

Disadvantaged Pupil Strategy Statement: Elmhurst School & Proposed expenditure for 2018/2019

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	2018/19	Total PP budget	£170,280	Date of most recent PP Review	September 2018
Total number of pupils (Y1+)	346	Number of pupils eligible for PP	129	Date for next internal review of this strategy	January 2019

Breakdown of the number of PP pupils at end of Autumn term. This number differs to the number above due to mobility which is high at Elmhurst.

EYFS (Reception)	11	Year 1	11	Year 2	21	Year 3	17
Year 4	19	Year 5	21	Year 6	22		

2. Targeted Achievement Profile 2018 – 2019

<i>Number in brackets indicates total number of DP.</i>	Elmhurst Pupils eligible for PP – Initial Targets	National all pupils 2018	Elmhurst Pupils eligible for PP – January 19 PITA	Elmhurst Pupils eligible for PP - Actual	Pupils not eligible for PP (national average) i.e. other pupils
Year Reception – Good Level of Development (11)	9/11 82%	71.5%			
Year 1 – Phonics Screening Check (12)	11/12 92%	92%			
Year 2 – Phonics Re-check (2)	2/2 100%	82%			
Key Stage 1: Attainment (16)			(21)		
% achieving 'expected' in reading	12/16 75%	75%	16/21 76%		
% achieving 'expected' in writing	12/16 75%	70%	11/21 52%		
% achieving 'expected' in maths	12/16 75%	76%	10/21 48%		
% achieving 'expected' in reading, writing and maths	12/16 75%		8/21 38%		
% achieving 'greater depth' in reading	4/16 25%	26%			
% achieving 'greater depth' in writing	4/16 25%				
% achieving 'greater depth' in maths	5/16 31%	22%			
% achieving 'greater depth' in reading, writing and maths	4/16 25%				
Key Stage 2: Attainment (20)			(22)		
% achieving 'expected' in reading	13/20 65%	75%	10/22 45%		
% achieving 'expected' in writing	12/20 60%	78%	4/22 18%		
% achieving 'expected' in maths	13/20 65%	76%	11/22 50%		

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% achieving 'expected' in reading, writing and maths	12/20 60%	64%	4/22 18%		
% achieving 'expected' in GPS	12/20 60%	78%			
% achieving 'greater depth' in reading	5/20 25%	28%			
% achieving 'greater depth' in writing	3/20 15%	20%			
% achieving 'greater depth' in maths	3/20 15%	24%			
% achieving 'greater depth' in reading, writing and maths	2/20 10%	10%			
% achieving 'greater depth' in GPS	6/20 30%	34%			

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3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	A number of EYFS pupils in receipt of PP have barriers with Communication, Language and Literacy.
B.	A number of pupils in receipt of PP have gaps in maths in particular their depths of understanding, fluency and reasoning.
C.	A number of pupils in receipt of PP have not achieved in line with national non-DP in reading, writing and maths.
D.	Poor communication skills, self-esteem and confidence issues for some pupils leading to reduced engagement in lessons and friendship difficulties.
External barriers	
E.	Parental difficulties with finance and limited resources outside school for them to provide out of hours learning experiences, support and learning resources e.g. uniform, books
F.	Poor attendance has historically been a barrier.
G.	Low parental engagement and limited educational experience of some parents/carers affecting out of hours learning support, reduced access to SALT and CAMHS

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve levels in CLL for pupils eligible for PP in EYFS.	Pupils eligible for PP in Nursery and Reception meet age related expectations in CLL.
B.	Improve levels of maths fluency and reasoning for DP in Phase 2 and 3.	Pupils eligible for PP make accelerated progress across Phase 2 and 3 in maths. Pupils eligible for PP attain EXS+ standard across Phase 2 and 3 in maths. Measured in Y1-6 by teacher assessments, PUMA test results and successful moderation practices established within the school and with other schools in Aylesbury.
C.	DP in Phase 2 and 3 achieve in line with national non-PP children in reading, writing and mathematics.	Pupils eligible for PP make accelerated progress across Phase 2 and 3 in reading, writing and maths. Pupils eligible for PP attained EXS+ standard across Phase 2 and 3 in reading, writing and maths. Measured in Y1-6 by teacher assessments, PIRA and PUMA test results and successful moderation practices established within the school and with other schools in Aylesbury.
D.	Reduction in low level disruption and behaviour incidents in class and at other times.	Pupils eligible for PP to have a reduction in incidents logged on Behaviour Watch and learning walks demonstrate an increase in lesson engagement and outcomes.
E.	Pupils access extra-curricular activities and learning experiences.	30%+ of club places are taken by pupils eligible for PP. 100% of DP attend day trips. All DP wanting to attend residential trips are able to attend.
F.	Increased attendance and punctuality rates for pupils eligible for PP.	Overall PP attendance improves to 96+% in line with 'other' pupils and the school attendance target. Gap between percentages of late sessions for pupils eligible for PP and those not eligible for PP narrows.
G.	Increased home support, leading to greater parental engagement and ability to support with learning.	All children in receipt of PP read seven times a week regularly. This leads to accelerated progress in reading. All DP parents attend Parental Consultation Meetings twice yearly. 30% of workshop places to be taken up by DP parents.

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5. Planned 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								
Desired outcome (letters link to identified barriers on page 3)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? Intended Outcomes	Staff lead/ Monitored by	New or continued	When will you review implementation? Jan review in red	Cost	RAG
<p>A. Improve levels in CLL for pupils eligible for PP in EYFS.</p> <p>C. DP in Phase 2 and 3 achieve in line with national non-PP children in reading, writing and mathematics.</p> <p>D. Poor communication skills, self-esteem and confidence issues for some pupils leading to reduced engagement in lessons and friendship difficulties.</p>	<p>CPD On-going staff training for new and experienced Teachers and LSAs:</p> <ul style="list-style-type: none"> • Characteristics of Effective Learning • Phonics • Talk for Reading EYFS project • Transforming Reading Project • Maths Mastery Hub – reasoning, calculation methods • Talk for Reading • Team Teaching • Lesson observations paired with SLT to identify what effective learning looks like 	<p>An on-going round of training ensures that all staff have the expertise to support pupils fully and ensure that the gap closes between disadvantaged and other pupils.</p>	<p>Half termly monitoring by SLT – learning walks, book looks, planning, pupil voice,</p> <p>Ensure that the gap closes between disadvantaged and other pupils to <10% gap</p> <p>Raise attainment across the school in English and Maths so that disadvantaged pupils attain in line with their peers and National 2019.</p> <p>Disadvantaged pupils will demonstrate improved inference and deduction skills in reading at least in line with their peers.</p> <p>Disadvantaged pupils will demonstrate a wider and richer vocabulary in writing across the curriculum.</p> <p>Disadvantaged pupils will demonstrate Greater ability when applying reasoning skills to achieve in line with their peers.</p>	<p>HT</p> <p>DHT – DP Lead</p> <p>AHTs – Phase leaders</p>	<p>New and continued</p>	<p>Termly at Pupil Progress Meetings using: Teacher Judgement Test data Phonics Data Book scrutiny and evidence Pupil conferencing</p> <p>See data above.</p>	<p>£12,000</p>	

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<p>B. Improve levels of maths fluency and reasoning for DP in Phase 2 and 3.</p> <p>C. DP in Phase 2 and 3 achieve in line with national non-PP children in reading, writing and mathematics.</p>	<p>Three-teacher model in Year 6 and Year 5 during core learning of Maths and English.</p>	<p>Additional teacher support for English and Maths to enable smaller class sizes and increase frequency of feedback to individuals.</p>	<p>Weekly monitoring/challenge by Phase Leader</p> <p>Ensure that the gap closes between disadvantaged and other pupils to <10% gap</p> <p>Raise attainment across the school in English and Maths so that disadvantaged pupils attain in line with their peers and National 2019.</p>	<p>Phase 3 Leader</p> <p>DP Lead</p>	<p>New</p>	<p>Weekly monitoring/challenge by Phase Leader</p> <p>Termly at Pupil Progress Meetings using:</p> <p>Teacher Judgement</p> <p>Test data</p> <p>Phonics Data</p> <p>Book scrutiny and evidence</p> <p>Pupil conferencing</p> <p>Model extended to include Guided Reading and arithmetic.</p>	<p>£15,000</p>	
<p>B. DP in Phase 2 and 3 achieve in line with national non-PP children in reading, writing and mathematics.</p>	<p>T4W; on-going training and consultation time to improve and embedded T4W training.</p>	<p>Talk for Writing has been shown to teach pupils strategies for planning and monitoring their writing. It teaches writing composition strategies through modelling and supported practice.</p>	<p>Learning Walks</p> <p>Book Looks</p> <p>Data</p> <p>Disadvantaged pupils will demonstrate improved skills in writing at least in line with their peers.</p>	<p>DP Lead</p> <p>Phase Leaders</p> <p>English Leader</p>	<p>Continued</p>	<p>Termly at Pupil Progress Meetings using:</p> <p>Teacher Judgement</p> <p>Test data</p> <p>Phonics Data</p> <p>Book scrutiny and evidence</p> <p>Pupil conferencing</p> <p>16/59 Y5 = DP</p> <p>19% OT for writing</p> <p>21% OT of Non-DP</p>	<p>£2,000</p>	
<p>A. Improve levels in CLL for pupils eligible for PP in EYFS.</p> <p>C. DP in Phase 2 and 3 achieve in line with national non-PP children in reading, writing and mathematics.</p>	<p>Curriculum and assessment:</p> <ul style="list-style-type: none"> • Cost of resourcing an engaging and exciting curriculum – potentially Cornerstones • Cost of purchasing new books for the library • Cost of subscriptions to Whiz Bang Pop and Phoenix magazines for Years 2-6 • Cost of resources and subscription to Testbase to support application of mathematical skills to reasoning problems. • Cost of test resources, PIRA and PUMA, to ensure accurate tracking and data used to support/inform judgements 	<p>Curriculum resources are needed to ensure a rich, broad and balanced curriculum is provided for the pupils.</p>	<p>Learning Walks</p> <p>Book Looks</p> <p>Data</p> <p>Disadvantaged pupils will demonstrate a wider and richer vocabulary in writing across the curriculum.</p>		<p>New</p>	<p>Termly at Pupil Progress Meetings using:</p> <p>Teacher Judgement</p> <p>Test data</p> <p>Phonics Data</p> <p>Book scrutiny and evidence</p> <p>Pupil conferencing</p> <p>See data above.</p>	<p>£8,000</p>	
<p>Total budgeted cost for this section</p>							<p>£37,000</p>	

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i) b) Targeted support								
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? Intended Outcomes	Staff lead	New or continued	When will you review implementation?	Cost	RAG
B. Improve levels of maths fluency and reasoning for DP in Phase 3.	<p>Same Day Intervention in Year 6, 5 days per week</p> <p>Same Day Intervention in Year 5, 5 days per week</p> <p>Same Day Intervention in Year 4, 4 days per week</p>	<p>Structured intervention to be provided by an additional teacher. Timely feedback is proven to have a positive effect on learning and this is most effective when the pupil is present.</p> <p>Groupings for SDI mean that peer tutoring takes place and this has proven benefits to progress.</p>	<p>Weekly monitoring/challenge by Phase Leader</p> <p>Maths lead to monitor quality of session write ups.</p> <p>Ensure that the gap closes between disadvantaged and other pupils to <10% gap</p> <p>Raise attainment across the school in English and Maths so that disadvantaged pupils attain in line with their peers and National 2019.</p>	<p>Phase 3 Leader</p> <p>Maths Lead</p> <p>DP Lead</p>	New	<p>Half-termly at Pupil Progress Meetings using: Teacher Judgement Test data Phonics Data Book scrutiny and evidence Pupil conferencing Notes from SDI and register of attendance e.g. number of session for each pupil.</p> <p>Money now being spent to ensure that arithmetic and reading is taught in 3 class model in Y5 and 6. Current absence of staff has meant that the Y4 intervention has not taken place.</p>	£15,000	
<p>A. Improve levels in CLL for pupils eligible for PP in EYFS.</p> <p>D. Poor communication skills, self-esteem and confidence issues for some pupils leading to reduced engagement in lessons and friendship difficulties.</p>	Nurture group YR/Y1	Social and Emotional learning can have a significant impact on attitudes to learning, social relationships and attainment (+4months)	<p>Learning Walks and data Improved readiness to learn observed in lessons</p> <p>Raised self-confidence and self-belief in disadvantaged pupils, increase confidence to resolve conflicts so that learning is not disrupted and pupils develop resilience when challenged. As a result CLL data is improved.</p>	<p>Phase 1 Leader</p> <p>Nurture Group LSA</p>	Continued	<p>Termly at Pupil Progress Meetings: CLL PSED</p> <p>25% of pupils in Ducklings are DP pupils although sibling links suggest this should be 50%. It has only been running for a few weeks</p>	£3,000	

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<p>A. Improve levels in CLL for pupils eligible for PP in EYFS.</p> <p>D. Poor communication skills, self-esteem and confidence issues for some pupils leading to reduced engagement in lessons and friendship difficulties.</p>	<p>Forest School YR/Y1</p>	<p>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.</p>	<p>Forest Schools Trained staff to lead group</p> <p>As above, raised self-confidence and self-belief in disadvantaged pupils, increase confidence to resolve conflicts so that learning is not disrupted and pupils develop resilience when challenged. As a result CLL data is improved.</p>	<p>Phase 1 Leader</p> <p>Forest Schools leader</p> <p>Class Teachers</p>	<p>Continued</p>	<p>Termly at Pupil Progress Meetings: CLL PSED</p> <p>13% of Reception pupils attending Forest schools are DP pupils. 30% of Year 1 pupils attending Forest schools are DP pupils.</p>	<p>£3,000</p>	
<p>B. DP in Phase 2 and 3 achieve in line with national non-PP children in reading, writing and mathematics.</p>	<p>Y1 and 2 Phonics intervention and additional phonics lessons to replace Guided Reading in Phase 2</p>	<p>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.</p>	<p>Learning Walks/planning/data</p> <p>Phonics and reading skills are embedded, being used independently and with confidence by pupils. Disadvantaged pupils make substantial progress in R and W from starting points to achieve in line with or better than other peers. All disadvantaged (especially new to school and more able pupils) make substantial progress to pass phonics screening test in Year 1 (or Year 2 if new to school or retaking).</p>	<p>Phase 2 Leader</p> <p>Year 2 Class Teachers</p> <p>Year 1 Class Teachers</p>	<p>New and continued</p>	<p>Baseline to be completed in Autumn 1 and then with new arrivals as a when.</p> <p>Termly at Pupil Progress Meetings</p> <p>All DP Year 2 pupils targeted to pass, with 33% already achieving pass mark. 92% of DP Year 1 pupils targeted to pass, with 25% already achieving the pass mark.</p>	<p>£1,000</p>	
<p>B. DP in Phase 2 and 3 achieve in line with national non-PP children in reading, writing and mathematics.</p>	<p>Lexia intervention KS1/KS2</p>	<p>Lexia develops five critical skills that students must master in order to become proficient readers: phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p>	<p>Lexia users to complete this programme daily for 10 minutes.</p> <p>Disadvantaged pupils make substantial progress in Reading from starting points to achieve in line with or better than other peers.</p>	<p>SENDCo</p> <p>Class Teachers</p> <p>LSAs</p>	<p>Continued</p>	<p>Termly at Pupil Progress Meetings using: Teacher Judgement Test data Phonics Data Lexia Data Pupil conferencing</p> <p>29 children currently accessing - 13 pupils new to intervention, all placed in a lower chronological year by automatic placement.</p>	<p>£1,000</p>	

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						10 pupils have prior data to track at this time. 60% have made accelerated progress in reading. 45% of pupils accessing Lexia are DP pupils.		
B. DP in Phase 2 and 3 achieve in line with national non-PP children in reading, writing and mathematics .	First Class at Number intervention KS1/KS2 (10 weeks x2 per week for each Phase)	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 Disadvantaged pupils make substantial progress in Maths from starting points to achieve in line with or better than other peers	Maths Lead DP Lead LSA	Continued	Termly at Pupil Progress Meetings using: Teacher Judgement Test data Intervention data Book scrutiny and evidence Pupil conferencing 25% of Year 1 group are DP 20% of Year 3 group are DP 25% of Year 4 group are DP	£3,000	
B. DP in Phase 2 and 3 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.	Implementation of Transforming Reading Project strategies and training for LSAs in approaches – staff to train LSAs and others in the approach. Class teachers and LSAs to ensure that reading comprehension questions are asked when listening to children. Learning Walks and review of Planners. Disadvantaged pupils make substantial progress in Reading from starting points to achieve in line with or better than other peers.	English Lead Class Teachers LSAs	Continued	Termly at Pupil Progress Meetings using: Teacher Judgement Test data Phonics Data Lexia Data Pupil conferencing Data being collated by office team.	£10,000	
B. DP in Phase 3 achieve in line with national non-PP children in reading , writing and mathematics.	Targeted children undergo group reading tuition. Year 6 – 20 weeks Year 5 – 6 weeks	Structured intervention to be provided by the phase leader. Timely feedback is proven to have a positive effect on learning and this is most effective when the pupil is present. Groupings for tuition mean that peer tutoring takes place and this has proven benefits to progress.	Data shows that disadvantaged pupils make accelerated progress from starting points and make EXS+ in end of KS SATs.	Phase Leader Class Teachers	New	Termly at Pupil Progress Meetings using: Teacher Judgement Test data Intervention data Pupil conferencing Staff absence has meant that this is yet to be implemented for a trackable period of time.	£3,000	

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<p>B. DP in Phase 3 achieve in line with national non-PP children in reading, writing and mathematics.</p>	<p>Targeted Year 6 children undergo group mathematics arithmetic tuition. 2 sessions before school 2 sessions either lunchtime/after school 15 weeks</p>	<p>Structured intervention to be provided by HoS. Timely feedback is proven to have a positive effect on learning and this is most effective when the pupil is present.</p> <p>Groupings for tuition mean that peer tutoring takes place and this has proven benefits to progress.</p>	<p>Data shows that disadvantaged pupils make accelerated progress from starting points and make EXS+ in end of KS SATs.</p>	<p>HoS Class Teachers</p>	<p>New</p>	<p>Termly at Pupil Progress Meetings using: Teacher Judgement Test data Intervention data Pupil conferencing</p> <p>Due to start Jan 19</p>	<p>£1,500</p>	
<p>Total budgeted cost for this section</p>						<p>£40,500</p>		

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i. Other approaches								
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? Intended Outcomes	Staff lead	New or continued	When will you review implementation?	Cost	RAG
<p>B. Improve levels in CLL for pupils eligible for PP in EYFS.</p> <p>C. DP in Phase 2 and 3 achieve in line with national non-PP children in reading, writing and mathematics.</p>	<p>Staffing: Non-class based leaders for each phase Non-class based SENDCo/DP Lead</p>	<p>The DFE/NFER research concludes that the following strategies are needed to raise the attainment of disadvantaged pupils:</p> <ol style="list-style-type: none"> 1. Whole-school ethos; 2. Addressing behaviour and attendance 3. High quality teaching for all 4. Meeting individuals learning needs 5. Deploying staff effectively 6. Data driven and responding to evidence 7. Clear, responsive leadership 	<p>Phase Leaders/SENDCo to work closely with teachers in their phase to ensure all pupils are catered for in planning and so that disadvantaged pupils make substantial progress in Reading, Writing and Maths from starting points to achieve in line with or better than other peers.</p> <p>Cycle of Team teaching, observation, reflection leading to improvement in standards.</p> <p>Raise attainment across the school in English and Maths so that disadvantaged pupils attain in line with their peers and National 2019.</p>	SLT	New and continued	<p>In SLT meetings Weekly at planning meetings Fortnightly in PDMs Termly at Pupil Progress Meetings using: Teacher Judgement Test data Intervention data Book scrutiny and evidence Pupil conferencing</p>	£35,000	
<p>D. Poor communication skills, self-esteem and confidence issues for some pupils leading to reduced engagement in lessons and friendship difficulties.</p>	<p>Learning mentor to work with children identified 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.</p>	<p>Social and Emotional learning can have a significant impact on attitudes to learning, social relationships and attainment (+4months)</p>	<p>Regular updates between Learning Mentor and class teachers.</p> <p>Reduction in behaviour incidents and exclusions for disadvantaged pupils.</p> <p>Disadvantaged pupils to demonstrate confidence in presenting own views/ explaining learning during pupil interviews and lesson observations.</p>	<p>Learning Mentor SENDCO DP Lead Class Teachers</p>	New and continued	<p>Half termly at Pupil Progress Meetings Analysis of behaviour incidents recorded on BW. Behaviour incidents year on year have decreased by 36% from 237 to 152. Exclusions reduced by 86% from 14 to 2 (Autumn term) Feedback from Learning Mentor. Pupil interviews.</p>	£6,000	
<p>D. Poor communication skills, self-esteem and confidence issues for some pupils leading to reduced engagement in lessons and</p>	<p>School Counsellor to work with children identified 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 (increased from 1 day to 4 days per week)</p>	<p>Social and Emotional learning can have a significant impact on attitudes to learning, social relationships and attainment (+4months)</p>	<p>Updates when appropriate due to confidentiality.</p> <p>Soft data collected by School Counsellor using SDQ (strengths and difficulties questionnaire)</p> <p>Reduction in behaviour incidents and exclusions for disadvantaged pupils.</p> <p>Disadvantaged pupils to demonstrate confidence in presenting own views/</p>	<p>School Counsellor SENDCO DP Lead Class Teachers</p>	New and continued	<p>Half termly at Pupil Progress Meetings Analysis of behaviour incidents recorded on BW. Feedback from School Counsellor. Pupil interviews.</p>	£15,000	

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friendship difficulties.			explaining learning during pupil interviews and lesson observations.			Analysis of behaviour incidents recorded on BW. Behaviour incidents year on year have decreased by 36% from 237 to 152. Exclusions reduced by 86% from 14 to 2 (Autumn term)		
D. Poor communication skills, self-esteem and confidence issues for some pupils leading to reduced engagement in lessons and friendship difficulties.	Smart Schools Council - Leadership opportunities identified for disadvantaged pupils to take responsibility for within the school to develop resilience, being proactive etc and to prepare children for the wider world.	Social and Emotional learning can have a significant impact on attitudes to learning, social relationships and attainment (+4months)	Engagement of pupils in school life leading to developed confidence and independence in learning, especially for disadvantaged pupils. Pupils to demonstrate greater awareness of opportunities that are open to them in the wider world.	School Councillor/L4L Lead DP Lead Class Teachers	New	Half termly at Pupil Progress Meetings Feedback from School Councillor. Pupil interviews. 25% of the communication team are DP pupils. All pupils are able to voice opinions through the meeting format.	£1,000	
E. Difficulties with finance and limited resources outside school to provide out of hours learning support	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.	Club Lead to provide clubs requested by pupils –Smart School's Council Data from club registers used to track attendance and coverage of clubs.	Club Leader Class Teachers	Continued	Termly review of data and analysis of participation – data shared with class teachers and parental liaison officer to encourage more disadvantaged pupils to attend. 20% of places in afterschool clubs were taken by DP pupils.	£8,000	
E. Difficulties with finance and limited resources outside school to provide out of hours learning support	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 Reading Club register	Reading Club LSAs Class Teachers	Continued	Half Termly 25% of reading club places are taken by DP pupils. This group is not currently full and priority is always given to DP pupils.	£1,500	

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E. Difficulties with finance and limited resources outside school to provide out of hours learning support	Trip and visits across the school including, curriculum visits, and workshops in school. Support for attendance at sports after school clubs to develop skills and sportsmanship. Support for disadvantaged pupils to attend holiday clubs. Places provided at after school clubs for disadvantaged pupils (both sports and subject based).	Pupils are given the opportunity to gain additional life experiences beyond the classroom or home.	Data from trips/visits – parent pay	DP Lead Parental Liaison Officer Club Admin	New	Termly review of trips and visits and families supported. Only 1 pupil did not attend a trip in the Autumn term, due to parental choice. School funded 4 places across two trips.	£5,000	
E. Difficulties with finance and limited resources outside school to provide out of hours learning support	Some financial support to parents for uniform and equipment. Music lessons for Year 3	Barriers are removed and pupils fit in. Pupils are given the opportunity to gain additional life experiences beyond the classroom or home.	Wellbeing and readiness for school leading to reduction in concerns for key families. Enrichment opportunities presented to disadvantaged pupils.	DP Lead Class Teachers	New and continued	Termly review of families supported. Review of attendance on Tuesdays for Year 3 – pupil voice Awaiting data from staff 7.1.19	£3,000	
F. Poor attendance has historically been a barrier.	Part funding of Breakfast Club and subsidised food – 2x adult time required daily between 7:45am – 8:45am. Families are identified and Breakfast Club is offered as a support.	Pupils are fed, on time and ready to learn.	Data from club register	Club Admin Breakfast Club LSAs Class Teachers	Continued	Half Termly 16% of places are currently taken by DP pupils. Places have been offered to a further 25% but uptake has not been consistent. Priority is always given to DP pupils.	£3,000	
F. Poor attendance has historically been a barrier.	Attendance Officer to make attendance and punctuality of DP a priority and give targeted time to ensure attendance and punctuality for DP improves.	School needs to ensure that the gap is closed further between DP and national attendance data and to remove barriers to academic progress.	Daily/Weekly tracking of attendance of disadvantaged pupils and robust actions in place	Attendance Officer DP Lead Parental engagement officer	New and Continued	Fortnightly, half termly, termly reporting to DP Lead and POCC Current attendance for pupils in Year 1-6 who are DP is 95.5%	£6,000	
G. Poor parental engagement and limited educational experience of some parents/carers affecting out of hours learning support.	Parental engagement officer to work to: ● target DP parents focusing on attendance and punctuality Liaise with the attendance officer and meet and discuss with parents/carers on ways to improve attendance. Bus routes and morning routine advice is offered. Also with continuing illnesses we quash myths and get advice from the nursing teams.	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. PLO to keep a record of support given and outcomes.	DP Lead Parental engagement officer Class Teachers	Continued	Termly review of work completed and families supported.	£10,000	

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<p>E. Difficulties with finance and limited resources outside school to provide out of hours learning support</p>	<ul style="list-style-type: none"> Target parents who may meet the threshold for PPG and ensure they are assisted in completing forms Make personal calls/arrange meetings and fill in forms for them. Target DP parents to ensure that school meals are ordered Check all children's bookings before meals deadlines to ensure food is ordered. If not some are ordered for them. Offer parents use of laptop and tutorials of parent pay. identify barriers for non-payment of trips/visits and offer support e.g. school or WHT Making calls and meeting parents at drop off times to offer payment options and grants. Some parents have anxiety issues about trips so conversations take place about the risk assessments put in place to reassure them. work with individual parents in the home, ensuring children have everything they need to access school and learning Knowledge of the area and families helps to identify gaps and where support is requirement. Some parents refuse to engage but are aware that support is available. Majority of parents are confident to approach the school for assistance. work with parents to ensure that they attend Parent Consultation evenings Completed in Autumn term work with parents receiving support from the Family Resilience Team or Social Care to bridge the gap between school and home Currently support the promotion of healthy living. 							
<p>G. Poor parental engagement and limited educational experience of some parents/carers affecting out of hours learning support.</p>	<p>Parental Liaison Officer to liaise with community and identify workshops and training needs to parents. Workshops for parents and carers of disadvantaged pupils in all phases to develop skills for inference and arithmetic with their children. Training for parent volunteers to work with pupils to secure inference in reading and fluency in arithmetic.</p>	<p>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.</p>	<p>Workshop uptake/number of volunteers Ensure all remaining attainment gaps in reading remain closed - see published data. Increase engagement and confidence in parents of disadvantaged pupils in working with their children at home.</p>	<p>DP Lead Parental engagement officer Maths/English /Phonics Lead Phase Leaders</p>	<p>Continued</p>	<p>Track registers for workshops and use to re-target. Volunteer register. Workshop planned Feb 19</p>	<p>£2,000</p>	

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			Every year group to have at least one parent volunteer attending on a weekly basis in 2018-19.					
G. Poor parental engagement and limited educational experience of some parents/carers affecting out of hours learning support.	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.	DP Lead Phase Leaders Class Teachers	Continued	Half Termly/Termly <i>All parents were offered calls or further appointments Autumn 2018.</i>	£1,000	
Total budgeted cost for this section						£96,500		
Total overall cost						£174,000		