



Elmwood Primary School Pupil Premium Strategy

Summary Information					
School	Elmwood Primary School				
Academic Year	2017-18	Total PP Budget	£66,580 (April 2017 – March 2018)	Date of most recent PP Review	September 2017
Total Number Of Pupils	420	Number of pupils eligible for PP	51	Date for next internal review of this strategy	Data reviewed termly. This document to be updated in April 2018 in line with the new budget.

Current Attainment (KS2 2017 SATS)		
	Pupils Eligible for PP (at Elmwood = 7)	Pupils Not Eligible for PP (National Average)
% achieving the expected standard or better in reading, writing and maths	57%	61%
% achieving the expected standard or better in reading	57%	71%
% achieving the expected standard or better in writing	71%	76%
% achieving the expected standard or better in maths	57%	75%

Barriers to future attainment for pupils eligible for PP, including high ability	
In school barriers:	
A.	Poor social and emotional well-being and poor behavioural issues
B.	Poor speech, language and communication difficulties
External barriers:	
C.	Completion of homework
D.	Poor Attendance and lateness
E.	Access to extra-curricular activities
F.	For some - low aspirations and expectations of what pupils can achieve



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Desired outcomes and how they will be measured:		
		Success Criteria
A.	For children to understand their own emotional and behavioural barriers to learning and with support or independently they are able to overcome these barriers. Children will be ready to learn and behave in an appropriate manner.	For all eligible pupils to feel safe and secure and ready to learn in school and for them to demonstrate good learning behaviours in and around school
B.	LSA in EYFS completes a block of work with eligible children following Speech and Language Therapist input. LSA completes a block of work on phonological awareness with eligible pupils. The Woodham Consortium of Schools to work in partnership to look at the speech and communication needs of all pupils in the town and provide joint training and resources to support this	To increase the percentage of disadvantaged pupils achieving age related expectations in reading, writing and maths in each year group based on the previous years attainment. For all eligible pupils within the Woodham Ferrers Consortium of Schools Partnership to receive support and for communication to cease to be a barrier to learning.
C.	For all pupils to have access to a suitable environment in which to complete homework and have access to an additional adult to support learning. All pupils are invited to an in-school homework club which is supported by a qualified teacher.	For all eligible pupils to access adult support and complete homework in a good learning environment. Teachers ensure that homework is well matched to individual pupil needs.
D.	For all parents and carers to understand the importance of helping their children attend school as much as possible and arrive on time for the beginning of the school day. Elmwood is working with the parents and carers of eligible children via a family Support Worker to establish the reasons for absenteeism and lateness and to overcome these barriers. Children are encouraged to develop good habits of attendance and punctuality via assemblies and the use of reward systems for 100% attendance and also improved attendance.	For all eligible pupils to have good attendance at school and arrive on time, thus receiving maximum learning time in school.
E.	For all pupils to access extra-curricular activities, regardless of cost. All parents of PP children are notified when help is available for trips, clubs and holiday activities. The PTA also help with school events by anonymously providing complementary tickets to most paid events.	For all eligible pupils to access a range of cross-curricular activities, trips and experiences on a regular basis.
F.	For all pupils, staff and parents to have high aspirations for all children regardless of their background. Family support worker supports parents in engaging their children in positive conversations about their futures to help raise their expectations, aspirations and life chances of eligible pupils.	For all children to have their own aspirations and goals and for them to surpass their own expectations, their parents expectations and staff's expectations in terms of academic attainment and progress. For pupils to have a "life long love of learning."



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Planned Expenditure for the Academic Year 2017-2018					
i. Quality of teaching for all					
Barrier Addressed	Action Taken	Rationale for this choice	How we will measure impact	Staff Lead	When we will review impact
B, F	Ongoing CPD for staff, particularly in helping staff to have high aspirations for pupils to reach age related expectations or above age related expectations from previously low baselines	Our aim is for all to recognise that achievement comes through effort and that understanding is vital if we are to succeed. For this both staff and pupils need to adopt a growth mindset about their work together.	Pupils will become more confident in their own abilities	Each Aspire Strand Lead to identify suitable CPD for individual staff	Internally, at the end of each term.
B, C, E	A proportion of PPG goes towards curriculum resources and subscriptions to websites and services that support pupils to become more engaged in the curriculum.	We aim to provide a vibrant and relevant curriculum for our children and require quality resources to make this happen.	Children will become more engaged in their learning and possibly extend their interest at home. Children will be able to discuss their learning clearly and concisely with adults. Governors will monitor the impact on Governor visits	Pedagogy and Curriculum Strand Lead	Internally, at the end of each term.
A, E	Employ a Forest School Teacher to work with children constructively in the outdoor environment, supporting both language	Many of our children have limited experience of using the outdoors for learning experiences. This has proved a hugely valuable resource in the past and has meant that some children have	Teachers make case studies of children who significantly benefit from this experience	Forest School Leader	Internally, at the end of each term



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	development and building children's self-esteem	gained respect from their peers for something that they can do outdoors, when in the classroom they may struggle.			
Total Budgeted Cost					£28,404
ii. Targeted Support					
Barrier Addressed	Action Taken	Rationale for this choice	How we will measure impact	Staff Lead	When we will review impact
A.	Create special external spaces (known as Social and Emotional Learning Pods) as extensions to the Nurture Room, which was very successful last year, where small groups of children or individuals can work with an adult outside of the classroom environment. These can also be used during playtimes and lunchtimes to develop friendships by creating a comfortable space for shared board games and lego modelling	Some pupils have difficulty in understanding their own emotions and behaviour, which inhibits their learning opportunities. These spaces give children the opportunity to explore their issues within a safe environment away from the perceived pressures of the classroom.	This is a long term development objective which needs to be implemented in each phase and monitored by senior staff and Governors	Pupil Premium Champion along with outside providers	Internally at the end of each term
A	1:1 Midday Assistant Support for eligible pupils with SEN	Some of our PP children have SEN issues that require them to have support over lunchtime to help them to engage successfully with other pupils socially. These Midday Assistants encourage the children to play more independently as they develop	Eligible pupils successfully engage with their peers within a safe and secure environment with minimal adult support	SENCO	Internally, at the end of each term and through Termly Learning Conferences with parents



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Barrier Addressed	Action Taken	Rationale for this choice	How we will measure impact	Staff Lead	When we will review impact
B, F	Individual Tutoring from a qualified teacher	Some of our children will benefit from additional support with their learning on a one to one basis outside of school hours. Learning will be linked to what is going on in the classroom and target specific learning issues.	Increased pupil confidence in their own abilities and evidence of diminishing the gap between PP children and other children	Pupil Premium Champion	Internally, at the end of a block of work and termly assessments
E, F	Assistance for trips, sports and music lessons	This is an opportunity to help children realise their aspirations and experience learning opportunities that they would otherwise miss out on	Increased numbers of PP children participating in extra-curricular activities and benefitting from these experiences	Headteacher and Family Liaison Worker	Termly update with pupils and parents
Total budgeted cost					£32,511
iii. Other approaches					
A, D and F	Family Liaison Worker (LSA) and Nurture Room LSA employed to support a variety of activities which support pupils and families of children eligible for PP	Some of our eligible pupils and their families require more intensive support around difficult home circumstances, bereavement and significant behavioural difficulties.	Parents and pupils successfully engaging with school and outside agencies to support children so that they are ready to engage with the curriculum and become more successful learners.	Student and Family Support (SAFS) Team Leader	Half termly with both children and parents
A, C, D	Nurture Room developed to enhance provision for some eligible pupils	This has been highly successful over the past year, creating a safe and secure learning environment to support eligible pupils who are in need of both academic and emotional support	Pupils have enhanced self-esteem and are more confident in their learning abilities	SENCO	Internally, at the end of each term
Total budgeted cost					£24,858



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Review of expenditure 2016-2017				
i. Quality of teaching for all				
Barrier Addressed	Action Taken	Impact	Lessons Learned	Cost
To increase the number of pupils accessing up to date resources and technology to enhance their learning experience	New resources bought for a number of different subject areas for the new curriculum	All children having access to up to date technology and resources creating a more enhanced learning experience.	Children's enjoyment of the curriculum has increased, with better engagement and will therefore continue	£29,230
ii. Targeted support				
To increase the rates of progress of eligible pupils in reading, writing and maths	Additional Learning Support Assistant hours to support targeted intervention strategies for individual pupils	Eligible pupils gained in confidence and made good progress in targeted areas	These children require more highly qualified members of staff, so next year this will involve teacher interventions	£14,230
Individuals being able to access trips and clubs to enhance their learning experiences and have support from an adult at lunchtime	Trips and clubs subsidised using PP	Many more PP children able to access clubs and interests that they otherwise would have missed	Some children have really found a passion from joining a new club or going on a residential trip. Children felt secure at lunchtime. This support will continue next year	£21,058
iii. Other approaches				
Some children needed support with their emotional and behavioural needs	Nurture Room facility developed with trained staff to support these pupils to help them become ready to learn	This has been a huge success, with many pupils informing us that they feel safer and also that they have built up relationships with staff who can then give them additional support with their learning.	This was so successful that the provision will be extended next year.	£4,332