

# Disadvantaged Pupil Strategy Statement: Elmhurst School

## Review of expenditure and outcomes for 2017/2018

The governors of Elmhurst School have agreed that the Pupil Premium funding will prioritise disadvantaged children but wherever possible these groups will include non-pupil premium children.

1. Summary information					
School	Elmhurst School				
Academic Year	2017/2018	Total PP budget	£169,000	Date of most recent PP Review	October 2018
Total number of pupils	456	Number of pupils eligible for PP at time of budget	128	Date for next internal review of DP Strategy 18/19 following an external review	January/February 2019

Breakdown of the number of PP pupils at end of year. This number differs to the number above due to mobility which is high at Elmhurst.							
EYFS (Reception)	10	Year 1	21	Year 2	14	Year 3	16
Year 4	21	Year 5	21	Year 6	20		

### Key Stage 2 Progress measures for the 2017/18 Year 6 cohort

There were 55 pupils in the Year 6 cohort of which 48 had Key Stage 1 scores. Key Stage 1 scores are divided into three attainment bands: low, middle and high. The tables below show the total number of pupils in each prior attainment band and the number of disadvantaged pupils in each band (there were 20 disadvantaged pupils with a KS1 prior attainment score in Year 2 in 2017/18). A positive progress score means that, on average, pupils made more progress than pupils nationally with the same prior attainment at Key Stage 1. A negative progress score means that, on average, pupils made less progress than pupils nationally with the same prior attainment at Key Stage 1. The comparator national average for the progress of all pupils in each band is set at zero. The comparator national average shown for disadvantaged pupils is the average progress made by non-disadvantaged pupils. The Government expects schools to compare the performance of their disadvantaged pupils against the performance of non-disadvantaged pupils nationally.

### End of Key Stage 2 Data 2017/2018 (Cohort of 55 pupils in Year 6 of which 54 were eligible for KS2 tests, & of which 20 were eligible for Pupil Premium Funding)

Note that one pupil who was classified as disadvantaged was absent for the Key Stage 2 tests

	Disadvantaged Pupils		National (non-disadvantaged pupils)	
	% of pupils achieving expected standard	Average scaled score	% of pupils achieving expected standard	Average scaled score
Reading	55%	101	80%	106
Writing	76%		83%	
Maths	45%	97	81%	105

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	Disadvantaged Pupils		National (non-disadvantaged pupils)	
	% of pupils achieving expected standard	Average scaled score	% of pupils achieving expected standard	Average scaled score
Grammar, Punctuation & Spelling	70%	102		106
Combined Reading, Writing & Maths	43%		70%	

Note that the Government uses a comparison between the performance of pupils for whom the school receives the Pupil Premium and all other pupils nationally for whom schools do not receive the Pupil Premium for all statutory national assessments.

### Commentary:

The percentage of disadvantaged Year 6 pupils in 2016/2017 for whom the school received the Pupil Premium and who achieved the expected standard in reading, writing, mathematics and grammar, punctuation and spelling was above results for disadvantaged children in Year 6 in 2016/2017. The scaled scores for disadvantaged pupils have also risen this year and by 6.6 points for reading, 0.5 points for maths and 1.1 points for GPS. The gaps remains

### Key Stage 2 progress scores for disadvantage pupils (DP) in 2018

	Reading	Writing	Mathematics
Elmhurst 2018 – DP	-1.0	+1.1	-3.5
National 2018 – non DP (DP)	0.3 (-0.6)	0.2 (-0.4)	0.3 (-0.6)

Note National figures are non-disadvantaged and then disadvantaged pupils in brackets

- The progress measure for disadvantaged pupils in reading at Elmhurst was below that for both national measures (non-disadvantaged and disadvantaged).
- The progress measure for disadvantaged pupils in writing at Elmhurst was **above** that for both national measures (non-disadvantaged and disadvantaged).
- The progress measure for disadvantaged pupils in mathematics at Elmhurst was very low and below that for both national measures (non-disadvantaged and disadvantaged).
- Improving the progress of disadvantaged pupils in reading and mathematics in 2018/19 will be a key focus.
- 

### Average progress in reading from Key Stage 1 to Key Stage 2

Prior attainment	Whole cohort		Low		Middle		High	
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
Group								
Number of pupils	49	20	9	4	32	14	8	2
Progress Score	-0.5	-1.1	0.5	0.4	-0.4	-1.0	-1.7	-4.6
National average	0.0	0.3	0.0	0.6	0.0	0.3	0.0	0.2
Difference	-0.5	-1.4	0.5	-0.2	-0.4	-1.3	-1.7	-4.8

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### Average progress in writing from Key Stage 1 to Key Stage 2

Prior attainment	Whole cohort		Low		Middle		High	
Group	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
Number of pupils	49	20	9	4	32	14	8	2
Progress Score	1.0	1.1	3.7	3.6	1.3	1.0	-2.4	-3.4
National average	0.0	0.2	0.0	0.6	0.0	0.3	0.0	0.1
Difference	1.0	0.9	3.7	3.0	1.2	0.7	-2.4	-3.5

### Average progress in mathematics from Key Stage 1 to Key Stage 2

Prior attainment	Whole cohort		Low		Middle		High	
Group	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
Number of pupils	49	20	9	4	32	14	8	2
Progress Score	-2.0	-3.5	-2.4	-6.5	-2.5	-2.4	0.1	-5.5
National average	0.0	0.3	0.0	0.7	0.0	0.3	0.0	0.2
Difference	-2.0	-3.2	-2.4	-7.2	-2.5	-2.7	0.1	-5.7

#### Commentary

Reading – Progress scores for disadvantaged pupils in all prior attainments groups were below the national except for all low prior attaining pupils, where these children had a progress score greater than national.

Writing – Progress scores for all low and middle prior attaining pupils and disadvantaged pupils were positive and above national. Higher prior attainment group for all and disadvantaged pupils did less well than national.

Maths – All, except all higher attaining pupils, pupils and in particular disadvantaged pupils were below national for maths and this difference was biggest for low and high attaining pupils.

### End of Key Stage 1 Data 2017/2018 (Cohort of 56 pupils in Year 2, of which 17 were eligible for Pupil Premium, 6 of which were also SEN)

	All pupils (56)	Disadvantaged Pupils (17)	National (non-disadvantaged pupils)
	% pupils achieving expected standard	% pupils achieving expected standard	% of pupils achieving expected standard
Reading	71%	53%	79%
Writing	71%	53%	74%
Maths	73%	59%	80%

#### Commentary:

The percentage of disadvantaged pupils achieving the expected standard in reading was significantly below that for all pupils at Elmhurst and significantly below that for all non-disadvantaged pupils nationally.

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## Review of expenditure and outcomes for 2017/2018

The percentage of disadvantaged pupils achieving the expected standard in writing was significantly below that for all pupils at Elmhurst and significantly below that for all non-disadvantaged pupils nationally.

The percentage of disadvantaged pupils achieving the expected standard in mathematics was significantly below that for all pupils at Elmhurst and significantly below that for all non-disadvantaged pupils nationally.

41% (7 pupils out of the total 17) of pupils in receipt of Pupil Premium funding also had additional significant SEN needs.

	All pupils (56)	Disadvantaged Pupils (17)	National (all pupils)
	% pupils achieving greater depth	% pupils achieving greater depth	% of pupils achieving greater depth
Reading	16%	18%	29%
Writing	11%	12%	18%
Maths	11%	12%	25%

### Commentary:

The percentage of disadvantaged pupils achieving greater depth in reading was in line with that for all pupils at Elmhurst and significantly below that for all pupils nationally.

One disadvantaged pupil achieved greater depth in writing and this was a lower percentage than that for all pupils nationally.

One disadvantaged pupil achieved greater depth in maths and this was a significantly lower percentage than that for all pupils nationally.

### Year 1 Phonics Screening Test Data 2018 (Cohort of 59 pupils in Year 1, of which 22 were eligible for Pupil Premium 4 of which were also SEN)

All Pupils (59)	Disadvantaged Pupils (22)	National (non-disadvantaged)
% of pupils achieving expected standard	% of pupils achieving expected standard	% of pupils achieving expected standard
83%	75%	87%

### Commentary:

The proportion of disadvantaged pupils achieving the expected standard in the phonics test was a little below that for all pupils at Elmhurst and for all pupils nationally.

### Year 2 Phonics Screening Re-Test Data 2018 (Cohort of 56 pupils, of whom 17 were eligible for Pupil Premium)

All Pupils (56)	Disadvantaged Pupils (17)	National all pupils
% of pupils achieving expected standard	% of pupils achieving expected standard	% of pupils achieving expected standard
80%	71%	92%

### Commentary:

The proportion of disadvantaged pupils achieving the expected standard by the end of Year 2 was a little below that for all pupils at Elmhurst and significantly below that for all pupils nationally.

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## Review of expenditure **and outcomes** for 2017/2018

23 children retook the phonics screening check in Year 2, of which 8 were disadvantaged pupils. 50% (4 pupils) of disadvantaged pupils passed. 11 children have yet to pass the phonics screening check and of these 4 of them are disadvantaged pupils.

### End of Early Years Foundation Stage Data 2018 (Cohort of 61 pupils in the Reception Year, of which 10 were eligible for Pupil Premium)

Good level of development by the end of the Reception Year	All Pupils (61)	Disadvantaged Pupils (10)	National (non-disadvantaged)
	% pupils achieving a good level of development	% of pupils achieving a good level of development	% of pupils achieving a good level of development
	70.5%	80%	71.5%

#### Commentary:

The proportion of disadvantaged pupils achieving a good level of development was above that of all pupils at Elmhurst and above that of all pupils nationally.

# Disadvantaged Pupil Strategy Statement: Elmhurst School

## Review of expenditure and outcomes for 2017/2018

2. Review of expenditure																									
Academic year	2018/19																								
The three headings below show how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.																									
i. a. Quality of teaching for all – New Initiatives																									
Each action has been colour coded based on the impact in relation to cost.																									
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned:	Cost	RAG																				
B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.	Additional Maths set in Year 6 every day	<p>The Year 6 test data as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>DP</th> <th>Non-DP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>55% (33%)</td> <td>74% (73%)</td> <td>-19% (-40%)</td> </tr> <tr> <td>Writing</td> <td>76% (29%)</td> <td>79% (70%)</td> <td>-3% (-41%)</td> </tr> <tr> <td>Maths</td> <td>45% (43%)</td> <td>53% (73%)</td> <td>-8% (-20%)</td> </tr> <tr> <td>Combined</td> <td>43%</td> <td>47%</td> <td>-4% (n/a)</td> </tr> </tbody> </table> <p>% reaching EXS+ (previous Year 5 teacher assessment data in brackets).</p> <p>The gap between DP and non-DP is was evident but has diminished during the year.</p>		DP	Non-DP	Gap	Reading	55% (33%)	74% (73%)	-19% (-40%)	Writing	76% (29%)	79% (70%)	-3% (-41%)	Maths	45% (43%)	53% (73%)	-8% (-20%)	Combined	43%	47%	-4% (n/a)	<p><b>This is what we have learned:</b>  <i>Whilst the gap is closing for disadvantaged pupils it is not closing as quickly as we would like.</i></p> <p><b>So as a result we are:</b>                      From 2018/19 we have decided to place children in Year 6 into three smaller classes of approx. 20 pupils, building on the model introduced in 2017/18 but extending this to include English lessons. This will enable teachers to focus on individual needs, run additional interventions, really focus on gaps in learning and plug these. We are also running the three smaller class model in Year 5 across both Maths and English to close the gap for these pupils.</p>	£24,000	Yellow
		DP	Non-DP	Gap																					
Reading	55% (33%)	74% (73%)	-19% (-40%)																						
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Additional LSA in Y6 to focus on pupils who are in receipt of PP but are not SEN.	<p>Additional English set in Year 6 every day</p> <p>Additional Maths set in Year 5 every day</p> <p>Additional Maths set in Y5 took place during the autumn term.</p> <p>The Year 5 data as follows:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Reading</th> <th>Gap</th> <th>Writing</th> <th>Gap</th> <th>Maths</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td rowspan="2">5</td> <td>DP 20</td> <td>35%</td> <td>39</td> <td>30%</td> <td>46</td> <td>50%</td> <td>26</td> </tr> <tr> <td>Non-DP 30</td> <td>74%</td> <td></td> <td>76%</td> <td></td> <td>76%</td> <td></td> </tr> </tbody> </table> <p>% reaching EXS</p> <p>DP pupils and non-DP pupils made the same level progress over the year. Although the gap remained in attainment, it was the smallest in maths for Y5 DP and non-DP.</p> <p>The group made 1.2 steps progress over the course of the term, average progress is 1 step. DP in the group made 1.3 steps progress while non-DP made 1 step progress. The rest of the cohort made 0.4 steps progress during this time.</p>			Reading	Gap	Writing	Gap	Maths	Gap	5	DP 20	35%	39	30%	46	50%	26	Non-DP 30	74%		76%		76%		£6,000
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<p>Additional teacher to work directly with DP identified in Years 4 and 5</p>	<p>The additional teacher only worked in Year 5 for 2 days per week.</p> <table border="1" data-bbox="622 252 1402 376"> <thead> <tr> <th>ATTAINMENT</th> <th>DP</th> <th>Non-DP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35% (33%)</td> <td>76% (73%)</td> <td>-41%</td> </tr> <tr> <td>Writing</td> <td>30% (29%)</td> <td>74% (70%)</td> <td>-44%</td> </tr> <tr> <td>Maths</td> <td>50% (43%)</td> <td>76% (73%)</td> <td>-26%</td> </tr> </tbody> </table> <p>% reaching EXS+ (previous Year 4 teacher assessment data in brackets).</p> <table border="1" data-bbox="622 435 1402 619"> <thead> <tr> <th>PROGRESS</th> <th>DP Exp+ progress</th> <th>DP Accelerated Progress</th> <th>Non-DP Exp+ progress</th> <th>Non-DP Accelerated Progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>70%</td> <td>20%</td> <td>87%</td> <td>7%</td> </tr> <tr> <td>Writing</td> <td>80%</td> <td>5%</td> <td>87%</td> <td>7%</td> </tr> <tr> <td>Maths</td> <td>90%</td> <td>10%</td> <td>90%</td> <td>0%</td> </tr> </tbody> </table> <p>Progress for DP was a little behind that of non-DP in reading and writing. In maths, progress was the same for DP and non-DP. Accelerated progress was greater in reading and maths for DP rather than non-DP.</p>	ATTAINMENT	DP	Non-DP	Gap	Reading	35% (33%)	76% (73%)	-41%	Writing	30% (29%)	74% (70%)	-44%	Maths	50% (43%)	76% (73%)	-26%	PROGRESS	DP Exp+ progress	DP Accelerated Progress	Non-DP Exp+ progress	Non-DP Accelerated Progress	Reading	70%	20%	87%	7%	Writing	80%	5%	87%	7%	Maths	90%	10%	90%	0%	<p><b>This is what we have learned:</b>  <i>Progress has been made to narrow the gap but the limited scope of this work has reduced the impact made.</i></p> <p><b>So as a result we are:</b>          As mentioned above we have seen this, alongside the 3 class model to show some impact in closing the gap. As a result, we wish to extend this and children in Year 5 will be split into three smaller classes of approx. 20 pupils. This will enable teachers to focus on individual needs, run additional interventions, really focus on gaps in learning and plug these.</p>	<p>£10,000</p>																																	
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<p>Additional Writing groups in Year 2 led by an AHT</p>	<p>Y2 Writing data is as follows:</p> <table border="1" data-bbox="622 783 1402 844"> <thead> <tr> <th></th> <th>DP</th> <th>DP (not SEN)</th> <th>Non-DP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>53%</td> <td>75%</td> <td>79%</td> <td>-26%/-4%</td> </tr> </tbody> </table> <p>% reaching EXS+</p> <p>Where children are disadvantaged but do not have SEN, the gap has reduced to 4%. Where children have additional needs, the gap is significant.              8 DP children in this group either met or exceeded their end of year target.</p>		DP	DP (not SEN)	Non-DP	Gap	Writing	53%	75%	79%	-26%/-4%	<p><b>This is what we have learned:</b>  <i>Multiple and complex needs which are additional to disadvantaged pupils impact on the effectiveness of 'all disadvantaged pupil' interventions.</i></p> <p><b>So as a result we are:</b>          Due to the wide needs of the cohort this had a limited impact.</p>	<p>£2,000</p>																																																											
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<p>Immediate (live) adult feedback in core subjects – all DP children to have their work assessed and feedback to during every core lesson.              Live Marking and Catch Up - all DP children to have their finished work mark first so that any misconceptions can be addressed the same day/next morning.</p>	<p>End of year attainment data – comparison between DP and non-DP              % who were EXS+</p> <table border="1" data-bbox="622 1070 1402 1466"> <thead> <tr> <th>Year</th> <th></th> <th>Reading</th> <th>Gap</th> <th>Writing</th> <th>Gap</th> <th>Maths</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td rowspan="2">1</td> <td>DP 15</td> <td>80</td> <td>3</td> <td>74</td> <td>2</td> <td>74</td> <td>3</td> </tr> <tr> <td>Non-DP 36</td> <td>77</td> <td></td> <td>72</td> <td></td> <td>77</td> <td></td> </tr> <tr> <td rowspan="2">2</td> <td>DP 16</td> <td>50</td> <td>30</td> <td>51</td> <td>29</td> <td>57</td> <td>23</td> </tr> <tr> <td>Non-DP 39</td> <td>80</td> <td></td> <td>80</td> <td></td> <td>80</td> <td></td> </tr> <tr> <td rowspan="2">3</td> <td>DP 16</td> <td>63</td> <td>18</td> <td>63</td> <td>15</td> <td>69</td> <td>12</td> </tr> <tr> <td>Non-DP 42</td> <td>81</td> <td></td> <td>78</td> <td></td> <td>81</td> <td></td> </tr> <tr> <td rowspan="2">4</td> <td>DP 20</td> <td>70</td> <td>16</td> <td>55</td> <td>11</td> <td>45</td> <td>4</td> </tr> <tr> <td>Non-DP 37</td> <td>54</td> <td></td> <td>46</td> <td></td> <td>49</td> <td></td> </tr> </tbody> </table>	Year		Reading	Gap	Writing	Gap	Maths	Gap	1	DP 15	80	3	74	2	74	3	Non-DP 36	77		72		77		2	DP 16	50	30	51	29	57	23	Non-DP 39	80		80		80		3	DP 16	63	18	63	15	69	12	Non-DP 42	81		78		81		4	DP 20	70	16	55	11	45	4	Non-DP 37	54		46		49		<p><b>This is what we have learned:</b>  <i>The gap is widest in the Year 5 cohort.</i></p> <p><b>So as a result we are:</b>          As a result, there will be a clear focus for staff as these pupils moves into Year 6 to ensure that the attainment gap is narrowed. Please see above the planned changed to a three class model.          Designated time to do this/teacher needs to carry out Same Day Intervention.          Needs to be a teacher rather than an LSA.</p>	<p>£3,000</p>	
Year		Reading	Gap	Writing	Gap	Maths	Gap																																																																	
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Member of SLT to attend Year Group Planning meetings to ensure level of challenge and aspiration for lessons is appropriate and engaging. PP pupils are discussed at the weekly meetings.	<p>Member of SLT attended planning meetings and ensured plans were suitable for each year group. However, although there was consistency in planning approach to writing, maths didn't have the same overview or structure. Reasoning opportunities were often missing and units covered were too short in length for children to gain any depth of understanding in maths.</p> <p>SLT were teaching during maths and English lessons so monitoring of lesson delivery couldn't take place as frequently as planned.</p>	<p><b>This is what we have learned:</b>  <i>Senior Leader's teaching classes reduces the impact that they can have on whole school teaching standards. Impact of leaders during English planning is evident.</i></p> <p><b>So as a result we are:</b>            Overhauling maths and expectations set.            LTP maps developed for maths (these are already in place for writing) in line with White Rose Maths to ensure blocks of learning allow depth, reasoning and problem solving as well as fluency.            Phase Leaders/Subject leaders to support in the planning of maths.</p>	£1,000																																	
T4R training	<p>Staff have had initial training and have now moved away from the carousel of activities.</p> <p>Assessment section of 4-week cycle needs to be developed further.</p> <p>Further work needs to take place to develop vocabulary and language acquisition.</p>	<p><b>This is what we have learned:</b>  <i>This work started late in the school year so the impact on teaching and learning is yet to be evident on data.</i></p> <p><b>So as a result we are:</b>            Ensure monitoring takes place to track the impact on data in 2018/19. English lead to monitor assessment week of Book Talk.            1xSLT 2xCT are on the Transforming Reading Project.</p>	£2,000																																	
Team Teaching with identified staff. RI → G and G → O	<p>End of year progress data – comparison between DP and non-DP</p> <table border="1"> <thead> <tr> <th>Year</th> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>DP 15</td> <td>80%</td> <td>74%</td> <td>74%</td> </tr> <tr> <td></td> <td>Non-DP 36</td> <td>77%</td> <td>72%</td> <td>77%</td> </tr> </tbody> </table>	Year		Reading	Writing	Maths	1	DP 15	80%	74%	74%		Non-DP 36	77%	72%	77%	<p><b>This is what we have learned:</b>  <i>Senior Leader's teaching classes reduces the impact that they can have on whole school teaching standards.</i></p> <p><b>So as a result we are:</b></p>	£1,500																		
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	Non-DP 36	77%	72%	77%																																



# Disadvantaged Pupil Strategy Statement: Elmhurst School

## Review of expenditure and outcomes for 2017/2018

		<table border="1"> <tbody> <tr> <td>2</td> <td>DP 16</td> <td>82%</td> <td>56%</td> <td>75%</td> </tr> <tr> <td></td> <td>Non-DP 39</td> <td>87%</td> <td>80%</td> <td>85%</td> </tr> <tr> <td>3</td> <td>DP 16</td> <td>81%</td> <td>88%</td> <td>87%</td> </tr> <tr> <td></td> <td>Non-DP 42</td> <td>88%</td> <td>84%</td> <td>76%</td> </tr> <tr> <td>4</td> <td>DP 20</td> <td>65%</td> <td>55%</td> <td>50%</td> </tr> <tr> <td></td> <td>Non-DP 37</td> <td>49%</td> <td>38%</td> <td>54%</td> </tr> <tr> <td>5</td> <td>DP 20</td> <td>70%</td> <td>80%</td> <td>90%</td> </tr> <tr> <td></td> <td>Non-DP 30</td> <td>87%</td> <td>87%</td> <td>90%</td> </tr> <tr> <td>6 (since KS1)</td> <td>DP 20</td> <td>-1.1</td> <td>+1.1</td> <td>-3.5</td> </tr> <tr> <td></td> <td>Non-DP 28</td> <td>-0.5</td> <td>+1.0</td> <td>-2.0</td> </tr> </tbody> </table> <p>% making Exp+ progress            In Y1, progress of DP was better than that of non-DP.            In Y2, there is a significant gap in writing progress for DP and non-DP            In Y3, DP made better progress than non-DP in writing and maths.            In Y4, progress for both groups of children has been poor. In reading and writing, DP children have made better progress than non-DP.            In Y5, progress was greater for non-DP in reading and writing but in maths, DP made progress in line with that of non-DP. Accelerated progress was greater in reading and maths for DP rather than non-DP.            In Y6, non-DP made better progress than DP but this was most significantly reduced in writing.</p>	2	DP 16	82%	56%	75%		Non-DP 39	87%	80%	85%	3	DP 16	81%	88%	87%		Non-DP 42	88%	84%	76%	4	DP 20	65%	55%	50%		Non-DP 37	49%	38%	54%	5	DP 20	70%	80%	90%		Non-DP 30	87%	87%	90%	6 (since KS1)	DP 20	-1.1	+1.1	-3.5		Non-DP 28	-0.5	+1.0	-2.0	<p>SLT were teaching maths and English at the same time as other teachers – Phase Leaders to have rolling programme of working with staff within lessons on the plans they have worked on together.</p> <p>Greater use to be made of standardised/scaled scores from PIRA and PUMA tests during PPM.</p>		
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<b>i. b. Quality of teaching for all – Initiatives in place previously and to continue</b>																																																							
B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.	All staff have a target for PP attainment/progress on their performance management document.	All teachers had a DP target on their appraisal.  Continue to raise profile and ensure that every teacher understand and knows the unique barriers for each DP child.	<p><b>This is what we have learned:</b>  <i>Profile of disadvantaged pupils was raised throughout the school. Greater awareness leads to great accountability.</i></p> <p><b>So as a result we are:</b>            Ensuring all teachers are aware of EYFS/KS1 data so that targeting is accurate.            Make greater use of Progress Measures to identify Scaled Score needed at the end of KS2.            Greater use to be made of standardised/scaled scores from PIRA and PUMA tests during PPM.</p>	£0																																																			
Targeted teacher support in core subjects – all PP	End of year attainment data – comparison between DP and non-DP % who were EXS+		<p><b>This is what we have learned:</b></p>	£10,000																																																			

# Disadvantaged Pupil Strategy Statement: Elmhurst School

## Review of expenditure and outcomes for 2017/2018

<p>children to have a guided session in a core subject with a qualified teacher at least x2 per week, x2 terms per year.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th></th> <th>Reading</th> <th>Gap</th> <th>Writing</th> <th>Gap</th> <th>Maths</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td rowspan="2">1</td> <td>DP 15</td> <td>80</td> <td>3</td> <td>74</td> <td>2</td> <td>74</td> <td>3</td> </tr> <tr> <td>Non-DP 36</td> <td>77</td> <td></td> <td>72</td> <td></td> <td>77</td> <td></td> </tr> <tr> <td rowspan="2">2</td> <td>DP 16</td> <td>50</td> <td>30</td> <td>51</td> <td>29</td> <td>57</td> <td>23</td> </tr> <tr> <td>Non-DP 39</td> <td>80</td> <td></td> <td>80</td> <td></td> <td>80</td> <td></td> </tr> <tr> <td rowspan="2">3</td> <td>DP 16</td> <td>63</td> <td>18</td> <td>63</td> <td>15</td> <td>69</td> <td>12</td> </tr> <tr> <td>Non-DP 42</td> <td>81</td> <td></td> <td>78</td> <td></td> <td>81</td> <td></td> </tr> <tr> <td rowspan="2">4</td> <td>DP 20</td> <td>70</td> <td>16</td> <td>55</td> <td>11</td> <td>45</td> <td>4</td> </tr> <tr> <td>Non-DP 37</td> <td>54</td> <td></td> <td>46</td> <td></td> <td>49</td> <td></td> </tr> <tr> <td rowspan="2">5</td> <td>DP 20</td> <td>35</td> <td>39</td> <td>30</td> <td>46</td> <td>50</td> <td>26</td> </tr> <tr> <td>Non-DP 30</td> <td>74</td> <td></td> <td>76</td> <td></td> <td>76</td> <td></td> </tr> <tr> <td rowspan="2">6</td> <td>DP 20</td> <td>55</td> <td>19</td> <td>76</td> <td>3</td> <td>45</td> <td>8</td> </tr> <tr> <td>Non-DP 28</td> <td>74</td> <td></td> <td>79</td> <td></td> <td>53</td> <td></td> </tr> </tbody> </table>	Year		Reading	Gap	Writing	Gap	Maths	Gap	1	DP 15	80	3	74	2	74	3	Non-DP 36	77		72		77		2	DP 16	50	30	51	29	57	23	Non-DP 39	80		80		80		3	DP 16	63	18	63	15	69	12	Non-DP 42	81		78		81		4	DP 20	70	16	55	11	45	4	Non-DP 37	54		46		49		5	DP 20	35	39	30	46	50	26	Non-DP 30	74		76		76		6	DP 20	55	19	76	3	45	8	Non-DP 28	74		79		53		<p><i>There are still significant gaps between DP and non-DP pupils.</i></p> <p><b>So as a result we are:</b></p> <p>Maths implementation has been reviewed and strengthened using WRM.</p> <p>Maths lead has developed and shared consistencies for all teachers.</p> <p>Three-teacher model in Years 5 &amp; 6 to accelerate progress for academic year 18/19.</p> <p>We plan to work closely with teachers, using external agency support as required, to ensure that quality first teaching is of a good standard in all subjects.</p>		
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<p>School visit funding to subsidise trips. Additional funding is used to give time to the Parental Liaison Officer to support parents to make applications for the William Harding Fund.</p>	<p>Several DP children attended the overnight residential trips to Caldecotte (Y4) and Osmington bay (Y6). Other trips/visits included:</p> <ul style="list-style-type: none"> <li>Matrix – Wycombe Wanderers</li> <li>Pantomime - Peter</li> <li>Wnlover Woods</li> <li>Chiltern Open Air Museum</li> <li>Whipsnade Zoo</li> <li>Harry Potter World</li> <li>School Disco</li> <li>Lego Land</li> <li>Viking Day</li> <li>Travelling Farm</li> <li>Hatching Chicks</li> <li>Southend-On-Sea Seaside</li> <li>Gullivers Dinosaur and Farm Park</li> <li>A Little Princess Production</li> <li>Visiting Artist</li> <li>Cycle Training</li> <li>Lincolnfields Children’s Centre WWII</li> </ul>	<p><b>This is what we have learned:</b></p> <p><i>Pupils were able to attend both residential and day trips. Parents are often reluctant to ask for this support.</i></p> <p><b>So as a result we are:</b></p> <p>£20 per DP put towards cost of trips/visits. Parental Liaison to contact DP parents to identify barriers and work with individuals. Continue to support parents with applications to William Harding Trust. Sports festivals were difficult to attend as they were held at Buckingham Secondary School – change sports partnership provider for 18/19 to Aylesbury vale.</p>	<p>£5,000</p>																																																																																																			

# Disadvantaged Pupil Strategy Statement: Elmhurst School

## Review of expenditure and outcomes for 2017/2018

		<ul style="list-style-type: none"> <li>• Cinema</li> <li>• Chinese Restaurant</li> <li>• Various sports festivals</li> </ul>																																																	
	<p>T4W; on-going training and consultation time to improve and embedded T4W training.</p>	<p>Gap between DP and non-DP children in writing in Year 6 diminished to just 3%. Standardisation and moderation took place for all year groups to ensure judgements were accurate. There was still issues around sense and tense and teachers using data system as a tick list in certain year groups.</p> <table border="1" data-bbox="622 481 1066 880"> <thead> <tr> <th>Year</th> <th></th> <th>Writing</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td rowspan="2">1</td> <td>DP 15</td> <td>74</td> <td>2</td> </tr> <tr> <td>Non-DP 36</td> <td>72</td> <td></td> </tr> <tr> <td rowspan="2">2</td> <td>DP 16</td> <td>51</td> <td>29</td> </tr> <tr> <td>Non-DP 39</td> <td>80</td> <td></td> </tr> <tr> <td rowspan="2">3</td> <td>DP 16</td> <td>63</td> <td>15</td> </tr> <tr> <td>Non-DP 42</td> <td>78</td> <td></td> </tr> <tr> <td rowspan="2">4</td> <td>DP 20</td> <td>55</td> <td>11</td> </tr> <tr> <td>Non-DP 37</td> <td>46</td> <td></td> </tr> <tr> <td rowspan="2">5</td> <td>DP 20</td> <td>30</td> <td>46</td> </tr> <tr> <td>Non-DP 30</td> <td>76</td> <td></td> </tr> <tr> <td rowspan="2">6</td> <td>DP 20</td> <td>76</td> <td>3</td> </tr> <tr> <td>Non-DP 28</td> <td>79</td> <td></td> </tr> </tbody> </table> <p>Significant gap in Y5 due to historic under achievement. Gap has reduced significantly in Y1 and Y6.</p>	Year		Writing	Gap	1	DP 15	74	2	Non-DP 36	72		2	DP 16	51	29	Non-DP 39	80		3	DP 16	63	15	Non-DP 42	78		4	DP 20	55	11	Non-DP 37	46		5	DP 20	30	46	Non-DP 30	76		6	DP 20	76	3	Non-DP 28	79		<p><b>This is what we have learned:</b> <i>The gap reduced in Year 6 to 3% the gap remains widest in Year 5 and 2.</i></p> <p><b>So as a result we are:</b> Further work needed to ensure these gaps diminish across all year groups. Ensure all teachers are aware of EYFS/KS1 data so that targeting is accurate. Ensure moderation procedures are robust and accurate and draw upon national/verified examples of ARE for each year group. Develop vocabulary and language acquisition. Develop vocabulary rich model texts for EXP and GDS pupils. Ensure that the basics of sense and tense are in place by beginning of Year 2. Specific focus on Year 6 in 2018/19</p>	£2,500	
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<b>Total budgeted cost for this section</b>				£67,000																																															

# Disadvantaged Pupil Strategy Statement: Elmhurst School

## Review of expenditure **and outcomes** for 2017/2018

ii. a. Targeted support – New Initiatives					
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned:	Cost	RAG
B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics. D) Increased attendance and punctuality rates for pupils eligible for PP.	Learning mentor to work with children targeted by Phase Leaders, teachers and AHT for safeguarding to address the needs of learners who require help in overcoming barriers to learning in order to achieve their full potential. Children to be targeted for a set period of time, normally 1 term.	Much of the Learning Mentor time was spent supporting children who not only were disadvantaged but who also had Child Protection needs. Time was spent inducting the child into the school and supporting the child to feel like they belonged. Attendance wasn't impacted positively as a result as, more often than not, this barrier was one that the parent/carer had.	<b>This is what we have learned:</b> <i>Pupils value the support offered to them however further work on attendance with parents is required.</i> <b>So as a result we are:</b> Pupil need will need to be triaged by the SENDCo/DSL and they will either get Learning mentor or Counselling time. Continue to use DP fund to prioritise good attendance of DP pupils.	£6,000	

# Disadvantaged Pupil Strategy Statement: Elmhurst School

## Review of expenditure **and outcomes** for 2017/2018

<p>B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics. D) Increased attendance and punctuality rates for pupils eligible for PP.</p>	<p>School Counsellor to work with children targeted by Phase Leaders, teachers and AHT for safeguarding to address the needs of learners who require help in overcoming barriers to learning in order to achieve their full potential. Children to be targeted for a set period of time, normally 1 term.</p>	<p>4 children were seen by the school counsellor and the impact was positive. The number of negative incidents reduced and children stated that they felt better equipped to deal with problems.</p>	<p><b>This is what we have learned:</b> <i>This was effective for the small number of pupils seen by the counsellor. However not enough pupils were able to receive this support.</i></p> <p><b>So as a result we are:</b> Increase time that pupils have available to school counsellor. Counsellor to support at trigger points of the day e.g. on entry Counsellor to work with identified staff to put plans in place Use entry and exit questionnaire to capture soft data of impact. Varied approach – 1:1, social skills groups etc dependent on individual needs</p>	<p>£6,000</p>	
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# Disadvantaged Pupil Strategy Statement: Elmhurst School

## Review of expenditure and outcomes for 2017/2018

<p>B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.</p>	<p>Y1 Phonics intervention and additional phonics lessons to replace Guided Reading in Phase 2</p>	<p>77% of disadvantaged pupils passed the phonics screening text in Y1. This was an improvement on data for 2017. The national figure for disadvantaged pupils was 70%.</p>	<p><b>This is what we have learned:</b> Additional phonics sessions had a positive impact on data. <b>So as a result we are:</b> Children to be baselined early and individuals targeted. Phonics teaching to be consistent across EYFS/Y1. Classes to be taught as a cohort and individuals needing support to have this as an intervention.</p>	<p>£2,000</p>																																																																																																																																																																																																																																																																																																																																																							
<p>B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.</p>	<p>Small group focus maths intervention for children targeted for greater depth in Y6 led by senior leader  Small group focus SPAG intervention for children targeted for the <i>expected level</i> in Y6 led by senior leader/senior teacher  Small group focus reading intervention for children targeted for the</p>	<table border="1"> <thead> <tr> <th></th> <th>Gender</th> <th>SEN</th> <th>PP</th> <th>EAL</th> <th>Attendance</th> <th>Year joined Elmhurst</th> <th>Term of Birth</th> <th>Prior Attainment Band</th> <th>Reading End of year 2</th> <th>Reading Scaled Score</th> <th>Reading Progress</th> <th>Writing End of Year 2</th> <th>Writing Scaled Score</th> <th>Writing Progress</th> <th>Maths End of year 2</th> <th>Maths Scaled Score</th> <th>Maths Progress</th> <th>GPS Scaled Score</th> </tr> </thead> <tbody> <tr><td>A</td><td>b</td><td></td><td>yes</td><td>yes</td><td>99</td><td>R</td><td>A</td><td>M</td><td>2b</td><td>95</td><td>-6.92</td><td>2c</td><td>103</td><td>3.58</td><td>2b</td><td>99</td><td>-2.4</td><td>101</td></tr> <tr><td>A</td><td>b</td><td>S/EHCP</td><td>yes</td><td>yes</td><td>97</td><td>N</td><td>SU</td><td>M</td><td>2c</td><td>90</td><td>-9.14</td><td>1</td><td>91</td><td>-5.76</td><td>2b</td><td>101</td><td>2.45</td><td>96</td></tr> <tr><td>A</td><td>g</td><td></td><td>yes</td><td>yes</td><td>90</td><td>N</td><td>SU</td><td>M</td><td>2b</td><td>104</td><td>1.07</td><td>2b</td><td>103</td><td>1.83</td><td>2b</td><td>96</td><td>-6.3</td><td>102</td></tr> <tr><td>C</td><td>g</td><td></td><td>yes</td><td></td><td>98</td><td>5</td><td>A</td><td>M</td><td>2a</td><td>112</td><td>4.55</td><td>2a</td><td>103</td><td>-1.68</td><td>2a</td><td>106</td><td>0.06</td><td>107</td></tr> <tr><td>C</td><td>b</td><td>SEN</td><td>yes</td><td></td><td>81</td><td>2</td><td>SP</td><td>L</td><td>1</td><td>98</td><td>7.34</td><td>1</td><td>91</td><td>2.54</td><td>1</td><td>91</td><td>0.99</td><td>87</td></tr> <tr><td>C</td><td>g</td><td></td><td>yes</td><td></td><td>96</td><td>4</td><td>SU</td><td>M</td><td>2a</td><td>98</td><td>-6.7</td><td>2b</td><td>103</td><td>0.85</td><td>2b</td><td>97</td><td>-6.05</td><td>103</td></tr> <tr><td>C</td><td>g</td><td>HSEN</td><td>yes</td><td></td><td>88</td><td>2</td><td>SU</td><td>M</td><td>2c</td><td>96</td><td>-4.66</td><td>2c</td><td>103</td><td>4.37</td><td>2b</td><td>92</td><td>-8.33</td><td>99</td></tr> <tr><td>C</td><td>g</td><td>HSEN</td><td>yes</td><td></td><td>84</td><td>2</td><td>SP</td><td>L</td><td>2c</td><td>90</td><td>-5.11</td><td>2c</td><td>91</td><td>-1.41</td><td>1</td><td>80</td><td>14.87</td><td>95</td></tr> 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Score	A	b		yes	yes	99	R	A	M	2b	95	-6.92	2c	103	3.58	2b	99	-2.4	101	A	b	S/EHCP	yes	yes	97	N	SU	M	2c	90	-9.14	1	91	-5.76	2b	101	2.45	96	A	g		yes	yes	90	N	SU	M	2b	104	1.07	2b	103	1.83	2b	96	-6.3	102	C	g		yes		98	5	A	M	2a	112	4.55	2a	103	-1.68	2a	106	0.06	107	C	b	SEN	yes		81	2	SP	L	1	98	7.34	1	91	2.54	1	91	0.99	87	C	g		yes		96	4	SU	M	2a	98	-6.7	2b	103	0.85	2b	97	-6.05	103	C	g	HSEN	yes		88	2	SU	M	2c	96	-4.66	2c	103	4.37	2b	92	-8.33	99	C	g	HSEN	yes		84	2	SP	L	2c	90	-5.11	2c	91	-1.41	1	80	14.87	95	E	g	SEN	yes		92	2	SU	L	1	85	-5.66	1	91	2.54	1	80	10.67	88	I	b		yes	yes	90	N	A	M	2a	104	-0.7	2b	103	0.85	2b	99	-4.05	107	I	b		yes	yes	85	N	A	M	2b	100	-2.93	2b	103	1.83	2b	102	-0.3	104	K	g		yes	yes	95	N	A	M	2a	114	6.55	2a	103	-1.68	2a	106	0.06	109	L	g		yes		96	3	A	M	2b	100	-2.93	2b	103	1.83	2b	101	-1.3	100	M	g		yes		90	5	SU	H	3	106	-4.44	2a	103	-4.16	3	103	-7.62	111	S	b	HSEN	yes	yes	99	R	SU	M	2b	105	5.86	2c	103	6.24	2c	101	2.45	103	N	g	SEN	yes	yes	98	N	A	M	2c	95	-4.14	2c	103	6.24	2c	91	-7.55	103	R	b	SEN	yes		93	1	SU	L	2c	100	4.89	1	103	10.59	1	94	-0.87	98	<p><b>This is what we have learned:</b> <i>Attendance has a significant impact on the impact of small group intervention. More details of progress measures to be shared with staff.</i> <b>So as a result we are:</b> QFT on a daily basis in mixed ability groups to support all learners so that they 'keep up' rather than 'catch up'.  Ensure all teachers are aware of EYFS/KS1 data so</p>	<p>£2,000</p>	
	Gender	SEN	PP	EAL	Attendance	Year joined Elmhurst	Term of Birth	Prior Attainment Band	Reading End of year 2	Reading Scaled Score	Reading Progress	Writing End of Year 2	Writing Scaled Score	Writing Progress	Maths End of year 2	Maths Scaled Score	Maths Progress	GPS Scaled Score																																																																																																																																																																																																																																																																																																																																									
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# Disadvantaged Pupil Strategy Statement: Elmhurst School

## Review of expenditure and outcomes for 2017/2018

	<p><i>expected level</i> in Y6 led by senior teacher</p> <p>Small group focus reading intervention for children targeted for <i>greater depth</i> in Y6 led by senior leader</p>	<table border="1" data-bbox="465 220 1559 347"> <tr> <td>T</td><td>b</td><td></td><td>yes</td><td></td><td>93</td><td>6</td><td>SP</td><td>M</td><td>2b</td><td>113</td><td>10.07</td><td>2b</td><td>103</td><td>1.83</td><td>2b</td><td>102</td><td>-0.3</td><td>100</td> </tr> <tr> <td>U</td><td>b</td><td>HSEN</td><td>yes</td><td>yes</td><td>90</td><td>N</td><td>SU</td><td>M</td><td>2c</td><td>96</td><td>-3.14</td><td>2c</td><td>91</td><td>-5.76</td><td>2c</td><td>97</td><td>-1.55</td><td>100</td> </tr> <tr> <td>Z</td><td>g</td><td></td><td>yes</td><td>yes</td><td>94</td><td>N</td><td>A</td><td>H</td><td>3</td><td>104</td><td>-4.72</td><td>2a</td><td>103</td><td>-2.6</td><td>2a</td><td>104</td><td>-3.32</td><td>116</td> </tr> <tr> <td>Z</td><td>b</td><td></td><td>yes</td><td></td><td>94</td><td>5</td><td>A</td><td></td><td></td><td>108</td><td></td><td></td><td>103</td><td></td><td></td><td>105</td><td></td><td>110</td> </tr> </table> <p><b>CHRISTABEL TO ADD IN TED DONE</b></p> <p>Individual case studies for DP children who didn't make EXS+ are available.                  Average maths scaled score in September – 93.2; average maths scaled score in July – 100.6                  Average reading scaled score in September – 92.9; average reading scaled score in July – 100</p>	T	b		yes		93	6	SP	M	2b	113	10.07	2b	103	1.83	2b	102	-0.3	100	U	b	HSEN	yes	yes	90	N	SU	M	2c	96	-3.14	2c	91	-5.76	2c	97	-1.55	100	Z	g		yes	yes	94	N	A	H	3	104	-4.72	2a	103	-2.6	2a	104	-3.32	116	Z	b		yes		94	5	A			108			103			105		110	<p>that targeting is accurate.</p> <p>Make greater use of Progress Measures to identify Scaled Score needed at the end of KS2.</p> <p>Greater use to be made of standardised/scaled scores from PIRA and PUMA tests for all year groups during PPM.</p>		
T	b		yes		93	6	SP	M	2b	113	10.07	2b	103	1.83	2b	102	-0.3	100																																																															
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<p>A) Improve readiness to learn for pupils eligible for PP in EYFS.</p>	<p>Nurture group YR/Y1</p>	<p>Impact seen:</p> <ul style="list-style-type: none"> <li>• Change in behaviour of the children and ability to manage emotions and behaviours independently</li> <li>• Confident to speak/present in front of others.</li> <li>• Social skills enhanced.</li> <li>• Speech and language progress.</li> <li>• All children grew in self-esteem.</li> <li>• Fine motor skills - dressing and undressing (buttons/zips/laces), using tools and equipment, co-ordination and control.</li> <li>• Gross motor skills including balance and co-ordination.</li> </ul>	<p><b>This is what we have learned:</b>  <i>This intervention has a positive impact on pupil's social skills, speech and independence.</i></p> <p><b>So as a result we are:</b>                  Continuing with this provision.</p>	<p>£5,000</p>																																																																													
<p><b>Total budgeted cost for this section</b></p>				<p>£21,000</p>																																																																													

# Disadvantaged Pupil Strategy Statement: Elmhurst School

## Review of expenditure **and outcomes** for 2017/2018

iii. a. Other approaches – New initiatives					
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned:	Cost	RAG
B) BLT Vulnerable Learners Project (2 year project starting January 2018)	The chosen approaches have not yet been fully decided but these will be based on research evidence taken from the EEF Toolkit and will focus on Years 5 and 1 This will focus on 6 key strands: 1. Self-evaluation and action planning 2. Area Capacity building 3. Countywide capacity building 4. School based Improvement projects 5. Sharing good practice 6. High Quality CPD	The project disbanded in the Spring term as many BLT partners returned to BCC. Despite efforts to continue to run this as schools, this wasn't possible.	<b>This is what we have learned:</b> <i>n/a</i> <b>So as a result we are:</b> Maths Lead is on the Maths Hub training instead.	Currently unknown	
B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.	Data Tracking System – Stat Online Tool use to plan and assess for each child from 2YO – Year 6	System is still in it's infancy as we now have one year's worth of data. Issues with system have been identified and Phase Leaders are now also aware and bared these in mind during moderation.  For example, children can be awarded EXS even if they haven't achieved all of the KPIs. This is a concern as the KPIs are essential blocks of knowledge. The system does work for GDS pupils as they need 3 stars in each KPI to be given this status.	<b>This is what we have learned:</b> <i>Increased moderation is required to ensure that the KPIs are achieved in all areas. Staff subject knowledge of KPIs increased due to the accountability of the system</i> <b>So as a result we are:</b> Continuing to use system but to challenge stars given during moderation meetings and PDMs. Ensure that data is triangulated using teacher assessment, evidence from books and results/data from PIRA/PUMA tests. Review evidence given and benchmark against national/moderated ARE for each year group. Due to the increased awareness of KPIs we are looking to alter the way that the system is used to allow for 'Point in Time Assessment' to take place.	£2,000	
A) Improve readiness to learn for pupils eligible for PP in EYFS.	Forest School YR/Y1	Impact seen: <ul style="list-style-type: none"> <li>Change in behaviour of the children and ability to manage emotions and behaviours independently</li> <li>Confident to speak/present in front of others.</li> </ul>	<b>This is what we have learned:</b> <i>This intervention has a positive impact on pupil's social skills, speech and independence.</i> <b>So as a result we are:</b> Continuing with this provision.	£5,000	



# Disadvantaged Pupil Strategy Statement: Elmhurst School

## Review of expenditure and outcomes for 2017/2018

		<ul style="list-style-type: none"> <li>Social skills enhanced.</li> <li>Speech and language progress.</li> <li>All children grew in self-esteem.</li> <li>Fine motor skills - dressing and undressing (buttons/zips/laces), using tools and equipment, co-ordination and control.</li> <li>Gross motor skills including balance and co-ordination.</li> </ul>												
<p>A) Improve readiness to learn for pupils eligible for PP in EYFS.</p> <p>B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.</p>	<p>On-going staff training for new and experienced LSAs – Characteristics of Effective Learning, phonics, reading comprehension methods, calculation methods, GPS technical terms, effective feedback, Becoming Better Learners techniques, T4W, T4R etc.</p>	<p>Various external and internal training over the year:</p> <ul style="list-style-type: none"> <li>Talk 4 Writing Training – Kat Pennington</li> <li>Talk 4 Writing Consultation – Kat Pennington</li> <li>Talk 4 Reading Training – Kat Pennington</li> <li>EYFS Standardisation &amp; Moderation</li> <li>KS1 Standardisation &amp; Moderation</li> <li>KS2 Standardisation &amp; Moderation</li> <li>Cross-schools Standardisation &amp; Moderation</li> <li>Programme of Learning for each phase in weekly PDMs</li> </ul> <p>These were able to improve the quality of planning and teaching in classes across the school.</p>	<p><b>This is what we have learned:</b>  <i>Lots of new initiatives were started this academic which have yet to show positive impact in data. These initiatives are proven to be effective in similar schools.</i>  <i>Standardisation and moderation has upskilled staff to ensure accuracy in date reporting.</i></p> <p><b>So as a result we are:</b>            Overhaul maths and develop a consistent approach to teaching fluency, problem solving and reasoning – WRM            Develop instant recall of key facts in maths            Develop writing targets for each child            BBL/Elmhurst Values – reinstate this/develop further in 2018/19</p>	£20,000										
<p>B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.</p> <p>D) Increased attendance and punctuality rates for pupils eligible for PP.</p>	<p>Year 5 Drumming Lessons</p> <p>Year 3 Brass Instrument Lessons</p>	<p>Drumming lessons were only taught for part of the academic year due to external issues with the music teacher. Despite this, the children did enjoy these lessons and performed their learning to parents.</p> <table border="1"> <thead> <tr> <th></th> <th>Yearly attendance</th> <th>Attendance on day of lesson</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>94.5%</td> <td>95.2%</td> </tr> <tr> <td>Year 5</td> <td>94.7%</td> <td>95.3%</td> </tr> </tbody> </table>		Yearly attendance	Attendance on day of lesson	Year 3	94.5%	95.2%	Year 5	94.7%	95.3%	<p><b>This is what we have learned:</b>  <i>Pupils enjoyed the experience and have shown this through attendance figures.</i></p> <p><b>So as a result we are:</b>            Brass lessons to continue for Year 3.            Teachers to be fully involved with lesson so that, in the case of teacher absence, the lesson can still go ahead.</p>	£3,000	
	Yearly attendance	Attendance on day of lesson												
Year 3	94.5%	95.2%												
Year 5	94.7%	95.3%												
<p>B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading,</p>	<p>A range of extra-curricular clubs are to be made available for PP children. One-third of club places are reserved for children in receipt of PP. Teachers are to ensure parents of PP children are</p>	<p>40% of club spaces were taken by DP children during the year 2017/2018.            DP children often find it more difficult to attend after school clubs.</p>	<p><b>This is what we have learned:</b>  <i>More pupils than predicted have accessed the extra-curricular clubs.</i></p> <p><b>So as a result we are:</b>            Continue to provide a range of clubs for children.</p>	£8,000										

# Disadvantaged Pupil Strategy Statement: Elmhurst School

## Review of expenditure and outcomes for 2017/2018

writing and mathematics.	given letters the day they come out and give them the opportunity to complete immediately.		Consider when clubs take place during the school day.		
A) Improve readiness to learn for pupils eligible for PP in EYFS. B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.	Champion a Child – all teachers and LSAs are paired up with a PP child for half a term and have to check in with their child on a daily basis. Adults to identify their barriers to learning and flag up issues that school can help with.	Some success but no impact on data. Teachers and LSAs more aware of children and their needs and greater understanding that DP does not mean LAP.	<b>This is what we have learned:</b> <i>Greater awareness of the pupils who are disadvantaged raised the profile of this throughout the school.</i> <b>So as a result we are:</b> Class teachers to identify barriers for pupils and to treat children as individuals.	£0	

### iii. b. Other approaches – Initiatives in place previously and to continue

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned:	Cost	RAG																																																	
B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.	Lexia intervention KS1/KS2	<table border="1"> <thead> <tr> <th>Child</th> <th>Additional Needs</th> <th>Year Group</th> <th>Reading age at start</th> <th>Reading age at end</th> <th>Progress</th> <th>End of Year Reading Level</th> </tr> </thead> <tbody> <tr> <td>A</td> <td></td> <td>4</td> <td>9y</td> <td>absent during testing</td> <td>Unable to measure</td> <td>EXS at the end of Year 4</td> </tr> <tr> <td>B</td> <td>SEN</td> <td>2</td> <td>&lt;4y5m</td> <td>&lt;4y5m</td> <td>Unable to measure</td> <td>Phonics Check – score of 3 KS1 Reading - PKF</td> </tr> <tr> <td>E</td> <td>SEN</td> <td>6</td> <td>8y 4m</td> <td>9y 7m</td> <td>+1y 3m</td> <td>EOY TA Reading – HNM SOY Reading Scaled Score - 80 EOY Reading Scaled Score – 85</td> </tr> <tr> <td>C</td> <td>SEN</td> <td>6</td> <td>9y 2m</td> <td>11y 1m</td> <td>+1y 11m</td> <td>EOY TA Reading – EXS SOY Reading Scaled Score - 90 EOY Reading Scaled Score – 98</td> </tr> <tr> <td>H</td> <td>SEN</td> <td>6</td> <td>7y 6m</td> <td>9y</td> <td>+1y 6m</td> <td>EOY TA Reading – HNM SOY Reading Scaled Score - 86 Reading Scaled Score – 86</td> </tr> <tr> <td>R</td> <td>SEN</td> <td>6</td> <td>10y 9m</td> <td>10y 11m (CA)</td> <td>+2m</td> <td>EOY TA Reading – HNM SOY Reading Scaled Score - 83 EOY Reading Scaled Score – 100</td> </tr> </tbody> </table>	Child	Additional Needs	Year Group	Reading age at start	Reading age at end	Progress	End of Year Reading Level	A		4	9y	absent during testing	Unable to measure	EXS at the end of Year 4	B	SEN	2	<4y5m	<4y5m	Unable to measure	Phonics Check – score of 3 KS1 Reading - PKF	E	SEN	6	8y 4m	9y 7m	+1y 3m	EOY TA Reading – HNM SOY Reading Scaled Score - 80 EOY Reading Scaled Score – 85	C	SEN	6	9y 2m	11y 1m	+1y 11m	EOY TA Reading – EXS SOY Reading Scaled Score - 90 EOY Reading Scaled Score – 98	H	SEN	6	7y 6m	9y	+1y 6m	EOY TA Reading – HNM SOY Reading Scaled Score - 86 Reading Scaled Score – 86	R	SEN	6	10y 9m	10y 11m (CA)	+2m	EOY TA Reading – HNM SOY Reading Scaled Score - 83 EOY Reading Scaled Score – 100	<b>This is what we have learned:</b> <i>This intervention has a positive impact on pupil's reading fluency and ability to decode.</i> <b>So as a result we are:</b> Lexia to continue for children who are significantly below their chronological age as this is where the biggest impact was seen.	£2,000	
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# Disadvantaged Pupil Strategy Statement: Elmhurst School

## Review of expenditure and outcomes for 2017/2018

<p>B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.</p>	<p>First Class at Number intervention KS1/KS2 (10 weeks x2 per week for each Key Stage)</p>	<table border="1"> <thead> <tr> <th>Child</th> <th>Number age on entry</th> <th>Number age on exit</th> <th>Progress</th> <th>Start of year maths Scaled score</th> <th>End of year maths Scaled score</th> <th>Scaled score difference</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>6:3</td> <td>8:10</td> <td>2y 7m</td> <td>87</td> <td>97</td> <td>+10</td> </tr> <tr> <td>B</td> <td>6:7</td> <td>8:5</td> <td>1y 10m</td> <td>89</td> <td>96</td> <td>+7</td> </tr> <tr> <td>C</td> <td>8:0</td> <td>10:8</td> <td>2y 8m</td> <td>90</td> <td>101</td> <td>+11</td> </tr> <tr> <td>D</td> <td>8:9</td> <td>9:11</td> <td>1y 2m</td> <td>90</td> <td>98</td> <td>+8</td> </tr> <tr> <td>E</td> <td>6:4</td> <td>8:5</td> <td>2y 1m</td> <td>82</td> <td>94</td> <td>+12</td> </tr> <tr> <td>F</td> <td>8:2</td> <td>9:0</td> <td>10m</td> <td>96</td> <td>104</td> <td>+8</td> </tr> <tr> <td>G</td> <td>8:6</td> <td>8:10</td> <td>4m</td> <td>88</td> <td>97</td> <td>+9</td> </tr> <tr> <td>H</td> <td>8:9</td> <td>9:0</td> <td>3m</td> <td>87</td> <td>91</td> <td>+4</td> </tr> </tbody> </table> <p>Average scaled score progress over the course of the year for the whole cohort was 7 points. 7 out of 8 children made 7 or more scaled score points progress.</p>	Child	Number age on entry	Number age on exit	Progress	Start of year maths Scaled score	End of year maths Scaled score	Scaled score difference	A	6:3	8:10	2y 7m	87	97	+10	B	6:7	8:5	1y 10m	89	96	+7	C	8:0	10:8	2y 8m	90	101	+11	D	8:9	9:11	1y 2m	90	98	+8	E	6:4	8:5	2y 1m	82	94	+12	F	8:2	9:0	10m	96	104	+8	G	8:6	8:10	4m	88	97	+9	H	8:9	9:0	3m	87	91	+4	<p><b>This is what we have learned:</b>  <i>This intervention has a positive impact on pupil's Maths however to help children achieve Age Related Expectations it must take place earlier.</i></p> <p><b>So as a result we are:</b>            First Class at number to continue but to target children in Y3/4 so that gaps are narrowed before they get to Year 6.</p>	<p>£3,000</p>	
Child	Number age on entry	Number age on exit	Progress	Start of year maths Scaled score	End of year maths Scaled score	Scaled score difference																																																														
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<p>B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.</p>	<p>PP children are heard read by an adult in school at least 5x per week, every week.</p>	<p>In the majority of classes, DP were heard 5x per week to read by an adult.</p> <table border="1"> <thead> <tr> <th>Reading Attainment</th> <th>DP EXS+</th> <th>Non-DP EXS+</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>80</td> <td>77</td> </tr> <tr> <td>Y2</td> <td>50</td> <td>80</td> </tr> <tr> <td>Y3</td> <td>63</td> <td>81</td> </tr> <tr> <td>Y4</td> <td>70</td> <td>54</td> </tr> <tr> <td>Y5</td> <td>35</td> <td>74</td> </tr> <tr> <td>Y6</td> <td>55</td> <td>74</td> </tr> </tbody> </table> <p>Y6 - Average reading scaled score in September – 92.9; average reading scaled score in July – 100</p>	Reading Attainment	DP EXS+	Non-DP EXS+	Y1	80	77	Y2	50	80	Y3	63	81	Y4	70	54	Y5	35	74	Y6	55	74	<p><b>This is what we have learned:</b>  <i>Pupil's ability to decode has improved however more work to be done on the wider skills of reading comprehension.</i></p> <p><b>So as a result we are:</b>            Using the Transforming Reading Project to identify questions stems for children in Phase 3 as the level of questioning during a reading sessions needs to develop their inferential skills note just decoding.</p> <p>Greater use of Standardised/scaled scores from PIRA tests to identify children who are falling behind.</p>	<p>£18,000</p>																																											
Reading Attainment	DP EXS+	Non-DP EXS+																																																																		
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<p>C) Increased home support, leading to greater parental engagement.</p>	<p>Parental engagement officer to work to:</p> <ul style="list-style-type: none"> <li>target PP parents focusing on attendance and punctuality this year</li> <li>work with individual parents in the home, ensuring children have everything they need to access school and learning</li> <li>work with parents to ensure that they attend Parent Consultation evenings</li> </ul>	<p>Parental Engagement officer has worked with numerous families to support their inclusion.</p> <ul style="list-style-type: none"> <li>Meal ordering</li> <li>Parentpay set up</li> <li>Early help services</li> <li>CP</li> <li>Uniform</li> <li>Trip costings and budgeting</li> <li>FSM forms</li> <li>Translation</li> <li>Foodbanks</li> <li>Parents' evening support</li> </ul>	<p><b>This is what we have learned:</b>  <i>Parental Engagement officer has a wide range of expertise and supports children and families in multiple areas.</i></p> <p><b>So as a result we are:</b>            Continuing with this support.</p>	<p>£6,000</p>																																																																

# Disadvantaged Pupil Strategy Statement: Elmhurst School

## Review of expenditure and outcomes for 2017/2018

	<ul style="list-style-type: none"> <li>work with parents receiving support from the Family Resilience Team or Social Care to bridge the gap between school and home</li> </ul>				
D) Increased attendance and punctuality rates for pupils eligible for PP.	Attendance Officer to make attendance and punctuality of DP a priority and given targeted time to ensure attendance and punctuality for DP improves.	A change in attendance officer towards the end of the autumn term reduced consistency of tracking. DP attendance was 93% attendance compared to 95.2% for non-DP. This is a drop from the previous year of 95% for DP and 94.8% for non-DP.	<p><b>This is what we have learned:</b>  <i>Due to the change in the attendance officer the tracking and monitoring procedures were not consistent throughout the year. Rigorous and robust monitoring in the Summer term has led to groups of pupils and specific families being identified prior to the 18/19 year.</i></p> <p><b>So as a result we are:</b>            Robust tracking to be in place immediately from September and monitoring and parent communication to begin as soon as attendance drops below 96%            AO to work closely with families who are persistently late and to unpick barriers. Liaise with parental engagement officer to support further.            Attendance audit to be completed to identify further areas to improve.</p>	£6,000	
D) Increased attendance and punctuality rates for pupils eligible for PP.	Part funding of Breakfast Club and subsidised food – 2x adult time required daily between 7:45am – 8:45am. Families are identified and BC is offered as a support.	26% of pupils in regular attendance at breakfast club were DP. Other DP have been offered this support throughout the year and they have taken it on a temporary basis.	<p><b>This is what we have learned:</b>  <i>Overall uptake of the breakfast club remains high. The service is valued by families.</i></p> <p><b>So as a result we are:</b>            Continuing to offer this service and subsidise through DP funding. We will continue to prioritise places for disadvantaged pupils and actively offer this service to families with poor punctuality and/or attendance.</p>	£3,000	
C) Increased home support, leading to greater parental engagement.	Part funding of reading club – adult time required daily 3:15 – 4pm.	23% of DP were in regular attendance at Reading Club.	<p><b>This is what we have learned:</b>  <i>Overall uptake of the remains club remains high. The service is valued by families.</i></p> <p><b>So as a result we are:</b>            Continuing to offer this service and subsidise through DP funding. We will continue to prioritise places for disadvantaged pupils and actively offer this service to families with poor punctuality and/or attendance.</p>	£1,500	

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<p>C) Increased home support, leading to greater parental engagement.</p>	<p>Parental workshops provided and Parental Engagement Officer to target parents of PP children to ensure they are aware of the workshops available and encourage them to attend so they can support their child at home. Survey PP parents and find out what training/support they would like school to offer</p>	<p>Parental Liaison officer has worked with numerous families to support their inclusion.</p> <ul style="list-style-type: none"> <li>• Meal ordering</li> <li>• Parentpay set up</li> <li>• Early help services</li> <li>• CP</li> <li>• Uniform</li> <li>• Trip costings and budgeting</li> <li>• FSM forms</li> <li>• Translation</li> <li>• Foodbanks</li> </ul>	<p><b>This is what we have learned:</b> <i>Parental Engagement officer has a wide range of expertise and supports children and families in multiple areas.</i></p> <p><b>So as a result we are:</b> Continuing with this role in school. More work needs to take place around parent workshops. Greater leadership capacity means this can happen.</p>	<p>£1,000</p>	
<p>B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.</p>	<p>A homework club is run each term for 45 minutes to allow PP children to attend.</p>	<p>The homework club was run during the autumn term and 60% of the pupils were DP.</p>	<p><b>This is what we have learned:</b> <i>More disadvantaged pupils attended this club than others run. We recognise that we are not upskilling parents to support their children with home learning.</i></p> <p><b>So as a result we are:</b> This will continue but in a slightly different way; children will be invited to attend and it will be run by the school counsellor.</p>	<p>£2,000</p>	
<p>B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.</p>	<p>All classes have a designated library slot on their weekly timetable.</p>	<p>The library was well used during the school year and is deemed to be an enjoyable place to go.</p> <p>Funds were reallocated to ensure books were current and appealing to the children in Phase 3.</p> <p>A special set of books were bought throughout the year for Phase 3 and these could only be borrowed from the HT. This caused extra excitement and a high percentage of the children who borrowed them were those in receipt of PPG.</p> <p>At the end of the year, these books were added to the library.</p>	<p><b>This is what we have learned:</b> <i>The library is a valued and high profile area of the school.</i></p> <p><b>So as a result we are:</b> Continuing to offer this facility to children and where possible increase its use across the school.</p>	<p>£0</p>	
<p>C) Increased home support, leading to greater parental engagement.</p>	<p>Class teachers to acknowledge and value when parents have heard their child read 5x a week and when they have attended Parent Consultation Evenings. Staff to provide telephone consultations for DP parents who</p>	<p>100% of DP parents attended the second parents evening during the spring term after phone calls and alternative appointments were chased by teachers and other support staff following the autumn term parents evening.</p>	<p><b>This is what we have learned:</b> <i>Alternatives that are offered to disadvantaged pupil parents have been valued and taken up.</i></p> <p><b>So as a result we are:</b> Continuing to offer phone calls and alternative appointments to families.</p>	<p>£1,000</p>	

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## Review of expenditure **and outcomes** for 2017/2018

	didn't attend. DHT to chase up if there is non-attendance twice.				
				<b>Total budgeted cost for this section</b>	£81,500
				<b>Total overall cost</b>	£169,500