

Pupil Premium Statement

1. Summary Information

School	Ellenbrook Community Primary School				
Academic Year	2018-2019	Total Pupil Premium budget	39,011	Date of most recent PP review	February 2019
Total number of pupils	381	Total number of eligible pupils	22	Date for the next PP review	February 2020

2. Attainment 2017-18

<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	50	% making expected progress in reading	79
% making expected progress in writing	100	% making expected progress in writing	74
% making expected progress in maths	100	% making expected progress in maths	80
% achieving a higher standard in reading	0	% achieving a higher standard in reading	29
% achieved a greater depth in writing	0	% achieved a greater depth in writing	18
% achieving a higher standard in maths	50	% achieving a higher standard in maths	25
Key Stage Two			
% achieving expectations in reading, writing and maths	0	% achieving expectations in reading, writing and maths	70
% making expected progress in reading	0	% making expected progress in reading	80
% making expected progress in writing	0	% making expected progress in writing	83
% making expected progress in maths	0	% making expected progress in maths	81
% achieving a higher standard in reading	0	% achieving a higher standard in reading	33
% achieved a greater depth in writing	0	% achieved a greater depth in writing	24
% achieving a higher standard in maths	0	% achieving a higher standard in maths	28

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. Planned expenditure

Academic year	2018-2019
I. Quality of teaching for all	

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>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>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
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 e.g lego therapy, TEACHH approach and counselling	<p>Research from the NFER demonstrates that children attain more highly when they are optimistic about their outcomes and resilient to challenge.</p> <p>When children access support through 1:1 and small group therapies, attitudes to learning will improve.</p>	External agencies support and advice will be sought. Planning and outcomes will be monitored by class teachers and SLT	SENCo P.Marks	Half termly
For barriers to learning around speech and language to be removed or reduced	<p>Children in Early Years will be screened for delays in speech and language and intervention delivered.</p> <p>SENCo and a Teaching Assistant will be</p>	<p>Early screening of speech and language problems means that intervention can be delivered early so the effect on learning and literacy is reduced.</p> <p>ELKLAN trained staff means a more effective support of children with</p>	<p>WellComm online assessment tool implemented and monitored.</p> <p>Staff Meetings and INSETs planned for academic year</p>	SENCo SLT	Half Termly

	ELKLAN trained and disseminate training to staff to support children in the classroom	speech, language and communication needs	SENCo and SLT to evaluate as part of Child Plan monitoring		
Pupils attendance to improve and exceed 95%	The school will purchase 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 reviewed termly. P.Marks to work closely with the EWO supporting strategy and intervention with children who are high risk of persistence absence	P.Marks R.Blackburn EWO	Half termly
Children's understanding of number and the number system to improve so that the % of children meeting ARE increases	Numicon training and kits to be purchased and available to each class	The physical apparatus of Numicon and the strategies that run along side will improve the children's understanding and representation of number	Subject Leader monitoring Lesson Observations and book scrutiny	Maths Subject Leader SLT	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 will improve. The child's motivation and self-esteem will also benefit.	PP indicated on all extra-curricular clubs and invitations sent to children in receipt of Free School Meals.	P.E subject Leader SLT	Half termly
Total budgeted cost					£33,011

6. Review of expenditure

Academic year

2017-2018

I. Quality of teaching for all

Desired Outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria?</i>	Lessons learned	Cost
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II. Targeted support

Desired Outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria?</i>	Lessons learned	Cost
For Pupil Premium pupils to make (or exceed) national expectations for progress and attainment.	Additional Teaching Assistant hours targeting 1 to 1 or small group teaching so that every child has access 1:1 or small group teaching	As KS1 results show, pupils performed above national benchmark in KS1 for Writing and Maths but not in reading. In year progress data shows an improved picture for reading and maths but not for writing.	This approach only had a limited impact and will need to be reviewed for some children. This will also be addressed within the School Development Plan.	£20,900
III. Other approaches				
Desired Outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria?</i>	Lessons learned	Cost
To improve the social and emotional attitudes to learning	Social interventions and therapies. Outside agency advice and strategies implemented e.g TEACHH and Social Stories from the ACE team	Pupil Inclusion Team action plans evaluated and successful. Children's attitude improved resulting improved behaviour for learning.	We have seen benefits of using the TEACHH approach, PIT strategies and social emotional literacy so this will continue to be embedded within intervention for disadvantaged children.	£6,881