ELLISON PRIMARY ACADEMY

Pupil Premium Strategy 2020 - 23

Our funding 2020-2023		**Funding summary: Year 1**			
Total number of pupils	360 Date: Oct 20	PPG received per pupil	£1,345 (£310 forces)	Indicative PPG as advised in School Budget Statement	£91,901
		Number of pupils eligible for PPG	68 Including 2 forces	Actual PPG budget	£89,370

Funding estimate: Year 2	
Estimated pupil numbers	359
Estimated number of pupils eligible for PPG	68
Estimated funding	£90,000
Funding estimate: Year 3	
Estimated pupil numbers	377
Estimated number of pupils eligible for PPG	72
Estimated funding	£95,000

1. Attainment 2020
Due to COVID-19 all National Primary Assessments were suspended for the academic year 2019-2020 therefore figures are not able to be provided for comparison.

2. Disadvantaged pupil context	
Total number of pupils eligible for PP	68
PP pupils with SEN	6 + 1 EHCP
PP pupils with EAL	4
PP pupils with both EAL & SEN (also included above)	0

3. Barriers to future attainment		
	Intent for the Use of the Pupil Premium	**Intended Impact**
1	At key National milestones the gap in achievement between disadvantaged pupils and all pupils nationally is diminishing.	Pupils achieve (or exceed) expected levels in GLD, Reading, Writing, Mathematics, SPaG related to their individual start levels.
2	Ongoing monitoring demonstrates that provision for disadvantaged pupils is leading to at least expected progress for pupils in all year groups.	There is evidence of the gap between PP attainment and National All Pupil attainment diminishing at key national data points.
3	Attendance and punctuality of disadvantaged pupils is improving towards national benchmark	To raise the attendance of disadvantaged pupils' attendance (currently 95.5 % in academic year 2018/2019)
4	Disadvantaged pupils can access learning effectively because their physiological, emotional, social and safety needs are being met.	Pupils are ready to learn in class. The number of interventions at the point of learning are reduced
5	Disadvantaged pupils are able to access high quality home learning when unable to attend school.	Pupils learning is disrupted to a minimal level during times of forced closure or nonattendance due to isolating.
6	Disadvantaged pupils experience a full, appropriate and enriched curriculum to support the development of cultural capital	*The curriculum provides opportunities for pupils to broaden their horizons and knowledge and understanding of the world. Pupils attend events/visit places they would not usually be exposed to.**
7	The engagement of parents/carers of disadvantaged pupils positively influences the outcomes for their children (social, emotional, academic)	Parental uptake of opportunities in school to participate in: shared learning with their children; personal learning; and engage with support agencies increases.

*Ability to meet this may be impacted upon by measures put in place in school/wider community to minimise COVID-19 risk

5. Rationale for approach

The Trust's Key Principles, as outlined in our Curriculum Framework, underpin our Ellison Primary Pupil Premium Strategy. We are ambitious for ALL learners, inspiring and challenging them to achieve the very best, and be the best they can be. We recognise that we need to meet the diverse needs of our children and communities and therefore our strategy needs build upon their needs in a carefully aligned manner.

Key Principles:

Our Trust curriculum aims are to…..	For our disadvantaged children, this means..
Be purposeful, enjoyable and celebrated	Fair access to learning opportunities that celebrate children's strengths and successes.
Encourage curiosity and engagement	Providing experiential learning opportunities.
Meet the diverse needs of our children and our communities	Having high expectations and promoting a knowledge of society and the world around us.
Promote Collaboration	Developing positive partnerships with parents, community, businesses and stakeholders.
Inspire collaborative, creative , critical and caring thinking	Enabling a holistic approach to development ensuring that children have a skill set that provides life choices and life chances.
Instil knowledge, skills and understanding	Promoting opportunities for children to engage in assessment processes that capture their learning whilst harnessing their ability to self-manage and be resilient.
Generate confident communicators	Developing children's oracy and language skills, promoting active pupil voice and reflection.
Have characteristics of effective learning	Teachers using their knowledge of children to inform their practice; ensuring the development of wider thinking and reasoning skills.
Be ambitious for all learners	Having aspirations for our children that have no boundaries.

We believe in maximising the use of the pupil premium grant (PPG) by carefully aligning a long-term strategy to the School Developing Plan. We implement a combination of short, medium and long-term interventions, as well as wider school improvements and improving readiness to learn.

6. Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

7. Strategies
To impact on the desired outcomes, the following strategies have been put in place with reference to the EEF Guide to the Pupil Premium which advocates planning spending under three tiers: Tier One: Teaching Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Tier Two: Targeted Academic Support Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. Tier Three: Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

8. Priorities

To prioritise spending, we have three main areas of focus:

Quality of Teaching:

1) Professional Development to embed **dialogic teaching** strategies;

2) Professional to ensure **feedback** has a profound impact on learning;

3) Professional Development to ensure **oral language development** strategies (Helicopter Stories; P4C, Peer and Crowd Reading Strategies) impact on learning.

Targeted academic support:

1) Teacher Led Interventions: Additional small group and individual teaching opportunities in English and maths to support disadvantaged pupils (pre-teach; teacher conferencing; remote learning sessions);

2) Teaching Assistant Led Structured Interventions:
    - EYFS: Talking Partners
    - Nuffield Language Programme
    - KS1: Reading Recovery in KS1;
    - KS2: Switched on to Reading
    - Precision Teaching

Wider strategies: attendance, nurture, learning talks, class enrichment

1) Further personalise learning and increase parental engagement through half-termly 'learning talks' with children and parents from Year 1 to year 6.

2) Holiday and enrichment activities that ensure children have a breadth of opportunity.

3) Support to ensure good rates of attendance and punctuality.

Intervention planning in full

Intervention:	1) Professional development to embed dialogic teaching strategies.		
Category:	**Quality of teaching**		
Intended outcomes:	**Quality of teaching is at least good or better.**	Success criteria:	**All non-negotiables for teaching and learning (including elements related to dialogic teaching strategies) evident in every class, for every lesson.**
Staff lead:	**SLT**		

	Year 1	Year 2	Year 3
Implementation	Teachers not yet consistently good at including dialogic teaching strategies within daily lessons will receive a weekly half-hour CPD slot to evaluate their practice. Priorities for learning will be established in liaison with their coach and mentor. Cover will be provided as necessary. A minimum four-week mentoring/coaching programme will identify, address issues raised, and lead to practice that is more reflective. *Monitoring: routine learning walks at least 3 times per half term. Quality of teaching over time is tracked and shared with full governing body.*	Annual review of Year 1 practice undertaken; Peer partnerships will be established to share best practice in dialogic teaching within the setting. Teachers will have the opportunity to observe one another and self-reflect on practice. GROW model to be used to support this process between practitioners; CPD sessions this year will ensure that staff new to the setting receive appropriate training and support. *Monitoring: routine learning walks at least 3 times per half term. Quality of teaching over time is tracked and shared with full governing body.*	Annual review of Year 2 practice undertaken; Teachers will be supported to engage in further action research to inform best practice. CPD sessions this year will ensure that staff new to the setting receive appropriate training and support. *Monitoring: routine learning walks at least 3 times per half term. Quality of teaching over time is tracked and shared with full governing body.*

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<tr><td>Light-touch review notes</td><td colspan="2">Annual review notes:</td><td colspan="3">Annual review notes:</td><td colspan="2">Final review notes:</td></tr>
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Intervention:	2) Professional to ensure **feedback** has a profound impact on learning;		
Category:	**Quality of teaching**		
Intended outcomes:	**Quality of teaching is at least good or better**	Success criteria:	**All non-negotiables for teaching and learning (including elements relating to feedback) evident in every class, for every lesson.**
Staff lead:	**SLT**		

	Year 1	Year 2	Year 3
Implementation	Teachers not yet consistently good at ensuring that feedback has a profound impact on learning will receive a weekly half-hour CPD slot to evaluate their practice. Priorities for learning will be established in liaison with their coach and mentor. Cover will be provided as necessary. A minimum four-week mentoring/coaching programme will identify, address issues raised, and lead to practice that is more reflective. *Monitoring: routine book scans at least 3 times per half term. Quality of teaching over time is tracked and shared with full governing body.*	Annual review of Year 1 practice undertaken; Peer partnerships will be established to share best practice in the use of feedback within the setting. Teachers will have the opportunity to share books and self-reflect on practice. GROW model to be used to support this process between practitioners; CPD sessions this year will ensure that staff new to the setting receive appropriate training and support. *Monitoring: routine book scans at least 3 times per half term. Quality of teaching over time is tracked and shared with full governing body.*	Annual review of Year 2 practice undertaken; Teachers will be supported to engage in further action research to inform best practice. CPD sessions this year will ensure that staff new to the setting receive appropriate training and support. *Monitoring: routine book scans at least 3 times per half term. Quality of teaching over time is tracked and shared with full governing body.*

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Intervention:	3) Professional Development to ensure **oral language development** strategies (Helicopter Stories; P4C, Peer and Crowd Reading Strategies) impact on learning.		
Category:	**Quality of teaching**		
Intended outcomes:	**Quality of teaching of oral language development strategies is at least good or better**	Success criteria:	**Oral language development strategies are embedded in routine practice resulting in accelerated progress of children in communication and language skills.**
Staff lead:	**SLT**		

	Year 1	Year 2	Year 3
Implementation	CPD for all staff on oral development strategies (appropriate to Key Stage). Follow up support for teachers not yet consistently good at delivering oral language development strategies will receive a weekly half-hour CPD slot to evaluate their practice. Priorities for learning will be established in liaison with their coach and mentor. Cover will be provided as necessary. A minimum four-week mentoring/coaching programme will identify, address issues raised, and lead to practice that is more reflective. *Monitoring: routine learning walks at least 3 times per half term. Quality of teaching over time is tracked and shared with full governing body.*	Annual review of Year 1 practice undertaken; Peer partnerships will be established to share best practice in the use of oral language development strategies. Teachers will have the opportunity to share books and self-reflect on practice. GROW model to be used to support this process between practitioners; CPD sessions this year will ensure that staff new to the setting receive appropriate training and support. *Monitoring: routine learning walks at least 3 times per half term. Quality of teaching over time is tracked and shared with full governing body.*	Annual review of Year 2 practice undertaken; Teachers will be supported to engage in further action research to inform best practice. CPD sessions this year will ensure that staff new to the setting receive appropriate training and support. *Monitoring: routine learning walks at least 3 times per half term. Quality of teaching over time is tracked and shared with full governing body.*

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Intervention:	1) **Structured interventions:** Teacher Led Interventions - Additional small group and individual teaching opportunities in English and maths to support disadvantaged pupils (pre-teach; teacher conferencing; remote learning sessions);		
Category:	**Targeted academic support**		
Intended outcomes:	**Closing the gap of attainment between disadvantaged and non-disadvantaged pupils**	Success criteria:	**The gap of attainment between disadvantaged and non-disadvantaged is closing.**
Staff lead:	**SLT**		

Implementation	Year 1	Year 2	Year 3
	SLT to analyse data and plan for new teaching groups: staff, provision, resources Timetabling of interventions in place. CPD for staff in effective practice. Interventions implemented following accurate identification of targeted pupils. *Monitoring: routine learning walks at least 3 times per half term. Impact of intervention is tracked weekly and adapted in response to pupil progress.*	Annual review of Year 1 practice undertaken; SLT to analyse data and plan for new teaching groups: staff, provision, resources Timetabling of interventions in place. CPD for staff in effective practice. Interventions implemented following accurate identification of targeted pupils. *Monitoring: routine learning walks at least 3 times per half term. Impact of intervention is tracked weekly and adapted in response to pupil progress.*	Annual review of Year 2 practice undertaken; SLT to analyse data and plan for new teaching groups: staff, provision, resources Timetabling of interventions in place. CPD for staff in effective practice. Interventions implemented following accurate identification of targeted pupils. *Monitoring: routine learning walks at least 3 times per half term. Impact of intervention is tracked weekly and adapted in response to pupil progress.*

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Anticipated expenditure	Year 1	£3900	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ■	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ■
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£3900				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£				

Intervention:	2) **Structured interventions:** Teaching Assistant Led Structured Interventions • EYFS: Talking Partners • Nuffield Language Programme • KS1: Reading Recovery in KS1; • KS2: Switched on to Reading • Precision Teaching		
Category:	**Targeted academic support**		
Intended outcomes:	**Closing the gap of attainment between disadvantaged and non-disadvantaged pupils**	Success criteria:	**The gap of attainment between disadvantaged and non-disadvantaged is closing.**
Staff lead:	**SLT**		

Implementation	Year 1	Year 2	Year 3
	SLT to analyse data and plan for new teaching groups: staff, provision, resources Timetabling of interventions in place. CPD for staff in effective practice. Interventions implemented following accurate identification of targeted pupils. *Monitoring: routine learning walks at least 3 times per half term. Impact of intervention is tracked weekly and adapted in response to pupil progress.*	Annual review of Year 1 practice undertaken; SLT to analyse data and plan for new teaching groups: staff, provision, resources Timetabling of interventions in place. CPD for staff in effective practice. Interventions implemented following accurate identification of targeted pupils. *Monitoring: routine learning walks at least 3 times per half term. Impact of intervention is tracked weekly and adapted in response to pupil progress.*	Annual review of Year 2 practice undertaken; SLT to analyse data and plan for new teaching groups: staff, provision, resources Timetabling of interventions in place. CPD for staff in effective practice. Interventions implemented following accurate identification of targeted pupils. *Monitoring: routine learning walks at least 3 times per half term. Impact of intervention is tracked weekly and adapted in response to pupil progress.*

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Intervention:	1) Further personalise learning and increase parental engagement through half-termly 'learning talks' with children from Year One to Year Six.		
Category:	**Wider strategies**		
Intended outcomes:	**Improved parental engagement with home learning**	Success criteria:	**Teacher trackers of supported home learning show increase in number of engaged families**
Staff lead:			

	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1: Introduce learning talks half termly between each child and their teacher Share with families at parents evening Invite parents to next learning talk Families given a booklet of ideas for their home learning books including on-line activities Children bring in their home learning books and discuss in their learning talks Track use of home learning books as class teacher and reach out to less engaged families. Direct children to lunchtime clubs if home learning book not in use.	How we will implement this intervention in year 2 (in light of the year 1 annual light touch-review):	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):

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Anticipated expenditure	Year 1	Cover time for class teacher to conduct learning talk with PP children. 1 mornings per teacher per half term covered by supply *(14x£100x6).* £8,400.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ■	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ■
			Year 2	£ £8,400.00	Year 3	£ £8,400.00
	Total anticipated expenditure:					
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£				

Intervention:	2) Support to ensure good rates of attendance and punctuality;		
Category:	**Wider strategies**		
Intended outcomes:	**Whole school attendance is above national and attendance of disadvantaged is at least in line with national average.**	Success criteria:	**Attendance of all disadvantaged pupils is at least in line or is rapidly improving.**
Staff lead:			

	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1: First day contact in place for all pupils. Home School Link worker to quickly follow up absence and offer support. Vulnerable families identified and targeted for further support to facilitate good attendance. Attendance review meeting hold families to account for any poor attendance.	How we will implement this intervention in year 2 (in light of the year 1 annual lighttouch review): Approach to be evaluated following year 1 and most successful strategies implemented more widely.	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): Approach to be evaluated following Year 2 and most successful strategies implemented more widely.

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<tr><td>Year 2</td><td>£15,600</td><td>Year 3</td><td>£15,600</td></tr>
<tr><td></td><td>Total anticipated expenditure:</td><td colspan="4">£15,600</td></tr>
<tr><td rowspan="3">Actual expenditure</td><td rowspan="2">Year 1</td><td rowspan="2">£</td><td>Year 2</td><td>£</td><td>Year 3</td><td>£</td></tr>
<tr><td>Did expenditure increase, decrease or remain the same?</td><td>Increased ☐
Decreased ☐
Remained the same ☐</td><td>Did expenditure increase, decrease or remain the same?</td><td>Increased ☐
Decreased ☐
Remained the same ☐</td></tr>
<tr><td>Total actual expenditure:</td><td colspan="4">£</td></tr>
</table>

Intervention:	3) Holiday and enrichment activities that ensure children have a breadth of opportunity.		
Category:	**Wider strategies**		
Intended outcomes:	**Pupils experience wide and varied enrichment activities during each of their years in school.**	Success criteria:	**All disadvantaged pupils experience the enrichment entitlement for their class.**
Staff lead:	Pupil premium leader and PE leader		

	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1: With pupils, agree a range of after school clubs that everyone can access. Staff, coaches and external providers to lead after school sessions. Available clubs advertised on newsletter and website. Ensure disadvantaged pupils have priority allocation to clubs, promoted by class teachers. Club leaders know and encourage the disadvantaged pupils in their club. Uptake from clubs monitored and impact evaluated.	How we will implement this intervention in year 2 (in light of the year 1 annual lighttouch review): Provision developed in light of Year 1 outcomes.	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): Provision further developed in light of Year 2 outcomes.

<table>
<tr><td>Light-touch review notes</td><td colspan="2">Annual review notes:</td><td colspan="3">Annual review notes:</td><td colspan="2">Final review notes:</td></tr>
<tr><td>Light-touch review overall assessment</td><td colspan="2">The intervention is performing:
• Far above expectations ☐
• Above expectations ☐
• As expected ☐
• Below expectations ☐
• Far below expectations ☐</td><td colspan="3">The intervention is performing:
• Far above expectations ☐
• Above expectations ☐
• As expected ☐
• Below expectations ☐
• Far below expectations ☐</td><td colspan="2">The intervention is performing:
• Far above expectations ☐
• Above expectations ☐
• As expected ☐
• Below expectations ☐
• Far below expectations ☐</td></tr>
<tr><td rowspan="3">Anticipated expenditure</td><td>Year 1</td><td>£10,000</td><td>Is expenditure anticipated to increase, decrease or remain the same?</td><td>Increase ☐
Decrease ☐
Remain the same ■</td><td>Is expenditure anticipated to increase, decrease or remain the same?</td><td>Increase ☐
Decrease ☐
Remain the same ■</td></tr>
<tr><td></td><td>£10,000</td><td>Year 2</td><td>£</td><td>Year 3</td><td>£</td></tr>
<tr><td>Total anticipated expenditure:</td><td colspan="5"></td></tr>
<tr><td rowspan="3">Actual expenditure</td><td rowspan="2">Year 1</td><td rowspan="2">£</td><td>Year 2</td><td>£</td><td>Year 3</td><td>£</td></tr>
<tr><td>Did expenditure increase, decrease or remain the same?</td><td>Increased ☐
Decreased ☐
Remained the same ☐</td><td>Did expenditure increase, decrease or remain the same?</td><td>Increased ☐
Decreased ☐
Remained the same ☐</td></tr>
<tr><td>Total actual expenditure:</td><td colspan="5">£</td></tr>
</table>