

Governing Board 28th November 2017: ITEM 6.5c

Elmhurst School – Strategy for Disadvantaged Pupils 2017/18 Executive Summary

Final Draft

The Pupil Premium is allocated to schools for children of statutory age from low income families who are eligible for Free School Meals (or have been in the last six years), to children looked after and to those children whose parents are currently serving in the armed forces. The Government describes these children as economically disadvantaged.

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

Our detailed Strategy for Disadvantaged Pupils is described in two documents:

- The Strategy statement for the 2017/18 cohort of disadvantaged pupils (document 1);
- The Review of the use of expenditure for disadvantaged pupils in 2016/17 (document 2)

Document 1 includes information on how we have planned to use this additional funding to support high achievement for economically disadvantaged pupils as well as their peers in 2017/18. 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 in document 1 focuses on how we will use the additional funding to:

- Improve classroom teaching and learning for all children;
- Provide targeted support for economically disadvantaged children; and
- Use a variety of other approaches.

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 (Document 2) includes a review of how our Pupil Premium funding for disadvantaged pupils was used in 2016/17 and its impact, as well as lessons learned, which have informed our Strategy for 2017/18.

Many of the supportive strategies we used in 2016/17 were successful, particularly in the Early Years and Key Stage 1, and are being continued in 2016/17 with a number being enhanced. For example, we placed an even strong emphasis on improving the rates of attendance of disadvantaged pupils in 2016/17 and this led to the best ever attendance figures for disadvantaged pupils at the school. A key change in 2017/18 relates to the leadership of the Strategy for disadvantaged pupils in 2017/18. This has been taken on by our Deputy Headteacher. During 2016/17, and due to several simultaneous maternity leaves of senior leadership team members, the strategy was led by a less experienced middle leader. The new arrangements return the leadership of the Strategy to a senior leader with time built in for effective monitoring and evaluation during the school year.

In addition to the two documents outlined above, we have also drawn together several anonymised case studies that 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 it has been.

The review of the use of expenditure in 2016/17 (document 2) 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 focusing on how well the attainment and progress of disadvantaged pupils in a school compare with those of non-disadvantaged pupils nationally. This has now become the key comparator for the performance of disadvantaged children in a school. Document 2 provides this information.

2016/17 outcomes:

Disadvantaged pupils in Year 6, at the end of Key Stage 2 at the school in 2016/17, made less progress from Key Stage 1 in reading, writing and maths than non-disadvantaged pupils nationally and also less progress than non-disadvantaged pupils at Elmhurst. The proportions of disadvantaged pupils attaining the expected standard or better in reading, writing, maths, English grammar, punctuation and spelling were also lower than those for non-disadvantaged pupils nationally.

At the end of Key Stage 1 in 2016/17 (Year 2), the proportion of disadvantaged pupils at Elmhurst reaching the expected standard in reading was above that for non-disadvantaged pupils nationally. The proportion of disadvantaged pupils working at greater depth was in line with the national figure for non-disadvantaged pupils.

In writing, the proportion of disadvantaged pupils reaching the expected standard was in line with that for non-disadvantaged pupils nationally. However, no disadvantaged pupils at Elmhurst achieved greater depth in writing in Year 2.

In mathematics, the proportion of disadvantaged pupils reaching the expected standard was a little below that for non-disadvantaged pupils nationally. However, the proportion working at greater depth was in line with that for non-disadvantaged pupils nationally.

The achievements of disadvantaged pupils in Year 2, with the exception of those working at greater depth in writing, showed that that planned interventions made a positive impact.

In the Reception year, our Early Years leader took part in a Buckinghamshire Learning Trust sponsored project: "Improving Outcomes, Diminishing Differences", with the aim of closing attainment gaps between disadvantaged and non-disadvantaged pupils in the Reception year. This project was very successful.

The starting point was to identify specific gaps in learning for disadvantaged children, namely: personal development; communication and language and literacy. Provision maps were produced for all disadvantaged children and training was undertaken on specific focus areas. Improving parental engagement was also a key focus. Attainment levels at the end of the Reception year for disadvantaged pupils showed that good progress was made with the

proportion achieving a good level of development in line with that for non-disadvantaged children. The gains in learning from their starting points were strong across the areas of focus.

Our overall evaluation leads us to the conclusion that disadvantaged pupils in the Reception Year and Year 2 were given good support at Elmhurst during 2016/17, both in terms of academic and social development and achieved well. In Year 6, the strategies employed were less successful than they had been in the previous year in terms of pupils' achievement. In Year 6, outcomes for all pupils were below expectation and especially so for our disadvantaged children. Robust steps have been taken to improve matters in 2017/18 (see below).

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 improved academic achievement for our pupils at this school.

Changes to Strategy for 2017/18

For this year (2017/18), key changes have been made to our Strategy for Disadvantaged Pupils, which include:

- Higher level leadership of the strategy by our Deputy Headteacher to improve outcomes for disadvantaged pupils at the school and to strengthen the monitoring and evaluation of the implementation and impact of agreed interventions.
- Stronger and more experienced teaching teams in Year 5 and Year 6.
- Additional sets for mathematics in Years 5 and 6.
- The recruitment of an additional team of teachers to focus on supporting disadvantaged pupils both in class and through specific interventions across the school.
- Further high level professional development for school staff on Talk4Writing and Talk4Reading by an experienced external provider. These initiatives will improve outcomes in reading and writing.
- Additional reading and writing interventions in Year 2.
- Counselling for vulnerable pupils.
- The introduction of the Forest Schools initiative in Years R and 1 to improve the emotional well-being and resilience of pupils.
- Additional after school clubs at no cost to parents.
- The purchase of a new data system to track pupils' progress more continuously and to inform teachers' planning.
- More regular feedback to the Governing Board on the progress and attainment of disadvantaged pupils and more challenge from governors.

These significant changes give us confidence that outcomes for disadvantaged pupils, particularly at the end of Key Stage 2, will show marked improvement on those for 2016/17.

In the 2016/17 school year the Pupil Premium provided additional funding of approximately £146,000. In 2017/18 this has increased to £169,000.

DG November 2017