

Pupil Premium Statement

1. Summary Information

School	Ellenbrook Community Primary School				
Academic Year	2019-2020	Total Pupil Premium budget	£43, 131	Date of most recent PP review	October 2020
Total number of pupils	381	Total number of eligible pupils	30	Date for the next PP review	October 2021

2. Attainment 2019-20 (DATA NOT AVAILABLE DUE TO PARTIAL CLOSURE OF SCHOOL AND NO END OF PHASE ASSESSMENTS)

<i>Ellenbrook Primary's figures for pupils eligible for Pupil Premium</i>		<i>National figures for pupils eligible for Pupil Premium</i>	
Key Stage One			
% making expected progress in reading		% making expected progress in reading	
% making expected progress in writing		% making expected progress in writing	
% making expected progress in maths		% making expected progress in maths	
% achieving a higher standard in reading		% achieving a higher standard in reading	
% achieved a greater depth in writing		% achieved a greater depth in writing	
% achieving a higher standard in maths		% achieving a higher standard in maths	
Key Stage Two			
% achieving expectations in reading, writing and maths		% achieving expectations in reading, writing and maths	
% making expected progress in reading		% making expected progress in reading	
% making expected progress in writing		% making expected progress in writing	
% making expected progress in maths		% making expected progress in maths	
% achieving a higher standard in reading		% achieving a higher standard in reading	
% achieved a greater depth in writing		% achieved a greater depth in writing	
% achieving a higher standard in maths		% achieving a higher standard in maths	

3. Barriers to future attainment (for pupils eligible for Pupil Premium including higher ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Pupils being 'ready to learn' in class (pupils are secure socially and emotionally).
B.	Limited speech and language skills which impact on learning.
C.	Poor general learning skills e.g. organisation, commitment, resilience, etc.
D.	Gaps in prior learning

External barriers (*issues which also require action outside school, such as low attendance, etc.*)

E.	Consistent attendance and punctuality
F.	Access to resources such as books, etc.
G.	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models
H.	Lack of regular routines including home reading, homework, spellings and having correct equipment in school e.g. PE kit, swimming kit, etc.
I.	Lack of parental engagement with the school
J.	Parents perceptions of education e.g. priority placed on learning and achievement in the home, parents own negative experiences of school

4. Desired outcomes

<i>Desired outcomes and how they will be measured</i>		<i>Success Criteria</i>
A.	Disadvantaged pupils' attendance to improve.	Disadvantaged pupils' attendance to exceed 95% with less persistent absentees than non-disadvantaged.
B.	Pupils' can access learning in class because their physiological, safety, feelings of belonging and esteem needs are met.	Pupils are ready to learn in class with the need for constant adult intervention. The number of adults interventions drops over time as pupils become ready to learn more quickly.
C.	Gaps in learning are identified and targeted teaching/interventions teach to these gaps.	Formative assessment will show gaps are being addressed and pupils will make expected (or exceeding) progress.
D.	Pupils read regularly and have access to high quality texts within guided reading and English lessons and opportunities to be involved in speaking and listening activities.	Pupil achieve (or exceed) expected levels in reading and writing and make or exceed expected progress for their chronological age.
E.	Pupils are optimistic about their outcomes and demonstrate resilience	Pupil achieve (or exceed) expected levels in reading and writing and make or exceed expected progress for their chronological age.
F.	Pupils are exposed to a wide range of experiences including sporting, cultural and social experiences.	Pupil achieve (or exceed) expected levels in reading and writing and make or exceed expected progress for their chronological age

5. Review of expenditure

Academic year	2019-2020
I. Quality of teaching for all	



Desired Outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria?</i>	Lessons learned	Cost
For pupils to make expected progress (or more than expected progress if they are falling behind).	Additional intervention groups created during assembly time and Teaching Assistants deployed in classrooms to deliver individual and group intervention. Child to adult ratio increased for disadvantaged children within the class.	<p>Additional adults meant pre-planned intervention groups took routinely took place throughout the curriculum and timetable.</p> <p>Minutes of Pupil Progress Meetings show that children who needed to 'catch up' made accelerated progress.</p> <p>We do not have the end of year summative data to benchmark this impact but Autumn assessments are currently taking place and this plan will be reviewed when this data is available.</p>	This provision will continue next year because of the noted impact. We will also have the Covid catchup funding to supplement this provision.	£ 30, 493
For pupil attitudes to learning to improve; pupils to become optimistic about outcomes and resilient to challenge	Children access social and emotional support through specific and evidenced proven interventions, therapies and groups e.g lego therapy, TEACHH approaches and Social Play groups.	Children accessed support through 1:1 and small group therapies. Evaluated Child Plans and session notes demonstrate that attitudes to learning and teaching sessions improved.	Further external agencies will be sought such as a Play Therapist to consolidate this successful 'therapeutic' nature of intervention.	£2300
For barriers to learning around speech and language to be removed or reduced	<p>Children in Early Years were screened for delays in speech and language and intervention delivered.</p> <p>SENCo and a Teaching Assistant were ELKLAN trained and</p>	Data from Welcomm shows that children made good progress in speech, language and communication. Data:	We will continue to use the WellComm online assessment tool. This will be especially important because of the loss of education during Covid closure.	Funded by the LA directly



	disseminated training to staff to support children in the classroom.		SENCo and SLT to evaluate as part of Child Plan monitoring	
Pupils attendance to improve and exceed 95%	Educational Welfare Service Level agreement bought in.	The EWO regularly worked closely with the Deputy Head teacher to review and monitor whole school attendance. Both the DH and EWO phoned and wrote to parents whose attendance and punctuality must improve. Families were scheduled to attend Attendance Panel meetings but these did not take place due to Covid closure. These families are still being closely monitored and some children's attendance and punctuality has improved.	The close working relationship with the EWO will continue as this two-pronged approach has made an impact on some families. This service will be invaluable in support the school and families returning after closure due to Covid.	£2360
II. Targeted support				
Desired Outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Children's understanding of number and the number system to improve so that the % of children meeting ARE increases	Numicon training and kits purchased and available to each class	We do not have the end of year assessment data to show data progression. Teachers and Teaching Assistants are regularly using Numicon in lessons and interventions. Teachers are positive about the strategy. Books and lesson evaluations are showing an impact on progression.	We will continue to use Numicon as the real benefits will come in the terms to come when the strategy is well embedded year on year with the children. The data outcomes will be analysed after Autumn term assessments.	£6478
III. Other approaches				
Desired Outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost



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Increase number of children attending extra-curricular clubs	The school offered and pay for extra-curricular clubs for children in receipt of Free School Meals	We increased the number of clubs that ran in the morning so that punctuality and engagement with school increased. Because we targeted children in receipt of pupil premium there was an increased number of this group attending.	This will continue to be an important approach in the coming terms for children in receipt of pupil premium and their engagement and attendance at school.	£1500
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6. Planned expenditure

Academic year		2020-2021			
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For pupils to make expected progress (or more than expected progress if they are falling behind).	<p>Additional intervention groups created during assembly time and Teaching Assistant deployed in classrooms to deliver targeted intervention and in small groups.</p> <p>Child to adult ratio increased around disadvantaged children within the class.</p> <p>To engage with the National Tutoring Programme</p>	<p>Additional adults means pre-planned intervention groups can take place and can also be ad-hoc according to need.</p> <p>More adult support in class means disadvantaged children can access more of the teacher's time.</p> <p>Due to school closure the NTP will be used for high quality tutoring to help disadvantaged pupils whose education has been affected. The programme has been designed and developed by a collaboration of five charities – the Education Endowment Foundation, Sutton Trust, Impetus, Nesta and Teach First – working in partnership with the Department for Education.</p>	<p>This will become part of the monitoring cycle for lesson observations.</p> <p>Pupil Progress Meetings</p> <p>SENCo to evaluate as part of costed provision map.</p>	SLT & SENCo	Half-termly



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For pupil attitudes to learning to improve; pupils to become optimistic about outcomes and resilient to challenge	Children access support through tailored interventions, therapies and groups. This will include regular sessions with a play therapist for children in need of emotional and behavioural support.	Research from the NFER demonstrates that children attain more highly when they are optimistic about their outcomes and resilient to challenge. When children access support through 1:1 and small group therapies, attitudes to learning will improve. When children learn to regulate and talk about their emotions in play therapy they will be more able to access lessons.	The groups and individuals accessing these interventions will be monitored by class teachers, SENCo and SLT.	SENCo P.Marks	Half termly
For barriers to learning around speech and language to be removed or reduced	Children in Early Years will be screened for delays in speech and language and intervention delivered.	Early screening of speech and language problems means that intervention can be delivered early so the effect on learning and literacy is reduced. This will be vital following the closure of school due to Covid.	WellComm online assessment tool implemented and monitored. SENCo and SLT to evaluate as part of Child Plan monitoring and Pupil Progress Meetings.	SENCo SLT	Half Termly
Pupils attendance to improve and exceed 95%	The school will continue a Service Level Agreement for an Educational Welfare Officer	The EWO will support the school with strategy and intervention to increase the number of days in school and learning	Attendance figures and monitored children reviewed half termly. P.Marks to work closely with the EWO with strategy and intervention for children who are high risk of persistence absence and lateness.	P.Marks R.Blackburn EWO	Half termly
Increase number of children attending extra-curricular clubs	The school will offer and pay for extra-curricular clubs for children in receipt of Free School Meals	When children attend extra-curricular clubs attendance and punctuality will improve. The child's motivation and self-esteem will also benefit as will the child and family's engagement with school.	PP indicated on all extra-curricular clubs and invitations sent to children in receipt of Free School Meals. Club attendance data analysed.	P.E subject Leader SLT	Half termly



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<p>Children’s language, communication and phonics skill to improve</p>	<p>Nuffield Early Language Intervention (NELI) purchased</p> <p>Phonics training for Teaching Assistants and purchase of phonics tracking software.</p>	<p>Following the school closure for COVID-19 children are coming into our Reception and Nursery with poorer language skills. After the Welcomm assessment children will access intervention such as NELI to close this gap. We also have Teaching Assistants who report that their phonics training needs to be updated. Phonics groups will be targeted at children who would have received extra support in the Summer Term of 2020. In light of the extra progress that groups of children will need to make in phonics, a tracker will be purchased to follow these groups’ progress closely.</p>	<p>Early Years Teachers to keep detailed observations during the NELI sessions.</p> <p>Phonics Tracker will track the children’s progress in phonics – datas for children who receive intervention will be closely analysed.</p>	<p>SLT SENCo</p>	<p>Half Termly</p>
<p>Total budgeted cost</p>					<p>£50,100</p>