Pupil Premium Strategy Impact Report 2018 – 2019

1. Summary information					
School	Ellison Primary Academy				
Academic Year	2018/19	**Total PP budget**	£108,915.38		
Total number of pupils	356	**Number of pupils eligible for PP**	80	**Date for next internal review of this strategy**	Autumn 2020

1. 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)

2. 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 maths.
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.

3. Outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	All pupils eligible for PP in Reception achieve a good level of development regardless of their start points.	Pupils eligible for PP in Reception make good progress by the end of the year so that all pupils eligible for PP 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.	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.	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.

4. Planned expenditure					
Academic year	**2018/19**				
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**	**Outcomes**
All children achieve a good level of development regardless of their starting points.	Raising standards of teaching in early language and literacy development.	Invest PP funding into longer term change which will help all pupils and raise aspirations. 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. The EEF Early Years Teaching and Learning Toolkit suggests early years interventions and oral language intervention can improve our pupils progress by up to 5 months.	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. Raising achievement plans will ensure that appropriate intervention and provisions is in place. Regular progress meetings will be used to frequently review the impact of quality first teaching and interventions.	LP and IS to support EYFS team	End of year results show that gaps were closed for premium children. 50% of PP children achieve the expected standard in reading and writing and 80% in maths. Support will continue in Year 1 to close the gap.
All pupils eligible for PP achieve the phonics standard regardless of their start points.	Raising standards of teaching in phonics.	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. Well qualified staff are deployed effectively to deliver interventions as identified in the NFER and DFE research report Supporting Attainment of	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. Raising achievement plans will ensure that appropriate intervention and provisions is in place. Targeted additional adult	LP, IS and RC to support EYFS team	End of year results show that gaps were closing for premium children. 4/5 children achieved the expected

		Disadvantaged Pupils. (November '15)	support is in place in each classroom.		standard. The one child made good progress and is on track to achieve the standard at the end of Yr2.
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.	Raising standards of teaching through training, mentoring and coaching with a focus on reading, writing, maths and feedback.	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. The EEF Teaching and Learning Toolkit suggests that high quality feedback is an effective way to improve achievement by up to 8 months Teachers already use data well to identify and address underperformance quickly. Well qualified staff are deployed effectively to deliver interventions as identified in the NFER and DFE research report Supporting Attainment of Disadvantaged Pupils. (November '15)	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. Raising achievement plans will ensure that appropriate intervention and provisions is in place. Targeted additional adult support is in place in each classroom.	LP and IS	End of year results show that gaps were closing for premium children. 3/4 PP children who achieved the expected standard in reading, writing and maths at KS1 achieved the expected standards at KS2. The one child that didn't was new to the school in Year 6 following time

					abroad.
				Beanstalk **Homework (Bug Club etc)** **CPD** **Year 1 TAs (13hrs x 2 per week)** **Total budgeted cost**	**£2,500** **1,100** **14,000** **18,900** **£36,500**

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**	**Outcomes**
All children achieve a good level of development regardless of their start points	Time to Talk and Socially Speaking language development programmes 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.	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	End of year results show that gaps were closed for premium children. 50% of PP children achieve the expected standard in reading and writing and 80% in maths. Support will continue in Year 1 to close the gap.
All pupils eligible for PP achieve the phonics standard regardless of their start points.	Reading Recovery	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. 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.	RC & LP	End of year results show that gaps were closing for premium children. 4/5 children achieved the expected standard.

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 Literacy, Catch Up Maths.	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 Literacy and Catch Up Maths 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	End of year results show that gaps were closing for premium children. 3/4 PP children who achieved the expected standard in reading, writing and maths at KS1 achieved the expected standards at KS2. The one child that didn't was new to the school in Year 6 following time abroad.
				Additional EYFS TA support (½ day per week x 2 classes) **TA interventions (FK, DW, AM (5hrs); VW (20hrs); TL (3 hrs Forest School)** **Total budgeted cost**	**£4,200** **£38,900** **£43,100**

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	Regular tracking and liaison with other agencies undertaken. Punctuality and attendance rates are continuing to improve and are better the national average for PP children. PP children with safeguarding concerns are most likely to be persistent absentees.
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	Range of sessions arranged for parents across the school. 100% of parents/carers engage with school either during workshops, additional bespoke

					sessions or by telephone contact.
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 via Bug Club and Abacus Maths. 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	Home School Link worker worked with key children regularly on identified areas of need. Families sign posted and supported by Tracking shows these children can underperform until these needs are addressed.
				Picture This Aspiration Project **Uniform Support** **FSM application incentive** **Forest Schools** **HSLW support** **Holiday Club subsidy (Stoke City)** **Residential subsidy (Standon Bowers)** **Music Tuition subsidy** **Total budgeted cost**	**£2,000** **£600** **£250** **£3,100** **£13,500** **£1,000** **£4,000** **£9,000** **£33,450**

Total budgeted cost £113,050

5. Additional detail
In addition to the above all PP children will be considered for additional support be it 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. Additional support was allocated as required.