupils including PP pupils with attendance below 90%	£12,000 (contribution to overall wage)

Subsidise off site trips, visits, visitors and residential	To ensure the social, emotional and mental well-being of all pupils through improved experiences for all.	All disadvantaged pupil attended trips and residential	This will continue as it is important to ensure equal access to all areas of school life and the curriculum,	£15 000
Providing breakfast (toast) for all pupils	To ensure all pupils including PP pupils start each day in a positive manner – ensuring well-being.			£7 500

## 6. Planned expenditure

Academic year

2019-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

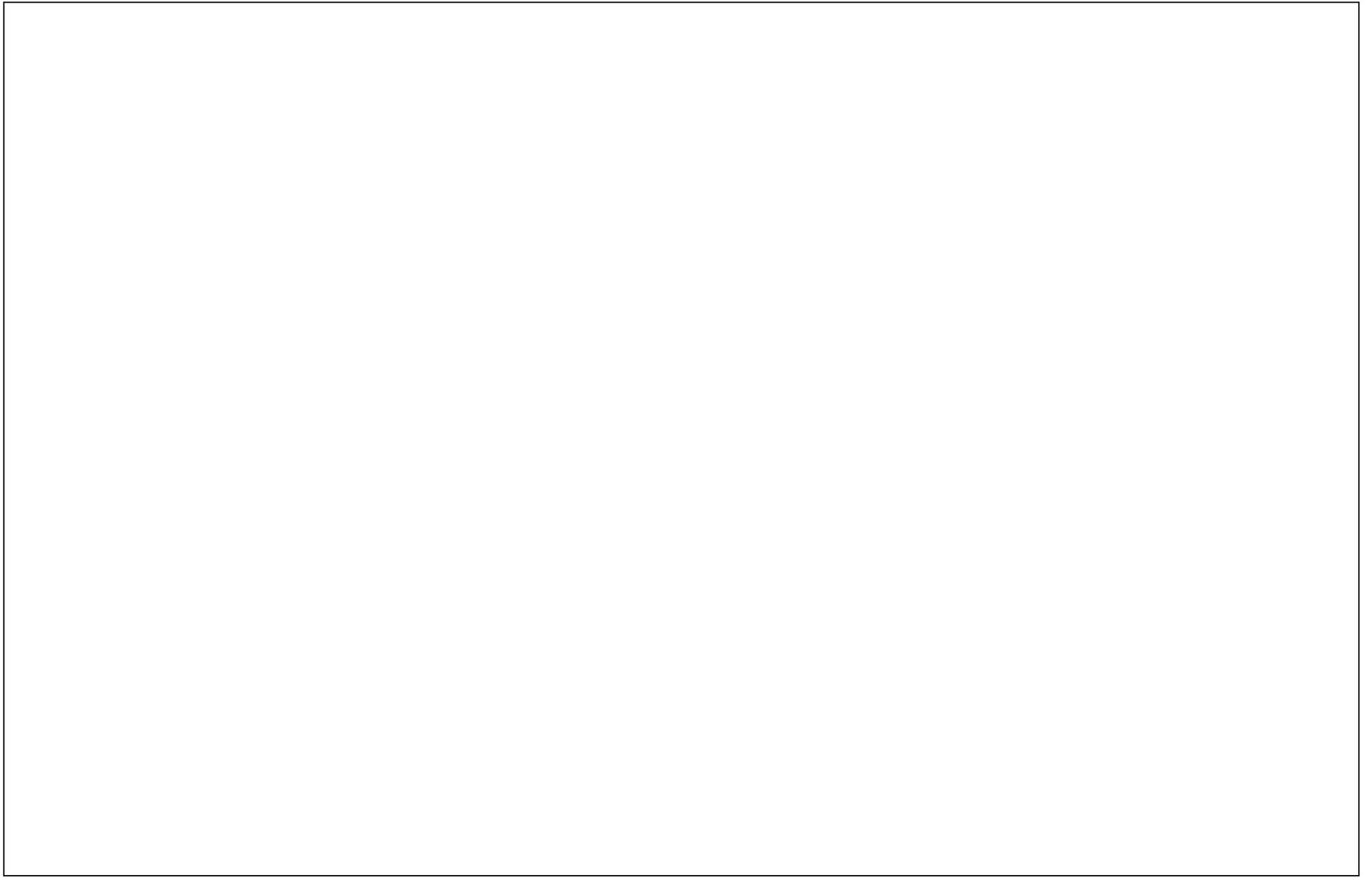
### i. Quality of teaching for all

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
Proportions of PP pupils achieving year 1 phonic test will increase	CPD for staff on phonic delivery from nursery to yr 2	Previous observations indicate that the effectiveness of phonic teaching varies dependent on member of staff (increased number of new staff to key year groups)	SLT to carryout observations to ensure effective delivery of phonic sessions	GM (Leading English teacher)	Termly during progress meetings.
Proportions of pp pupils achieving CL by the end of EYFS will increase	Focus on creating a language rich environment  Early identification of reluctant communicators  Curriculum focus on early language skills	Increase in proportions of pupils starting from low levels in CL (baseline) Lack of early language skills to be addressed through the curriculum and environment provided	Termly progress meetings will provide analysis of progress the children are making in this key area	SB (Assistant Head for EYFS) MO (Nursery leader) EK (Reception leader)	

Proportions of high attaining PP pupils will achieve GDS by the end of KS2	In school moderators to support planning of effective lessons  CPD delivered to all staff on recognising GDS writing  CPD provided on planning a unit building on skills progressively and identifying greater depth skills.	2018-19 data showed proportions of pupils achieving GDS in writing at KS2 was below pupils nationally.  Using the expertise of in-school/Trust moderators to support CPD and planning ensuring key skills are taught across school building on HA pupils ability to achieve GDS	Cross Trust moderation, will ensure accurate levelling  Termly progress meetings allow leaders to challenge progress and identify key individuals.	GM/EF (LA moderators)  GM (Leading English teacher)	Moderation activities to be carried out termly across the Trust and half termly within year groups  Termly during progress meetings
Increased progress for PP pupils working below the expected ARE	Early identification of pupils not working at the expected level through data analysis  Focused/differentiated questioning within class targeted to pupils needing to make accelerated progress  Gaps in learning identified and misconceptions re-taught	Termly assessment identifies pupils needing to make accelerated progress, this is reviewed regularly to ensure impact  Targeting pupils through questioning ensures learners are not passive and staff can quickly assess understanding. This can then be reflected in planning.  Re-teaching and pre-teaching identified skills improves confidence of pupils and enables them to tackle new learning.			Termly during progress meetings  Weekly PPA sessions staff review and discuss progress of pupils
<b>Total budgeted cost</b>					£62,476
<b>ii. Targeted support</b>					
<b>Intended outcome</b>	<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Improved outcomes for PP who are reluctant communicators	<p>Early identification of PP pupils who are reluctant communicators to have in-school speech and language support, weekly</p> <p>Additional S+L group work for PP pupils delivered by SALT team</p> <p>Provide additional speaking and listening opportunities for PP pupils through the curriculum</p>	<p>School identifying pupils individual needs and providing the expertise to ensure impact</p> <p>A thematic approach to the curriculum will enable increased opportunities for speaking and listening through all subjects allowing pupils to communicate through fun and interesting topics</p>	<p>Discussions between SALT team, Schools S+L TA and SENCO to establish impact of group sessions</p> <p>Observations of pupils participation in class/group discussions</p> <p>Monitoring of phonic groups and progress</p>	DN (deputy Headteacher/SENCO)	<p>Weekly discussions</p> <p>Termly observations</p>
Increase the proportions of HA PP pupils working at GDS in R, W, M	<p>Pupils identified for additional intervention delivered by teachers to bridge 'gaps' in learning</p> <p>Deputy headteachers to deliver high quality lessons to high attaining pupils in writing and maths</p>	Using the most experienced staff within school to deliver the higher level skills required to achieve GDS will have positive impact on outcomes	<p>Monitoring of planning/books to ensure high level skills are being taught and built upon progressively.</p> <p>Termly moderation, alongside LA moderators from within school and the Trust</p>	<p>EF/DN (deputy headteachers)</p> <p>Associate Headteacher to monitor and challenge impact</p>	<p>Termly moderation</p> <p>Termly progress meetings</p> <p>Regular book and planning trawls</p> <p>Yearly observations</p>
Proportions of PP pupils working at the expected ARE	<p>Using data analysis to identify PP pupils working below</p> <p>Target pupils additional in-class support and where appropriate additional intervention sessions</p> <p>PP pupils identified for additional daily reading, homework sessions and misconception work.</p>	<p>Using teachers to work with PP pupils ensures they receive most experienced and qualified support</p> <p>Misconceptions/gaps taught within interventions can be reinforced within the classroom learning sessions</p> <p>Reading the lowest 20% of readers include PP pupils due to lack of parental support, additional reading daily within school ensures wider opportunities to embed skills and therefore make progress</p>	<p>Progress meetings used to identify keep group or individuals who require additional support.</p> <p>Class teachers plan interventions, keep records and additional work evidenced.</p>	<p>Class teachers to identify pupils alongside Assistant head teachers</p> <p>Associate headteacher to monitor and challenge the impact of strategies used</p>	<p>Half termly monitoring of intervention books and planning</p> <p>Progress meetings termly</p>
<b>Total budgeted cost</b>					<b>£114,944</b>
<b>iii. Other approaches</b>					
<b>Intended outcome</b>	<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Behaviour support leader to work with identified pupils to reduce the impact of behaviour on learning, plus the employment of two 1:1 pupils support TAs	Ensure the emotional and social needs of pupils are met in order to support pupils achievement	Previous data and monitoring identified the success of this strategy in ensuring behaviour within the classroom did not impact negatively on learning and therefore progress	During progress meetings and phase meetings staff to identify any pupils including PP who they feel would benefit from additional support due to behaviour or emotional needs  Support leader to identify strategy to use eg 1:1 support in class, 1:1 sessions outside class, group sessions, family support etc	Behavioural, emotional support leader	Bi-weekly vulnerable meetings to discuss pupils progress and identify any changes to strategies to be used.
Subsidise off site trips, visits, visitors and residential	To ensure the social, emotional and mental well-being of all pupils through improved experiences for all.	Previous data showed the impact of PP attending residential and trips	Leadership meetings Assistant Headteachers, identify pupils who may need support with costing of trips, residential and any equipment that may need purchasing for them to attend.	Assistant headteachers	Weekly SLT meetings
EWO to carry out early help plans for all pupils including PP	To raise progress and attainment for pupils with low attendance	Previous data showed the positive impact on outcomes for early identification of 'poor attendance'	Deputy HT to meet weekly with EWO and analysis attendance data.	Deputy Headteacher	Information shared weekly during SLT meetings  Attendance standard report provided each term
<b>Total budgeted cost</b>					<b>£110,000</b>





## Pupil premium strategy / self- evaluation (secondary)

1. Summary information				
School				
Academic Year		Total PP budget		Date of most recent PP Review
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy
2. Current attainment				
		Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)
Progress 8 score average				
Attainment 8 score average				
3. Barriers to future attainment (for pupils eligible for PP)				
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )				
A.				
B.				
C.				
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )				
D.				
4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )				Success criteria
A.				
B.				
C.				
D.				

## 5. Planned expenditure

Academic year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Total budgeted cost</b>					

### ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Total budgeted cost</b>					

### iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Total budgeted cost</b>					

**6. Review of expenditure**

Previous Academic Year

**iv. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**v. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**vi. Other approaches**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

## 7. Additional detail

## Pupil premium strategy / self-evaluation (SEN schools)

1. Summary information				
School			Type of SEN (eg.PMLD/SLD/MLD etc.)	
Academic Year		Total PP budget	Date of most recent PP Review	
Total number of pupils		Number of pupils eligible for PP	Date for next internal review of this strategy	
2. Current attainment				
		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving UQ targets in communication				
% achieving UQ targets in maths				
% progress specific to school setting				
3. Barriers to future attainment (for pupils eligible for PP )				
In-school barriers				
A.				
B.				
C.				
External barriers				
D.				
4. Intended outcomes (specific outcomes and how they will be measured)			Success criteria	
A.				
B.				
C.				
D.				

5. Planned expenditure					
Academic year					
The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
iv. Quality of teaching for all					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Total budgeted cost</b>					
v. Targeted support					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Total budgeted cost</b>					
vi. Other approaches (including links to personal, social and emotional wellbeing)					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Total budgeted cost</b>					

**6. Review of expenditure**

**Previous Academic Year**

**vii. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**viii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**ix. Other approaches (including links to personal, social and emotional wellbeing)**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

## 7. Additional detail