

# Disadvantaged Pupil Strategy Statement: Elmhurst School & Proposed expenditure 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	2017/18	Total PP budget	£169,000	Date of most recent PP Review	September 2017
Total number of pupils (Y1+)	456 (339)	Number of pupils eligible for PP	128	Date for next internal review of this strategy	January 2018

2. Targeted Achievement Profile 2017 – 2018			
<i>Number in brackets indicates total number of DP.</i>	Elmhurst Pupils eligible for PP - Targets	Elmhurst Pupils eligible for PP - Actual	Pupils not eligible for PP (national average) i.e. other pupils
Year Reception – Good Level of Development (10)	90%		
Year 1 – Phonics Screening Check (21)	83%		
Year 2 – Phonics Re-check (6)	50%		
<b>Key Stage 1: Attainment (15)</b>			
% achieving 'expected' in reading	73%		
% achieving 'expected' in writing	73%		
% achieving 'expected' in maths	73%		
% achieving 'expected' in reading, writing and maths	73%		
% achieving 'greater depth' in reading	7%		
% achieving 'greater depth' in writing	7%		
% achieving 'greater depth' in maths	7%		
% achieving 'greater depth' in reading, writing and maths	7%		
<b>Key Stage 2: Attainment (21)</b>			
% achieving 'expected' in reading	62%		
% achieving 'expected' in writing	68%		
% achieving 'expected' in maths	66%		
% achieving 'expected' in reading, writing and maths	62%		
% achieving 'expected' in GPS	65%		
% achieving 'greater depth' in reading	24%		
% achieving 'greater depth' in writing	19%		
% achieving 'greater depth' in maths	24%		
% achieving 'greater depth' in reading, writing and maths	19%		
% achieving 'greater depth' in GPS	30%		

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3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b>	
A.	<i>Pupils eligible for PP are less ready to learn in Reception than other pupils. This slows progress in EYFS and in subsequent years.</i>
B.	<i>The percentage of pupils eligible for PP attaining the expected level in each year group is generally below that of pupils not eligible for PP.</i>
C.	<i>Pupils eligible for PP lack opportunities due to financial disadvantage. This means that pupils have fewer life experiences to relate their learning to and to apply to their learning, such as in reading comprehensions and in their writing.</i>
<b>External barriers</b>	
D.	<i>Attendance rates for pupils eligible for PP are 95.05% (below the target for all children of 96%). Although this has improved year on year, this remains a barrier as it reduces their school hours and causes them to fall behind on average. Percentage of late sessions for pupils eligible for PP is 1.21%, compared to 0.85% for non-PP. This also reduces their school hours and causes them to fall behind on average.</i>
E.	<i>A large number of pupils eligible for PP lack support at home with home learning and reading at home. This slows reading progress.</i>

3. Outcomes		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
A.	Improve readiness to learn for pupils eligible for PP in EYFS.	Pupils eligible for PP in Nursery and Reception are ready to learn by the end of the EYFS so that all pupils eligible for PP meet age related expectations.
B.	PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.	Pupils eligible for PP make accelerated progress across Key Stage 1 and Key Stage 2 in reading, writing and maths. Pupils eligible for PP attained EXS+ standard across Key Stage 1 and Key Stage 2 in reading, writing and maths. Measured in Y1-6 by teacher assessments and successful moderation practices established within the school and with other schools in Aylesbury.
C.	Increased home support, leading to greater parental engagement.	All PP children read five times a week regularly. This leads to accelerated progress in reading. All PP parents attend Parental Consultation Meetings twice yearly. 30% of workshop places to be taken up by DP parents.
D.	Increased attendance and punctuality rates for pupils eligible for PP.	Overall PP attendance improves from 95.05% to 96+% in line with 'other' pupils. Gap between percentages of late sessions for pupils eligible for PP and those not eligible for PP narrows.

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4. Planned expenditure																						
Academic year	2017/18																					
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. Quality of teaching for all – New Initiatives																						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost																
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>Individuals receive additional support to ensure they meet the expected standard for the end of Y6 and/or achieve accelerated progress.</p> <p>The Year 5 data from previous academic year was 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>33.3%</td> <td>72.72%</td> <td>-39.39%</td> </tr> <tr> <td>Writing</td> <td>28.57%</td> <td>69.70%</td> <td>-41.13%</td> </tr> <tr> <td>Maths</td> <td>42.85%</td> <td>72.72%</td> <td>-29.87%</td> </tr> </tbody> </table> <p>20% of the Year 5 cohort were also SEN. However, this does not significantly diminish the difference between DP and non-DP results.</p> <p>Individuals receive additional support to ensure they meet the expected standard for the end of Y5 and/or achieve accelerated progress.</p>		DP	Non-DP	Gap	Reading	33.3%	72.72%	-39.39%	Writing	28.57%	69.70%	-41.13%	Maths	42.85%	72.72%	-29.87%	<p>Learning walks.</p> <p>Observations of teacher/LSA</p> <p>Impact measured through summative data and progress data.</p>	HT DHT/Leader for DP	October, February and May data	£24,000  £6,000
			DP	Non-DP	Gap																	
	Reading		33.3%	72.72%	-39.39%																	
Writing	28.57%	69.70%	-41.13%																			
Maths	42.85%	72.72%	-29.87%																			
Additional LSA in Y6 to focus on pupils who are in receipt of PP but are not SEN.																						
Additional English set in Year 6 every day																						
	Additional Maths set in Year 5 every day																					
	Additional teacher to work directly with DP identified in Years 4 and 5	Individuals receive additional support to ensure they meet the expected standard for the end of Y4/5 and/or achieve accelerated progress.	Learning walks, Observations of teacher Impact measured through summative data and progress data.	HT DHT/Leader for DP	October, February and May data	£10,000																
	Additional Writing groups in Year 2 led by an AHT	Individuals receive additional support to ensure they meet the expected standard for the end of Y2 and/or achieve accelerated progress.	Learning walks. Observations of teacher/LSA Impact measured through summative data and progress data.	HT DHT/Leader for DP	October, February and May data	£2,000																

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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.</p> <p>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>	All teachers will be focused on DP and be accountable for the progress and attainment of DP in the class.	Learning walks. Observations of teacher/LSA Impact measured through summative data and progress data.	HT DHT/Leader for DP	October, February and May data	£3,000
	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.	We want all PP children to access the most engaging curriculums and to make accelerated progress in order to meet age-related expectations.	Learning walks. Book Looks. Observations of teacher/LSA Impact measured through summative data and progress data.	DHT/Leader for DP AHTs Class Teachers	Half Termly	£1,000
	T4R training	We want all PP children to access the most engaging curriculums and to make accelerated progress in order to meet age-related expectations.	Learning Walks Planners Data	HT DHT AHTs English Leader	Half Termly	£2,000
	Team Teaching with identified staff. RI → G and G → O	We want all PP children to access the most engaging curriculums and to make accelerated progress in order to meet age-related expectations.	Identified teachers to be coached on a weekly basis by an experienced teacher. Learning Walks, Book Looks Data	HT DHT AHTs Subject Leader	Half Termly	£1,500
<b>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 will be focused on DP and be accountable for the progress and attainment of PP children in the class.	Learning walks. Book looks. Appraisal reviews.	HT DHT AHTs	Appraisal reviews	£0
	Targeted teacher support in core subjects – all PP children to have a guided session in a core subject with a qualified teacher at least x2 per week, x2 terms per year.	Pupils eligible for PP are currently on average attaining less than non-PP pupils. We want to ensure that PP pupils make accelerated progress in order to meet age-related expectations.	PP children achieve in line with national non-PP children. Impact measured through data for Reading, Writing and Maths.	Class teachers	October, February and May	£10,000
	School visit funding to subsidise trips.	We want all DP children to be able to access school visits in order to give them life experiences which they may miss out on	Impact measured through individual case studies.	Parental Liaison Officer	January, June	£5,000

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	Additional funding is used to give time to the Parental Liaison Officer to support parents to make applications for the William Harding Fund.	due to financial disadvantage. These experiences will have a positive effect on their writing and ability to access reading comprehensions.				
	T4W; on-going training and consultation time to improve and embedded T4W training.	We want all DP children to access the most engaging curriculums and to make accelerated progress in order to meet age-related expectations.	Learning Walks Book Looks Data	HT, DHT AHTs English Leader	Termly	£2,500
<b>Total budgeted cost for this section</b>					£67,000	

<b>i. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Cost</b>
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.	Social and Emotional learning can have a significant impact on attitudes to learning, social relationships and attainment (+4months)	Regular updates between Learning Mentor and class teachers.	DHT/PP Lead Learning Mentor Class Teachers	Half termly	£6,000
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.	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.	Social and Emotional learning can have a significant impact on attitudes to learning, social relationships and attainment (+4months)	Updates when appropriate due to confidentiality	DHT/PP Lead School Counsellor Class Teachers	Half termly	£6,000

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B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.	Y1 Phonics intervention and additional phonics lessons to replace Guided Reading in Phase 2	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading (+4months). Once this is mastered, children can be taught during Guided Reading sessions.	Children will be base lined by Autumn Half Term and data used to group children. Learning Walks.	Year 1 Class Teachers	Half Termly	£2,000
B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.	<p>Small group focus maths intervention for children targeted for greater depth in Y6 led by senior leader</p> <p>Small group focus SPAG intervention for children targeted for the <i>expected level</i> in Y6 led by senior leader/senior teacher</p> <p>Small group focus reading intervention for children targeted for the <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>	Small group tuition (6 or less) is effective due to sustained engagement, greater feedback from teacher and work more closely matched to learners' needs. Reading comprehension approaches improve learning by an additional 5 months' progress over the course of the year and are particularly effective for older readers.	Pupil Progress Meetings	HT DHT AHTs Class Teachers	Monthly	£2,000
A) Improve readiness to learn for pupils eligible for PP in EYFS.	Nurture group YR/Y1	Social and Emotional learning can have a significant impact on attitudes to learning, social relationships and attainment (+4months)	Learning Walks Improved readiness to learn observed		Termly	£5,000
<b>Total budgeted cost for this section</b>					£21,000	

## ii. Other approaches - New

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
B) BLT Vulnerable Learners Project (2	The chosen approaches have not yet been fully decided but these will be based on research evidence	EEF states that the following approaches have the most impact when narrowing the gap:	Robust monitoring and accountability – school based and also cluster based	HT/DHT Year 5 and 1 Teachers	Half-termly/Termly	Currently unknown

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year project starting January 2018)	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	<ul style="list-style-type: none"> <li>• Early Years Intervention</li> <li>• High Quality Teaching First</li> <li>• One to One Tutoring</li> <li>• Peer Tutoring</li> <li>• Effective Feedback</li> <li>• Improving the Impact of TAs</li> <li>• Increasing Parental Engagement</li> <li>• Addressing Behaviour and Attendance</li> <li>• Developing Speaking and Listening Skills</li> <li>• Data Monitoring and Analysis</li> </ul>				
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	All teachers will be focused on PP and be accountable for the progress and attainment of PP children in the class.	Staff meetings to ensure that data is inputted consistently and in house/external moderation to ensure assessment is accurate.	DHT/ Leader for DP Class Teachers	Fortnightly, Half Termly, termly	£2,000
A) Improve readiness to learn for pupils eligible for PP in EYFS.	Forest School YR/Y1	Social and Emotional learning can have a significant impact on attitudes to learning, social relationships and attainment (+4months) Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	Forest Schools Trained staff to lead group	Forest Schools leader Class Teachers	Termly	£5,000
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.	On-going staff training for new and experienced LSAs – CoEL, phonics, reading comprehension methods, calculation methods, GPS technical terms, effective feedback, Becoming Better Learners techniques, T4W, T4R etc.	An on-going round of training ensures that all staff have the expertise to support pupils fully and ensure that no moments/opportunities for learning are missed.	Take feedback from Class Teachers/LSAs on what training is required. Ensure that leaders are timetabled to deliver it and then monitor its effectiveness.	HT DHT AHTs Subject Leaders	Half Termly	£20,000

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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.	Year 5 Drumming Lessons  Year 3 Brass Instrument Lessons	Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools; though on average greater effects have been identified for younger learners.	Specialist teachers to deliver weekly learning for 1 year.	Specialist teacher Class Teachers	Review attendance on music lesson day (Tuesday/Thursday)	£3,000
B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.	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 given letters the day they come out and give them the opportunity to complete immediately.	Pupils are given the opportunity to gain additional life experiences beyond the classroom or home.	Data from club registers	Club Leader Class Teachers	Termly	£8,000
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.	Pupils feel more engaged with school and the adults that work there.	Pupils feel valued	All teachers and LSAs	Half Termly	£0
<b>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.	Lexia intervention KS1/KS2	Lexia develops five critical skills that students must master in order to become proficient readers: phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Lexia users to complete this programme daily for 10 minutes.	SENDCo Class Teachers LSAs	Half Termly PPM	£2,000
B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading,	First Class at Number intervention KS1/KS2 (10 weeks x2 per week for each Key Stage)	Small group tuition (6 or less) is effective due to sustained engagement, greater feedback from teacher and work more closely matched to learners' needs.	Specially trained LSA to deliver intervention, overseen by Maths Leader	Maths Lead LSA	10 weekly, progress in number assessment	£3,000

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writing and mathematics.						
B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.	PP children are heard read by an adult in school at least 5x per week, every week.	Reading comprehension approaches improve learning by an additional 5 months and are particularly effective for older readers.	Class teachers and LSAs to ensure that reading comprehension questions are asked when listening to children. Training may be needed. Learning Walks and review of Planners.	English Lead Class Teachers LSAs	Half termly	£18,000
C) Increased home support, leading to greater parental engagement.	Parental engagement officer to work to: <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> <li>• work with parents receiving support from the Family Resilience Team or Social Care to bridge the gap between school and home</li> </ul>	Effective parental involvement can add 3+months progress but is most advantageous the lower down it starts. Better communication and workshops to enable parents to support their child's learning are beneficial.	Review caseload and parental involvement following work.	DHT/PP Lead Parental engagement officer Class Teachers	Termly	£6,000
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.	DP attendance for 2016 – 2017 was 95.03% compared to 94.83% for non-DP. School now needs to ensure that the gap is closed further between DP and national attendance data.	Attendance data for DP	Attendance Officer DHT	Fortnightly, half termly, termly	£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.	Pupils are on time and ready to learn.	Data from club register	Breakfast Club LSAs Class Teachers	Half Termly	£3,000

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C) Increased home support, leading to greater parental engagement.	Part funding of reading club – adult time required daily 3:15 – 4pm.	Effective parental involvement can add 3+months progress but is most advantageous the lower down it starts. Better communication and workshops to enable parents to support their child's learning are beneficial.	Data from club register	Reading Club LSAs Class Teachers	Half Termly	£1,500
C) Increased home support, leading to greater parental engagement.	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	Effective parental involvement can add 3+months progress but is most advantageous the lower down it starts. Better communication and workshops to enable parents to support their child's learning are beneficial.	Workshop uptake.	DHT/PP Lead Parental engagement officer Class Teachers	After each workshop	£1,000
B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.	A homework club is run each term for 45 minutes to allow PP children to attend.	Pupils are enabled to use digital technology to research and complete their homework so aren't disadvantaged.	Data from club register	Club Leader Class Teacher	Termly	£2,000
B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.	All classes have a designated library slot on their weekly timetable.	Develop the children's love of reading and books.	Pupils enjoy their sessions and change books frequently.	Class Teachers	Termly	£0
C) Increased home support, leading to greater parental engagement.	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 didn't attend. DHT to chase up if there is non-attendance twice.	Effective parental involvement can add 3+months progress but is most advantageous the lower down it starts. Better communication and workshops to enable parents to support their child's learning are beneficial.	Increased parental involvement in pupil planner. Increased parental attendance at the consultation evenings.	HT DHT Class Teachers	Half Termly	£1,000
<b>Total budgeted cost for this section</b>						£81,500
<b>Total overall cost</b>						£169,500