Pupil Premium Strategy 2019 – 20

1. Summary information					
School	Ellison Primary Academy				
Academic Year	2019/20	**Total PP budget**	£99,720		
Total number of pupils	362	**Number of pupils eligible for PP**	76	**Date for next internal review of this strategy**	Autumn 2020

2. Attainment 2019		
KS2	Pupils Eligible for PP (national like for like PP average) 2019	Pupils Not Eligible for PP (national like for like other average) 2019
% achieving EXS or above in reading, writing and maths	54% (51%)	85% (71%)
% achieving EXS or above in reading	69% (62%)	95% (78%)
% achieving EXS or above in writing	62% (68%)	93% (83%)
% achieving EXS or above in maths	69% (67%)	98% (84%)
% achieving higher standard in reading, writing and maths	15% (5%)	12% (13%)
% achieving higher standard in reading	23% (17%)	21% (31%)
% achieving higher standard in writing	15% (11%)	24% (24%)
% achieving higher standard in maths	31%(16%)	31%(32%)
Progress in reading	-0.64 (-0.62)	-0.48 (0.32)
Progress in writing	-0.80 (-0.50)	-0.64 (0.27)
Progress in maths	-0.16 (-0.17)	-0.67 (0.37)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Significantly low attainment of PP pupils on entry to Reception. This slows progress and attainment in subsequent years.
B.	PP who need to achieve the expected standard in Phonics.
C.	PP pupils who achieved expected attainment at the end of Key Stage 1 need to sustain the achievement through Key Stage 2 particularly in reading and writing.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Punctuality and attendance rates for pupils eligible for PP. This reduces their school hours and causes them to fall behind.
E.	Low aspirations and expectations of what pupils could achieve
F.	Increased number of families accessing additional help from external agencies. This reduces children's ability to concentrate in school, their self-confidence and behaviour.

4. Outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Higher rates of progress in the EYFS by providing excellent teaching for pupils eligible for PP in Reception.	Pupils eligible for PP, in EYFS, improve their vocabulary and mathematical understanding and use it across the curriculum. Most PP children achieve GLD.
B.	All pupils eligible for PP achieve the phonics standard regardless of their start points.	Pupils eligible for PP in Year 1 and 2 make good progress so that all pupils eligible for PP achieve the phonics standard.
C.	Higher rates of progress across KS2 for expected attaining PP pupils so that attainment is at least in line with National average and gaps are diminished.	PP pupils attaining at expected at the end of KS1 are tracked and supported effectively to ensure they make as much progress as all other pupils from the same start point throughout KS2. Measured by Y3 – Y6 assessments in reading, writing and maths which are moderated across the MAT.
D.	Punctuality and attendance rates for pupils eligible for PP improves and is in line with or better than their peers.	All PP children are punctual, and have good attendance.

E.	High aspirations and expectations are in place for all pupils.	All pupils in school have high aspirations for themselves and what to achieve and reach their full potential irrespective of any barriers.
F.	Children from families receiving help are identified and appropriate support is in place to help them access their learning and make good progress.	Children are well supported in school and are ready and able to learn effectively, making good progress.

5. Planned expenditure					
Academic year	**2019/20**				
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**	**Review**
Higher rates of progress in the EYFS by providing excellent teaching for pupils eligible for PP in Reception.	Small group targeted catch up and keep up support.	End of EYFS 2018/19, 50% PP children achieved the expected standard (all except three PP children in the specific areas of Reading and Writing and one child in Maths. NFER research indicates that quality first teaching, which identifies and responds to personal need and holding high aspirations for all can improve our disadvantaged pupil progress by up to 1.5 years.	Internal and external training and mentoring of all EYFS staff. Internal tracking systems will support the identification of disadvantaged pupils who require additional support to reach their potential. Routine monitoring of quality of teaching and learning will ensure needs of PP children are being met.	LP and IS to support EYFS team	Termly by SLT and PP Governor
All pupils eligible for PP achieve the phonics standard regardless of their start points.	Raising standards of teaching in phonics.	End of Year 1 2018/19, 80% of PP pupils achieved the expected standard.	Bespoke external and internal training and mentoring for all staff, targeting key focus areas. Internal tracking systems support the identification of disadvantaged pupils who require additional support to maintain good progress. Routine monitoring of quality of teaching and learning will ensure needs of PP children are being met.	LP, IS and RC to support EYFS team	Termly by SLT and PP Governor
All PP pupils who achieved expected attainment at the end of Key Stage 1	Raising standards of teaching through training, mentoring and	NFER research indicates that quality first teaching, which identifies and responds to personal need and holding high aspirations for all can improve our	Bespoke external and internal training and mentoring for all staff, targeting key focus areas. Internal tracking systems support the	LP and IS	Termly by SLT and PP Governor

continue to make good progress and achieve equally well or better at the end of Key Stage 2.	coaching with a focus on reading, writing, maths and feedback.	disadvantaged pupil progress by up to 1.5 years. The EEF Teaching and Learning Toolkit suggests that high quality feedback is an effective way to improve achievement by up to 8 months. Similarly, teaching reading comprehension skills is an effective way to support the progress of struggling readings. Teachers already use data well to identify and address underperformance quickly.	identification of disadvantaged pupils who require additional support to maintain good progress. Routine monitoring of quality of teaching and learning will ensure needs of PP children are being met.		
				CPD **Year 1 TAs (13hrs x 2 per week)** **Total budgeted cost**	**£8,000** **£21,500** **£29,500**

ii. Targeted support					
Desired outcome	**Action**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**Review**
Higher rates of progress in the EYFS by providing excellent teaching for pupils eligible for PP in Reception	Language Development programmes, e.g. Talking Partners, Speech and Language interventions, Precision Teaching, Phonics interventions for identified children.	Baseline assessment indicates that some PP children enter Foundation Stage well below national expectations with language development especially low. The Nuffield Foundation and University of York research which has been independently evaluated by EEF, found that the vocabulary, grammar and listening skills of four and five year olds was improved by as much as four months using early language interventions. End of EYFS 2018/19, 50% PP children achieved the expected standard (all except three PP children in the specific areas of Reading and Writing and one child in Maths.	Training and mentoring of all EYFS staff in specific interventions. Target children identified and timetable of delivery put into place. Internal tracking systems will monitor progress of children. High quality delivery and feedback of programmes monitored evaluated and reviewed.	LP and IS	Termly by SLT and PP Governor
All pupils eligible for PP achieve the phonics standard regardless of their start points.	Reading Recovery, Precision Teaching, Phonics and Speech and Language interventions for identified children.	The EEF suggests the use of a small number of well-chosen interventions that complement the teaching and learning taking place in the classroom. Reading Recovery is a recommended one to one intervention, providing up to four months additional progress. It is also suggested that schools mix and match interventions to develop a tailored approach which matches staff expertise and children's needs.	External and internal training for staff in specific subject areas and interventions. Target children identified and timetable of delivery put into place. Internal tracking systems will monitor progress of children. High quality delivery and feedback of programmes monitored evaluated and reviewed.	RC & LP	Termly by SLT and PP Governor

All PP pupils who achieved expected attainment at the end of Key Stage 1 continue to make good progress and achieve equally well or better at the end of Key Stage 2.	Reading Recovery, Switch on to Reading, Switch on to Writing, Catch Up Numeracy, Precision Teaching	The EEF suggests the use of a small number of well-chosen interventions that complement the teaching and learning taking place in the classroom. Switch on to Reading and Writing and Catch Up Numeracy are recommended one to one interventions, providing up to four months additional progress. It is also suggested that schools mix and match interventions to develop a tailored approach which matches staff expertise and children's needs. Reading Recovery has already been delivered effectively in KS1 and these foundations are being built upon.	External and internal training for staff in specific subject areas and interventions. Target children identified and timetable of delivery put into place. Internal tracking systems will monitor progress of children. High quality delivery and feedback of programmes monitored evaluated and reviewed.	LP and IS	Termly by SLT and PP Governor
				Additional EYFS TA support (½ day per week x 2 classes) **TA interventions (FK, DW & TL (5hrs); VW (20hrs)** **Total budgeted cost**	**£4,200** **£41,000** **£45,200**

iii. Other approaches					
Desired outcome	**Action**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**Review**
Punctuality and attendance rates for pupils eligible for PP improves and is in line with or better than their peers.	Monitor punctuality and attendance and follow up with first day calling as per school policy. Home School Link Worker to support identified families. Identified children invited to homework and after school clubs.	PP attendance is below that of other children with some of our PP children showing as persistent absentees. DFE research shows that the higher the percentage of sessions missed across the KS, the lower the likely level of attainment at the end of KS2. Pupils with no absence are 1.6 times more likely to achieve expected and 4.7 times more likely to achieve above expected than pupils that missed 15-20 per cent of all sessions. Furthermore persistent absence impacts on friendship groups which can lead to isolation and loss of confidence. (University of Glasgow for DFE).	Regular tracking of absence data across all year groups. Homework completion and homework club attendance monitored. Liaison with EWO and other services.	AP	Termly by SLT and PP Governor
High aspirations and expectations are in place for all pupils.	Quality First Teaching. Parent workshops run throughout the year in all classes. Class open afternoons run by children. Develop parent sessions to support their learning and that of their children eg e-safety, curriculum evenings, transition sessions for EYFS.	NFER research indicates that quality first teaching, which holds high aspirations for all, can improve our disadvantaged pupil progress by up to 1.5 years. DFE Review of Best Practise in Parental Involvement indicates that it has a significant positive effect on children's achievement and that in the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools.	Parental engagement in events recorded and feedback analysed to ensure preferred activities are undertaken. Identified new intake families are contacted and attend sessions prior to entry.	LP & EYFS staff	Termly by SLT and PP Governor

Children from families receiving help are identified and appropriate support is in place to help them access their learning and make good progress.	Emotional literacy/well-being programmes linked to specific needs of children delivered by Home/School Link Worker. Family support through sign posting and engagement with HSLW. Online homework support. Financial support to ensure children have appropriate uniform and attend enrichment opportunities.	EEF toolkit shows that social and emotional learning can improve achievement by up to 4 months. Children's social and emotional needs need to be met before learning can take place.	Regular liaison with external agencies including the locality social worker. Monitoring, evaluation and review of caseload with HSLW. Behaviour and academic tracking of identified children.	NG & AP	Termly by SLT and PP Governor
				Uniform Support	**£600**
				FSM application incentive	**£250**
				HSLW support	**£14,300**
				Residential subsidy (Standon Bowers)	**£6,000**
				Total budgeted cost	**£18,150**

Total budgeted cost £95,850

6. Additional detail

In addition to the above all PP children will be considered for additional support either financially or educationally. These will be reviewed regularly to ensure all PP children are having full access to all opportunities in school and are reaching their full potential in all areas.