

Pupil Premium Strategy – Executive Summary

Elmhurst School has a large number of economically disadvantaged pupils for whom the school receives the Pupil Premium of £1300 per child.

Our detailed Pupil Premium Strategy document includes detailed information on how we have planned to use this additional funding to support high achievement for economically disadvantaged pupils as well as their peers. The Strategy considers both the internal and external barriers affecting the achievement of high attainment levels and the desired outcomes and targets we have set and how these will be measured.

A comprehensive action plan focuses on how we will use the additional funding to:

- Improve classroom teaching and learning for all children e.g. additional LSAs to support in class, leader designated to track PP pupils progress and support teachers to write action plans, part funding of visitors to school.
- Provide targeted support for economically disadvantaged children e.g. additional booster groups, targeted interventions, learning mentor, nurture group.
- Use a variety of other approaches e.g. funding school trips, parental engagement officer, breakfast club.

The action plan details how much funding we are focusing on each aspect of the Strategy and sets out the detailed approaches we are using and why.

The second part of the Strategy includes a review of how our Pupil Premium funding was used in 2015/16 and its impact, as well as lessons learned, which have informed our Strategy for 2016/17. Most of the supportive strategies we used in 2015/16 were successful and are being continued in 2016/17 with some being enhanced. For example, we have placed an even stronger emphasis on improving the rates of attendance of disadvantaged pupils and have started our breakfast club at 07.45 for 2016/17. The leadership of the Pupil Premium Strategy has been taken on by a very effective middle manager. We have also taken steps to improve outcomes in reading for economically disadvantaged pupils.

We have included five anonymised case studies which illustrate how disadvantaged pupils in different year groups have been supported to overcome specific challenges affecting these pupils and their families. These case studies demonstrate the breadth of the support we have used and how effective they have been.

An annex to the Strategy document identifies the impact of the Strategy on pupils in year groups R, 1, 2 and 6. These are the children who are involved in statutory assessment procedures. For each year group the outcomes for all pupils, disadvantaged and non-disadvantaged pupils are shown for both pupils at Elmhurst and pupils nationally.

For Year 2 and Year 6 the results are broken down by levels of prior attainment at the end of the previous key stage to provide added detail.

The Government is now focusing on how well the attainment and progress of disadvantaged pupils in a school compare with those of non-disadvantaged pupils nationally.

Disadvantaged pupils in Year 6 at the school in 2015/16 made greater progress from Key Stage 1 in reading, writing and maths than non-disadvantaged pupils nationally. The proportions of disadvantaged pupils attaining the expected standard or better in writing, maths, English grammar, punctuation and spelling was in line with non-disadvantaged pupils nationally. However, in reading in Year 6 a slightly smaller proportion of disadvantaged pupils attained the expected standard or better in reading than for non-disadvantaged pupils nationally.

At the end of Key Stage 1 in 2015/16 (Year 2), the proportions of disadvantaged pupils at Elmhurst reaching the expected standard or better in reading are in line with those for non-disadvantaged pupils nationally when starting points at the end of Year R are taken into account, but better than national for

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writing. However, in maths a smaller proportion of disadvantaged pupils reached the expected standard in maths than non-disadvantaged pupils nationally when starting points are taken into account. Also in Year 2 in 2015/16, smaller proportions of disadvantaged pupils were assessed as working at greater depth than non-disadvantaged pupils nationally in reading, writing and maths.

Our overall evaluation leads us to the conclusion that disadvantaged pupils are given good support at Elmhurst both in terms of academic and social development. We are relentless in our determination to improve the outcomes for all pupils at Elmhurst but recognise that the additional funding we gain from the large number of disadvantaged pupils at the school has to be used wisely and what we do has to make a positive impact.

We will continue to use evidence of impact and effectiveness to refine what we do to support the journey of our pupils at this school.

In the 2016/17 school year Pupil Premium funding provides additional funding of approximately £146,000.