

Pupil premium strategy statement: Elmhurst School – CPC Committee, 7th March 2017: ITEM 9a

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 for 2016/17 school year					
School	Elmhurst School, Aylesbury, Buckinghamshire				
Current Academic Year	2016/17	Total Pupil Premium (PP) budget	£146,520	Date of most recent PP Review	January 2017
Total number of pupils	480	Number of pupils eligible for PP	119	Date for next internal review of this strategy	July 2017

2 Headline performance outcomes for cohorts of pupils in 2015/16 involved in national assessments (Years R, 1, 2 & 6)

2a Progress Outcomes at Key Stage 2 for 2015/16	Low (3 pupils)				Middle (15 pupils)				High (1 pupil)			
	5.9 or below		6.0-11.9		12.0-13.9		14.0-15.9		16.0-17.9		18.0-above	
Progress scores for 2015/16 cohort of 19 pupils of whom 10 were disadvantaged. Low, Middle & High relate to the pupils' prior attainment at Key Stage 1	Pupils eligible for PP at Elmhurst (0)	Other pupils not eligible for PP (national average)	Pupils eligible for PP at Elmhurst (2)	Other pupils not eligible for PP (national average)	Pupils eligible for PP at Elmhurst (2)	Other pupils not eligible for PP (national average)	Pupils eligible for PP at Elmhurst (5)	Other pupils not eligible for PP (national average)	Pupils eligible for PP at Elmhurst (0)	Other pupils not eligible for PP (national average)	Pupils eligible for PP at Elmhurst (1)	Other pupils not eligible for PP (national average)
Typical progress in reading from their starting points	-	0.6	2.43	0.37	1.01	0.33	-0.32	0.38	-	0.33	3.03	0.29
Typical progress in writing from their starting points	-	0.75	7.84	0.30	1.53	0.15	3.37	0.11	-	0.09	-2.79	0.10
Typical progress in maths from their starting points	-	0.74	5.43	0.44	0.99	0.30	1.43	0.27	-	0.23	12.46	0.17

In the table above the progress scores for disadvantaged pupils at Elmhurst are compared with the progress scores for non-disadvantaged pupils nationally. The prior attainment of pupils relate to average points scores of pupils in their Key Stage assessments in reading, writing & mathematics. These points scores are grouped into low, middle and high prior attainment.

Progress scores at Elmhurst for disadvantaged pupils were generally higher than those for non-disadvantaged pupils nationally with similar prior attainment at Key Stage 1. The exception were for disadvantaged pupils in the 14.0 to 15.9 prior attainment group in reading and the one disadvantaged pupil in the 18.0 and above prior attainment group in writing.

2b: Key Stage 2 Pupils 2015/16

Key Stage 2 tests/assessments	Pupil Premium Elmhurst		National (non-pupil premium)	
	% of pupils achieving expected standard	Average scaled score	% of pupils achieving expected standard	Average scaled score
Reading	60%	99.0	71%	103.8
Writing	80%		79%	
Maths	80%	102.4	75%	104.1
SPaG	80%	103.2	78%	105.0

The percentages of disadvantaged pupils at Elmhurst achieving the expected standard in maths and English Grammar, Punctuation and Spelling were slightly above the national percentages for non-disadvantaged pupils. The percentages were in line with those nationally in writing and are lower than nationally in reading.

2c: Key Stage 1 Data 2016 (Cohort of 57 pupils, of which 18 were eligible for Pupil Premium)

	Pupil Premium Elmhurst	National (non-pupil premium)
	% of pupils achieving expected standard	% of pupils achieving expected standard
Reading	72%	78%
Writing	78%	70%
Maths	50%	77%

The percentage of disadvantaged pupils at Elmhurst achieving the expected standard in writing was above that nationally for non-disadvantaged pupils. The percentage was slightly below national in reading and well below national in maths.

2d: Year 1 Phonics Data 2016 (Cohort of 61 pupils, of which 12 were eligible for Pupil Premium)

Pupil Premium Elmhurst	National all pupils
% of pupils achieving expected standard	% of pupils achieving expected standard
75%	70%

All Year 1 pupils undertake a phonics test. The percentage of disadvantaged pupils at Elmhurst achieving the expected standard in the test was above that for all non-disadvantaged pupils nationally.

2e: EYFS Data 2016 (Cohort of 60 pupils, of which 11 were eligible for Pupil Premium)

	Pupil Premium Elmhurst	National (non-pupil premium)
	% of pupils achieving expected standard	% of pupils achieving expected standard
Good level of development	45%	55%

All children are assessed at the end of the Early Years Foundation Stage (end of the Reception Year). A key indicator relates to the percentage of children who are achieving a “Good Level of Development”. The percentage of disadvantaged pupils at Elmhurst achieving a “Good Level of Development” was below that nationally for non-disadvantaged pupils.

More detailed performance data is provided in the annex (Section 8, page 23 onwards)

The Strategy for 2016/17

3. Barriers to future attainment (for pupils eligible for PP including high ability) for 2016/17	
<i>Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.</i>	
In-school barriers	
A.	Pupils eligible for PP are less ready to learn in Reception than other pupils. This slows progress in EYFS and in subsequent years.
B.	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.
C.	Pupils eligible for PP lack opportunities due to financial disadvantage. This means that pupils have less life experiences to relate their learning to and to apply to their learning, such as in reading comprehensions and in their writing.
External barriers	
D.	Attendance rates for pupils eligible for PP are 93.08% (below the target for all children of 96%). Percentage of unauthorised absences for PP is 2.17%, compared to 1.96% for non-PP. This reduces their school hours and causes them to fall behind on average. Percentage of late sessions for pupils eligible for PP is 0.76%, compared to 0.35% for non-PP. This also reduced their school hours and causes them to fall behind on average.
E.	A large number of pupils eligible for PP lack support at home with homework and reading at home. This slows reading progress.

4. Outcomes for 2016/17		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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. 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.
D.	Increased attendance and punctuality rates for pupils eligible for PP.	Overall PP attendance improves from 82% to 96% in line with 'other' pupils. Gap between percentage of late sessions for pupils eligible for PP and those not eligible for PP narrows.

5. Planned expenditure: *We have used best practice by combining professional knowledge with robust evidence about approaches which are known to be effective.*

Academic year	2016/17
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The three headings below enable us to demonstrate 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

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.	All staff have a target for PP attainment/progress on their performance management document.	All teachers will be focused on PP and be accountable for the progress and attainment of PP children in the class.	Learning walks. Appraisal reviews.	HT DHT	Appraisal reviews	£0
B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.	Additional LSA in Y4 to focus on pupils who are in receipt of PP but are not SEN.	Individuals receive additional support to ensure they meet the expected standard for the end of Y3/4 or achieve accelerated progress.	Learning walks. Observations of teacher/LSA Impact measured through summative data and progress data.	HT DHT Leader for PP	October, February and May data	£6,000
B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.	Leader designated to PP to lead PP throughout the school to: <ul style="list-style-type: none"> • Work alongside the head teacher to strategically deliver the pupil premium offer, which narrows the attainment gap for pupil premium students • Generate a tailored offer to meet individual needs informed by pupil, staff and parental input. • Uphold and continually demonstrate the vision and ethos through personalised intervention and enrichment provision. 	Having a leader designated to PP ensures time is given to PP. The leader for PP can ensure a strategic approach to PP.	Attainment gap between school pupil premium children and national non-pupil premium children narrows.	Leader for PP	Appraisal reviews October, February and May data	£10,000

	<ul style="list-style-type: none"> • Design, implement, monitor and evaluate the whole-school programme. • Work with/designate interventions where teachers work with individual and small groups of disadvantaged pupils, supporting and mentoring them to improve and maintain progress. • Identify and analyse current patterns of vulnerability of pupils at the school. • Be responsible for the deployment of additional resources targeted at improving outcomes for disadvantaged pupils, and to monitor and evaluate its impact • Analyse data and adapt provision where required. • Analyse the impact of PP funding in all areas. 					
B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.	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	£14,000
B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.	School visit funding to subsidise trips. Additional funding is used to give time to the SMSC leader to support parents to make applications for the William Harding Fund.	We want all PP children to be able to access school visits in order to give them life experiences which they may miss out on due to financial disadvantage. These experiences will have a positive effect on their writing and ability to access reading comprehensions.	Impact measured through individual case studies.	SMSC leader	June	£6,000

	Recommendations are also made by the SMSC leader, reports written and information gathered.					
B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.	Part funding of visitors in school: <ul style="list-style-type: none"> • Comic artist visit (KS2) • Space Dome (EYFS) • Pantomine (whole school) • Cycling (Upper KS2) • Childline (Upper KS2) • Artist for Roald Dahl day (KS2) • PCSO (KS1) • IMPs (Yr 6) • Young Enterprise (Yr6) • Aylesbury Grammar students running G&T interventions (Yr 5/6) • Aylesbury High School students running G&T interventions (Yr 5/6) • Chicks (EYFS) • Viking Day (LKS2) • Anglo-Saxon Day (LKS2) • MKBrass (whole school) • Aylesbury Youth Action (KS2) 	We want all PP children to be able to access life experiences which they may miss out on due to financial disadvantage. These experiences will have a positive effect on their writing and ability to access reading comprehensions.	Impact measured through individual case studies.	Leader for PP	June	£3,000
Total budgeted cost					£39,000	

ii. Targeted support						
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
<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>Learning mentor to work with children targeted by Key Stage 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 are targeted for a set period of time, normally 1 term.</p>	<p>We want to help children overcome their barriers to learning in order to achieve their full potential, leading to age-related expectations or accelerated progress.</p>	<p>Impact is measured based on:</p> <ul style="list-style-type: none"> • attendance • punctuality • presentation of child • relationships with peers • relationships with adults • behaviour incidents • progress • attitude to learning • home learning • reading at home • attitude towards home 	<p>Learning mentor + line manager</p>		<p>£6,000</p>
<p>B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.</p>	<p>Phonics intervention Y1</p>	<p>A focused intervention will help qualified teachers will help children make accelerated progress in order to achieve in line with national non-PP children.</p>	<p>Increased number of PP children pass the Phonics Screening Test.</p>	<p>Phonics leader KS1 leader Y1 teachers</p>	<p>Practice tests February and April Phonics Screening Test June</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 SPAG intervention for children targeted for the expected level in Y6 led by senior leader</p>	<p>A focused intervention will help qualified teachers will help children make accelerated progress in order to obtain the expected level.</p>	<p>Increased number of PP children achieving expected level in SPAG.</p>	<p>DHT UKS2 leader</p>	<p>Data October, February, May</p>	<p>£8,000</p>

B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.	Small group focus reading intervention for children targeted for the expected level in Y6 led by senior leader	A focused intervention will qualified teachers will help children make accelerated progress in order to obtain the expected level.	Increased number of PP children achieving expected level in Reading.	DHT UKS2 leader	Data October, February, May	£8,000
B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.	Reading intervention Y6 run 1x week for 30 minutes by Y6 teachers for each Y6 class.	A focused intervention will qualified teachers will help children make accelerated progress in order to close the gap between PP children with national non-PP children.	Increased number of PP children meet the expected standard in reading for Y6.	UKS2 leader Y6 teachers	Data October, February, May	£4,000
B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.	Small group focus maths intervention for children targeted for mastery in Y6 led by senior leader	A focused intervention will qualified teachers will help children make accelerated progress in order for higher achieving PP children to obtain mastery level.	Increased number of PP children achieving greater depth in Y6 maths.	DHT UKS2 leader	Data October, February, May	£8,000

A) Improve readiness to learn for pupils eligible for PP in EYFS.	Nurture group YR	<p>The nurture groups targets pupils identified in Reception by class teachers and leaders as needing support with:</p> <ul style="list-style-type: none"> • behaviour choices • attendance • attitude to learning • relationships with peers • relationships with adults <p>The group helps children overcome their barriers to learning, leading to PP children achieving in line with national non-PP children in terms of those achieving a Good Level of Development.</p>	Increased number of children on track to achieve a Good Level of Development by the end of YR.	SENCO EYFS leader	October, February, May	£5,000
B) PP children in KS1 and KS2 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 Key Stage)	A focused intervention will qualified teachers will help children make accelerated progress in order to close the gap in maths attainment between PP children with national non-PP children.	Children are assessed as they enter the intervention and on completion. Impact also measured through Maths data.	DHT KS1 leader UKS2 leader	October, February and May	£4,000
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 regularly with an adult enables children to improve their fluency in reading. This leads to increased ability to access reading comprehensions and therefore accelerated progress in reading.	Monitoring of reading folders where teachers track how often children read in school Increased number of PP children meet expected level for reading in each year group.	Class teachers English leader Leader for PP	Termly	£19,600

B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.	Easter School Y6 - 2 x Senior leaders and Y6 teachers delivering interventions for a week during the Easter Holiday and during Saturday School prior to SATs week.	Continuing learning through the holidays helps children to sustain their progress and not forget their learning during time away from school. This will lead to increased attainment in the SATs tests.	Increased number of PP children attaining the expected level in Y6 for reading, writing and maths.	UKS2 leader Y6 teachers	May	£4,000
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 is a reading intervention which supports targetted pupils struggling with reading. This will ensure that pupils meet the expected standard in reading for their year group by the end of the year.	Increased number of PP children attaining the expected level in reading in each year group.	SENCO	October, February, May	£2,000
Total budgeted cost					£70,600	
iii. Other approaches						
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
C) Increased home support, leading to greater parental engagement.	Parental engagement officer to work to: <ul style="list-style-type: none"> target PP parents focusing on attendance and punctuality this year work with individual parents in the home, ensuring children have everything they need to access school and learning work with parents receiving support from the Family Resilience Team or Social Care to bridge the gap between school and home 	The work of the Parental Engagement Officer will improve parental engagement and the quality of parental support at home. This will lead to a positive impact on reading, writing and maths progress by PP children.	Individual case studies. Line management of Parental Engagement Officer	HT Leader for PP		£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.	Attendance at Breakfast Club will help improve the punctuality of pupils attending and ensure they receive breakfast daily. This in turn improves concentration, access to early morning work and reading, and learning attitude.	Impact measured through individual case studies and attainment data. Increased punctuality for those attending	Leader for PP Attendance officer LSAs running club	Termly	£3,000
C) Increased home support, leading to greater parental engagement.	Part funding of reading club – adult time required daily 3:15 – 4pm.s	Attendance at Reading Club gives children access to books. It also helps parents to attend work as it allows them a later pick-up time.	Increased parental engagement.	Leader for PP LSAs running club	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.	Parental workshops increases the quality of home support given by parents. This improves children’s behaviour and the quality of subject support at home and leads to increased progress in reading, writing and maths.	Individual case studies.	Subject leaders Parental Engagement Officer	Termly	£1,000
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.	We want all PP children to be able to access life experiences which they may miss out on due to financial disadvantage. These experiences will have a positive effect on their writing and ability to access reading comprehensions.	Impact measured through individual case studies and increased percentage of PP children accessing extra-curricular clubs.	Leader for PP/PE	Termly	£10,000
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.	The homework club will support children with their home learning and ensure they have the right tools to complete it to a high standard.	Homework completed to a higher standard. Impact measured through individual case studies and increased percentage of PP children accessing homework club.	Leader for PP/PE Teacher running club	Termly	£3,000
B) PP children in KS1 and KS2 achieve in line with national non-PP children in reading, writing and mathematics.	The library is open during KS1 and KS2 lunchtimes every day to allow children to read a range of books.	The library helps PP children to develop a love of reading. This leads to accelerated progress in reading.	Increased number of PP children attaining the expected standard for reading in each year group.	Leader for PP LSAs running library	October, February, May	£6,000

C) Increased home support, leading to greater parental engagement.	Class teachers to chase children and parents if they have not read 5 times per week at home.	Reading five times a week at home leads to accelerated progress in reading.	Increased number of PP children achieving the expected standard for reading in each each group.	Class teachers Leader for PP English leader	Termly	£0
C) Increased home support, leading to greater parental engagement.	Parental Engagement Officer to target parents of PP children to attend ESOL.	The work of the Parental Engagement Officer will improve parental engagement and the quality of parental support at home. This will lead to a positive impact on reading, writing and maths progress by PP children.	Individual case studies. Line management of Parental Engagement Officer.	Parental Engagement Officer	Termly	£3,000
D) Increased attendance and punctuality rates for pupils eligible for PP.	Attendance Officer to make attendance and punctuality for PP children a priority and given targeted time to ensure attendance and punctuality for disadvantaged pupils improves.	The work of the attendance officer will lead to improved attendance and punctuality for PP children.	Increased attendance rate for PP children.	Attendance officer DHT	Termly	£5,000
Total budgeted cost						£38,500

Total planned expenditure in 2016/17:

Quality of teaching for all	£39,000
Targeted support	£70,600
Other approaches	£38,500
Total	£148,100

The table below provides a summary evaluation of the impact of planned activities in the 2015/16 academic year and identifies lessons learned. This evaluation was crucial in informing planned strategies to adopt in 2016/17. To further illustrate the impact of planned activities in 2015/16, five summary case studies are provided for anonymised pupils.

6. Review of expenditure in 2015/16 and its impact and lessons learned to inform our strategy for 2016/17				
Previous Academic Year -2015/16				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact: Did we meet the success criteria? (Also see headline performance data, as above, and more detailed data in the annex).	Lessons learned (and whether we will continue with this approach)	Cost
A) Attainment of PP children is increased to be in line with age related expectations linked to the 2014 National Curriculum.	<p>AHT for PP to lead PP throughout the school:</p> <ul style="list-style-type: none"> • Work alongside the head teacher to strategically deliver the pupil premium offer, which narrows the attainment gap for pupil premium students • Generate a tailored offer to meet individual needs informed by pupil, staff and parental input. • Uphold and continually demonstrate the vision and ethos that through personalised intervention and enrichment provision. • Design, implement, monitor and evaluate the whole-school programme. • Work with/designate interventions where teachers work with individual and small groups of disadvantaged pupils, supporting and mentoring them to improve and maintain progress. • Identify and analyse current patterns of vulnerability of pupils at the school • Be responsible for the deployment of additional resources targeted at improving outcomes for disadvantaged pupils, and to monitor and evaluate its impact • Analyse data and adapt provision where required. • Analyse the impact of PP funding in all areas. 	<p>At the end of KS1, PP pupils achieved higher than the percentage of all pupils in writing.</p> <p>At the end of Y6, PP children achieved higher than non-PP children in maths and writing.</p>	For 2016-2017, this role will be carried out by a member of staff with a TLR for PP.	£15,000

<p>A) Attainment of PP children is increased to be in line with age related expectations linked to the 2014 National Curriculum.</p>	<p>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.</p>	<p>See data above.</p> <p>At the end of KS1, PP children achieved significantly higher than all pupils in writing.</p> <p>At the end of KS2, PP achieved higher than non-PP children and the national average in Maths and Writing.</p>	<p>This had a positive impact on attainment for PP children compared to non-PP children. This approach will continue in 2016-2017.</p>	<p>£10,000</p>
<p>A) Attainment of PP children is increased to be in line with age related expectations linked to the 2014 National Curriculum.</p>	<p>2 x Senior leaders delivering interventions to Y6 for a week during the Easter Holiday. Saturday School to take place for Y6 pupils on the Saturday prior to SATs week.</p>	<p>1 senior leader and 1 teacher delivered interventions for a week during the Easter Holiday. Saturday School was run prior to SATs week. See Y6 data on front sheet. PP children achieved better than non-PP national in Writing, Maths and SPAG.</p>	<p>This had a positive impact on attainment for PP Y6 children. A greater emphasis will be put on reading in 2016-2017.</p>	<p>£2,000</p>
<p>A) Attainment of PP children is increased to be in line with age related expectations linked to the 2014 National Curriculum.</p>	<p>Each teacher is to provide a 30 minute club to allow PP children to attend. They will support them with their home learning and ensure they have the right tools to complete it to a high standard.</p>	<p>Homework clubs were run once per week for KS1 and once per week for KS2. All children are able to complete homework to a high standard.</p> <p>See individual anonymised case study (Child A).</p>	<p>Homework clubs enabled all children to be able to complete homework. However, not all clubs were filled. In 2016-2017 one club will be run for the whole school and children will be targeted to attend.</p>	<p>£9,300</p>
<p>A) Attainment of PP children is increased to be in line with age related expectations linked to the 2014 National Curriculum.</p>	<p>All teachers are to ensure PP children are heard read by an adult at least 5 x per week, every week. Children are to be chased if they have not read at home on a regular basis.</p>	<p>100% PP children heard read by an adult at least 5 x per week, every week.</p>	<p>This has have a positive impact on reading within the school and PP children have made good progress in reading within year groups. However, reading needs to be a focus again in 2016-2017 as it was the only area in which Y6 PP children's attainment was lower than national non-PP. In KS1, 72% children attained the expected level for reading, compared to 78% national non-PP.</p>	<p>£15,600</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether we will continue with this approach)	Cost
A) Attainment of PP children is increased to be in line with age related expectations linked to the 2014 National Curriculum.	All PP children have 10 minutes per day where they read 1:1 with an adult. x2 per week to be with qualified teacher.	71% of PP premium pupils passed the Phonics Screening Test. This was the same as 71% of PP children in the previous year. At the end of KS1, 53% of PP children were working at the expected standard, compared to 68% of all children. At the end of KS2, 50% PP children were working at the expected standard, compared to 56% non-PP children in reading.	This approach has raised the profile of reading in school. It has also improved the reading skills of individual PP children. However, further work needs to be done in 2016-2017 to further raise the attainment of reading compared to non-PP children and national non-PP children, in both KS1 and KS2.	£15,600
A) Attainment of PP children is increased to be in line with age related expectations linked to the 2014 National Curriculum.	4 senior leaders delivered reading, spelling and maths interventions to Y6. 1 senior leader employed as extra Y6 maths teacher for 3½ months to provide small group interventions for reading, writing and maths.	At the end of Y6, PP children achieved higher than non-PP children, and the national non-PP average, in maths and writing. However, PP children achieved significantly lower than the national non-PP average in reading.	Due to staff capacity, it will not be possible to continue with this approach in 2016-2017. However, interventions for Y6 will be planned and run by other members of staff. A significant focus needs to be placed on improving reading.	£4,000 Increased to £9,000
B) Improve behaviour across the school, including learning behaviours. C) Reduce persistent absences.	Nurture Group to be run for Reception, Year 1 and Year 4. <u>Autumn Term</u> Pupils targeted while in EYFS to attend to support transition to Year 1. <u>Spring Term</u> Pupils targeted in reception. Identified by class teachers and leaders as needing support with: <ul style="list-style-type: none"> • behaviour choices • attendance • attitude to learning • relationships with peers • relationships with adults 	See individual anonymised case studies.	Nurture group will continue for YR but not for Y1 and Y4. It is deemed that support in class would be more beneficial for these year groups.	£5,000

A) Attainment of PP children is increased to be in line with age related expectations linked to the 2014 National Curriculum.	G&T interventions in Key Stage 2 throughout the academic year. <ul style="list-style-type: none"> • Writing • Maths 1 Y5 child attended a Shakespeare Enrichment Day at Aylesbury High School.	Progress data for high-achieving PP pupils at KS1 was higher than national average for maths. However, progress data for high-achieving PP pupils at KS1 was lower than national average for writing.	Further support needs to be put in for G&T writing in 2016-2017.	£2,000												
A) Attainment of PP children is increased to be in line with age related expectations linked to the 2014 National Curriculum.	First Class at number intervention runs for a set time, normally 10 weeks, x2 per week.	Children are assessed as they enter the intervention and on completion. <table border="1" data-bbox="786 389 1301 600"> <thead> <tr> <th></th> <th>Entry age</th> <th>Exit age from intervention</th> <th>Progress over 10 week intervention</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>7 years 9 months</td> <td>8 years 10 months</td> <td>1 year 1 month</td> </tr> <tr> <td>B</td> <td>7 years 1 month</td> <td>7 years 4 months</td> <td>3 months</td> </tr> </tbody> </table>		Entry age	Exit age from intervention	Progress over 10 week intervention	A	7 years 9 months	8 years 10 months	1 year 1 month	B	7 years 1 month	7 years 4 months	3 months	Children made good progress through this intervention. The intervention will continue for targeted children in 2016-2017. This will help to raise standards for PP children in Maths, particularly in KS1.	£2,000
	Entry age	Exit age from intervention	Progress over 10 week intervention													
A	7 years 9 months	8 years 10 months	1 year 1 month													
B	7 years 1 month	7 years 4 months	3 months													
D) Develop effective, positive communication with parents	Part funding of Breakfast Club and subsidised food – 2x adult time required daily between 8am – 8:30am. Aim to improve the punctuality of pupils attending and ensure they receive breakfast daily. This in turn improves concentration, access to early morning work and reading, and learning attitude.	16% of pupils attending Breakfast Club were PP. These children improved punctuality due to attending Breakfast Club.	This will continue in 2016-2017. Due to changes to the timings of the school day and increased demand for Breakfast Club, it will run from 7:45am.	£1,000												
A) Attainment of PP children is increased to be in line with age related expectations linked to the 2014 National Curriculum. D) Develop effective, positive communication with parents	Part funding of reading club – adult time required daily 3:15 – 4pm.	50% of children attending Reading Club were PP. This compares to 46% last year. This enables children to access books and allows more parents to work.	This will continue in 2016-2017.	£1,000												

D) Develop effective, positive communication with parents	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	See individual anonymised case studies.		£1,000
	A range of extra-curricular clubs are to be made available for PP children. Teachers are to ensure parents of PP children are given letters the day they come out and	1/3 of places in each club designated for PP children. 71% PP children accessing extra-curricular clubs, compared with 65% of PP children in the previous year and 55% of non PP children in the current year..		£8,000
A) Attainment of PP children is increased to be in line with age related expectations linked to the 2014 National Curriculum. B) Improve behaviour across the school, including learning behaviours.	2Can counsellor x 1 per week for 38 weeks. Working with 6 children per week for approximately 10 weeks. The aim is to support them to improve: <ul style="list-style-type: none"> • attendance • punctuality • presentation of child • relationships with peers • relationships with adults • behaviour incidents • progress • attitude to learning • home learning • reading at home • attitude towards home It is also a chance for children to discuss their feelings and improve their mental health and well-being.	15 children accessed 2Can. 100% of children accessing this support were PP. See individual anonymised case study.	Whilst this intervention had a positive effect on a small number of children, it has not had a significant enough effect to warrant the sum of money spent. This intervention will not continue in 2016-2017 but could be reinstated in the future if deemed necessary due to the cohort of children.	£10,000
A) Attainment of PP children is increased to be in line with age related expectations linked to the 2014 National Curriculum.	Digi-smart - free intervention focusing on reading skills. Funding is for 1.5 hours teaching time per week for Reading Leader to teach the session.	86% Y6 PP children achieved secure or mastery for Maths, compared with 74% of all children.	PP children did not exceed the national non-PP average for reading in KS1 or KS2. Reading will be a significant focus in 2016-2017.	£1,000

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A) Attainment of PP children is increased to be in line with age related expectations linked to the 2014 National Curriculum.	Children targeted by Key Stage leaders, teachers and designated person for child protection. Learning mentor works with individuals to address the needs of learners who require help in overcoming barriers to learning in order to achieve their full potential. Children are targeted for a set period of time, normally 1 term, then impact is measured based on: <ul style="list-style-type: none"> • attendance • punctuality • presentation of child • relationships with peers • relationships with adults • behaviour incidents • progress • attitude to learning • home learning • reading at home • attitude towards home 	Learning mentor has worked with 6 children over the course of the year. See individual anonymised case study	This approach had a positive impact on individual targeted children and will continue in 2016-2017 for targeted children.	£5,000
C) Reduce persistent absences.	Targeted PP parents focusing on attendance and punctuality this year. Workings with individual parents in the home, ensuring children have everything they need to access school and learning. Working with parents receiving support from the Family resilience team or Social Care. Bridging the gap between school and home.	PP attendance decreased from 94.04% in 2014-2015 to 93.08% in 2015-2016. However, individual pupils' attendance improved. See individual anonymised case studies	Due to PP attendance rates decreasing this year, this will be a significant focus in 2016-2017.	£5,000

E) PP are given wider life experiences.	All children who are PP can access school trips. Additional funding is used to give time to the SMSC leader to support parents to make applications for the William Harding Fund. Recommendations are also made by the SMSC leader, reports written and information gathered.	All PP children accessed year group trips (9 trips were offered across the school). 24% pupil premium children attended Caldecotte, compared with 39% of non-PP children. 3 PP KS2 children attended the Roald Dahl festival to represent the school.	Funding will be allocated to provide wider life experiences in 2016-2017. These will be dependent on class topics and the needs of the children.	£5,000
E) PP are given wider life experiences.	Part funding of visitors in school: <ul style="list-style-type: none"> • Comic artist visit (KS2) • Space Dome (EYFS) • Pantomime (whole school) • Cycling (Upper KS2) • Childline (Upper KS2) • Artist for Roald Dahl day (KS1) • PCSO (KS1) • IMPs (Yr 6) • Young Enterprise (Yr6) • Aylesbury Grammar students running G&T interventions (Yr 5/6) • Aylesbury High School students running G&T interventions (Yr 5/6) • Chicks (EYFS) • Viking Day (LKS2) • Anglo-Saxon Day (LKS2) • MKBrass (whole school) • Aylesbury Youth Action (KS2) 	See individual anonymised case studies.	Funding will be allocated to provide wider life experiences in 2016-2017. These will be dependent on class topics and the needs of the children.	£2,000
D) Develop effective, positive communication with parents	Parental Engagement Officer to target parents of PP children to attend ESOL. This will improve the quality of spoken language at home, making it easier for parents to communicate at school and will have a positive impact on children's attainment.	See individual anonymised case study.	This will continue in 2016-2017 for targeted parents.	£3,000

E) PP are given wider life experiences.	Teachers are given the opportunity to bid for funding for individual PP children. They need to identify pupils who might benefit from additional pastoral or community based activities for a set period of time.	Due to extending funding for additional Y6 teacher, this did not take place.	This will not continue in 2016-2017.	£5,000 Reduced to £0.
C) Reduce persistent absences.	DHT leading newly recruited attendance officer. Attendance for PP children was been made a priority and targeted time was given to ensure attendance for disadvantaged pupils improves.	PP children's average attendance for 2015-2016 was 93.9%, compared to 94.3% for non-PP children. See individual anonymised case study.	Whilst improvement has been made in the area of PP attendance and punctuality, further work needs to be done to close the gap between PP and non-PP attendance and punctuality. This will be a priority for 2016-2017.	£5,000

7. Additional detail

This section provides **additional** information which we have used to inform the statement above.

Our full strategy document can be found online at: <http://www.elmhurst.bucks.sch.uk/ofsted.html>

2015-2016 Case Studies

Child A Pupil Premium Impact – Homework Club

Child A was in Year 6 at Elmhurst School. As a young carer she had limited time to do her homework at home due to the commitments she had there supporting and helping her family. This caused her to be very anxious about completing her homework. Homework club was offered to all Year 5 and 6 children. Child A came to depend on this in order to complete her work and give her the feeling that she was completing what was expected of her. Her anxiousness disappeared and she completed the majority of her homework on time. During the times when homework was not offered (due to wet play, computer issues etc.) child A was unable to fully complete her homework. Additional time was offered to her by the class teacher to ensure that she had time during her lunchtime to complete this work. Without the homework club the class teacher commented that child A would have found all aspects of homework distressing and uncomfortable.

End of Y6 results:

Maths	At the expected standard
Reading	Working towards the expected standard
Writing	At the expected standard
SPAG	At the expected standard

Child B
Pupil Premium Impact – Visits to School

Child B was in Year 4 at Elmhurst School. At the beginning of Year 4 he struggled with writing and often did not engage with lessons, particularly those involving reading and/or writing. He loved superheroes and spent a lot of his time pretending to be characters from computer games.

In January a comic artist visited the school and gave a talk on his work. As part of his presentation he involved the children in coming up with ideas for a new comic and he then modelled drawing the characters for it. Year 4 subsequently completed a unit of work on making comics in their Topic lessons.

Child B was particularly engaged with the presentation as it was about superheroes. He then took this enthusiasm and engagement into the classroom and was engaged in creating his own comic. His success in this area of work boosted his confidence, which then impacted on his writing in other lessons such as English. The engagement with comics also helped to inspire a love of reading.

End of Y4 results:

Maths	4D
Reading	4S
Writing	4D

Child C
Pupil Premium Impact – 2Can and Learning Mentor

Child C was in Year 5 at Elmhurst School. She was referred for 2Can counselling because her teacher was concerned about her emotional well-being. Her attitude towards her learning became more negative and she became very sensitive to others' negative responses. She also began lying to her parents about situations that were occurring at school.

She was referred for 2Can counselling to give her space to talk about her emotions. Being one of six children in the family, she often did not get the opportunity to talk at home. She attended nine sessions with the 2Can counsellor.

At the end of the course her emotional wellbeing had improved and she was able to tolerate others more. She also had fewer grievances in school and had a more positive outlook. Her class teacher also commented that she was more settled and less anxious.

Later in the year Child C began to become withdrawn again and said that she missed talking to the 2Can counsellor. She was then given time once a week with a Learning Mentor. During this time she opened up about issues that were occurring at school. Together with the Learning Mentor she explored her part in these issues and began to take ownership of her own actions.

Pupil Premium Impact – Parental Engagement Officer

Family D

The parental engagement officer worked with family D. Family D had four children in the school in Years 1, 3, 4 and 5. The children were often late to school, and were sometimes up to 2.5 hours late. Attendance was also an issue.

The parental engagement officer supported the mother by putting a planner in place so she started her day earlier. She was also regularly reminded about the importance of punctuality and attendance and appointments were made for her to meet with the school attendance officer.

The children’s punctuality and attendance improved.

Child E

Child E was in Year 4 at Elmhurst School. Her family speak Pashto at home. Her mother spoke very good English but due to a disability and leaving school without any GCSEs she found it difficult to support her daughter with her schoolwork. She enrolled on the school’s ESOL classes and subsequently gained her functional skills certificates. She also achieved her level 3 certificate and then started attending sewing classes. She is now able to support her daughter with her schoolwork and also sews her own salwar kameezes.

8. Annex showing more details of achievements in 2015/16 for all pupils & disadvantaged pupils

The Impact of Pupil Premium (PP) funding on the achievement of disadvantaged pupils involved in statutory assessments

Section 1: Headline Indicators for 2015/16 school year cohorts with national comparators

	Number of pupils eligible for PP funding in 2015/16	% within year group cohort in 2015/16
EYFS (Year R)	11	18%
Year 1	12	20%
Year 2	18	32%
Year 6	10	53%

End of Early Years Foundation Stage Assessment (Reception Year)

Children achieving a “good level of development” are those achieving at least the expected level within the following areas of learning: communication & language; physical development; personal, social & emotional development; literacy; and mathematics.

EYFS (End of Reception Year)			
	% All Pupils - Good Level of Development 2015/2016	% of disadvantaged pupils - Good Level of Development 2015/2016	% of non- disadvantaged pupils - Good Level of Development 2015/2016
EYFS Good Level of Development Elmhurst	63%	45%	67%
EYFS Good Level of Development National	69%	55%	72%

Year 1 national phonics screening check

	% All Pupils Passed 2015/2016	% Disadvantaged Pupils Passed 2015/2016	% Non-Disadvantaged Pupils Passed 2015/2016
Year 1 Phonics Test Elmhurst	67%	75%	65%
Year 1 Phonics Test National	81%	70%	83%

End of Key Stage 1 (Year 2)

At the end of Key Stage 1, Year 2 pupils are tested in reading, writing & mathematics. The tables below show the percentages of pupils achieving at least the expected standard and those achieving at greater depth.

At least expected standard	KS1 (End of Year 2) % Pupils achieving at least the expected standard		
	% All Pupils Expected+ 2015/2016	% of disadvantaged pupils Expected+ 2015/2016	% of non-disadvantaged pupils Expected+ 2015/2016
Reading Elmhurst	79%	72%	82%
Reading National	74	NA	78
Writing Elmhurst	68%	78%	64
Writing National	65	NA	70

Maths Elmhurst	68%	50%	77
Maths National	73	NA	77

Achieving at greater depth	KS1 (End of Year 2) % Pupils achieving at greater depth (GD)		
	% All Pupils GD 2015/2016	% of disadvantaged pupils GD2015/ 2016	% of non-disadvantaged pupils GD 2015/2016
Reading Elmhurst	21	6	28
Reading National	24	NA	27
Writing Elmhurst	0	0	0
Writing National	13	NA	15
Maths Elmhurst	0	0	0
Maths National	18	NA	20

End of Key Stage 2 (Year 6)

At the end of Key Stage 2, Year 6 pupils are tested in reading, mathematics & English grammar, punctuation & spelling. The pupils are teacher assessed in writing.

The tables below show the progress made by pupils from the end of Key Stage 1 to the end of Key Stage2 in the form of a progress score; the percentages of pupils achieving at least the expected standard & the percentages attaining at a higher standard or at greater depth. The final table for Key Stage 2 shows the average scaled scores attained by the pupils.

Progress scores	KS2 (End of Year 6) Progress Scores from KS1 to KS2		
	All pupils Progress score 2015/2016	Disadvantaged pupils Progress score 2015/2016	Non-disadvantaged pupils Progress score 2015/2016
Reading Elmhurst	2.26	0.83	3.86
Reading National	0	NA	0.33

Writing Elmhurst	4.04	3.28	4.90
Writing National	0	NA	0.12
Maths Elmhurst	3.91	3.24	4.65
Maths National	0	NA	0.24

	KS2 (End of Year 6) % Attaining the expected standard or better		
% Attaining at least expected standard	All pupils 2015/2016	Disadvantaged pupils 2015/2016	Non-disadvantaged pupils 2015/2016
Reading Elmhurst	58	60	56
Reading National	66	NA	72
Writing Elmhurst	79	80	78
Writing National	74	NA	79
Maths Elmhurst	79	80	78
Maths National	70	NA	76
Reading, writing & maths Elmhurst	53	60	44
Reading, writing & maths National	53	NA	60
English Grammar, punctuation & spelling Elmhurst	79	80	78
English Grammar, punctuation & spelling National	72	NA	78

	KS2 (End of Year 6) % Attaining at a higher standard or greater depth		
% attaining at a higher standard	All pupils 2015/2016	Disadvantaged pupils 2015/2016	Non-disadvantaged pupils 2015/2016
Reading Elmhurst	11	10	11
Reading National	19	NA	23
Writing Elmhurst	11	0	22
Writing National	15	NA	18
Maths Elmhurst	21	10	33
Maths National	17	NA	20
Reading, writing & maths Elmhurst	5	0	11
Reading, writing & maths National	5	NA	7
English Grammar, punctuation & spelling Elmhurst	21	20	22
English Grammar, punctuation & spelling National	22	NA	27

	KS2 (End of Year 6) Average attainment score from SAT tests		
Average attainment scaled scores	All pupils 2015/2016	Disadvantaged pupils 2015/2016	Non-disadvantaged pupils 2015/2016
Reading Elmhurst	100.6	99.0	102.4
Reading National	102.6	NA	103.8
Writing Elmhurst	Writing was teacher assessed and there are no attainment scores other than those shown in the tables above.		
Writing National			
Maths Elmhurst	103.3	102.4	104.2
Maths National	103.0	NA	104.1
Reading, writing & maths Elmhurst	As writing was teacher assessed, there are no attainment scores for combined reading, writing and maths other than those shown in the tables above.		
Reading, writing & maths National			
English Grammar, punctuation & spelling Elmhurst	103.9	103.2	104.8
English Grammar, punctuation & spelling National	104.0	NA	105.0

Section 2: pupils' achievements in 2015/16 linked to prior attainment at the previous key stage.

In this section the achievements made by pupils are broken down by their prior attainment. For example, the levels of attainment at the end of Key Stage 1 in Year 2 are shown against the stage of development shown by pupils at the end of their early years' foundation stage at the end of the reception year. The attainments shown by pupils at the end of Year 6 (end of key stage 2) are shown against the levels attained at the end of Key Stage 1, broken down into low, middle or high prior attainment.

Key Stage 1 attainment by prior attainment at the end of the reception year (early years foundation stage)

At the end of Key Stage 1 under the new system of national assessments, pupils were assessed in reading, writing and maths at the following standards:

- Working at the expected standard;
- Working at a greater depth.

The tables below show the percentages of pupils assessed as working at the expected standard or better and the percentage of those assessed as working at a greater depth. Data are shown for both Elmhurst School and all schools across England (National).

Reading assessments at Key Stage 1 for the 2015/16 cohort – whole cohort & disadvantaged pupils.

There were 57 children in the Year 2 cohort. Of these, 13 were assessed as working at “emerging” in reading at the end of the EYFS, 33 were assessed at working “as expected” and 4 were assessed as working at “exceeding”. Seven pupils had no EYFS data.

Whole cohort reading (57 pupils)

	Number of pupils at each development stage at end of EYFS	% assessed as working at Expected standard or better at end of Y2		% assessed as working at Greater Depth at end of Y2	
		Elmhurst	National	Elmhurst	National
No data	7	71	43	14	10
Emerging	13	38	36	0	2
Expected	33	94	85	21	20
Exceeding	4	100	99	100	65
Total	57	79	74	21	24

Disadvantaged cohort reading (18 pupils)

	Number of pupils at each development stage at end of EYFS	% assessed as working at Expected standard or better at end of Y2		% assessed as working at Greater depth at end of Y2	
		Elmhurst	National (non - disadvantaged)	Elmhurst	National (non - disadvantaged)
No data	1	100	44	0	11
Emerging	6	50	39	0	2
Expected	10	80	87	0	21
Exceeding	1	100	99	100	66
Total	18	72	78	6	27

Writing assessments at Key Stage 1 for the 2015/16 cohort – whole cohort & disadvantaged pupils.

There were 57 children in the Year 2 cohort. Of these, 20 were assessed as working at “emerging” in writing at the end of the EYFS, 27 were assessed at working “as expected” and 3 were assessed as working at “exceeding”. Seven pupils had no EYFS data.

Whole cohort reading (57 pupils)

	Number of pupils at each development stage at end of EYFS	% assessed as working at Expected standard or better at end of Y2		% assessed as working at Greater Depth at end of Y2	
		Elmhurst	National	Elmhurst	National
No data	7	43	38	0	6
Emerging	20	45	30	0	1
Expected	27	89	82	0	13
Exceeding	3	100	98	0	52
Total	57	68	65	0	13

Disadvantaged cohort reading (18 pupils)

	Number of pupils at each development stage at end of EYFS	% assessed as working at Expected standard or better at end of Y2		% assessed as working at Greater depth at end of Y2	
		Elmhurst	National (non - disadvantaged)	Elmhurst	National (non - disadvantaged)
No data	1	100	38	0	6
Emerging	6	67	33	0	1
Expected	11	82	83	0	14
Exceeding	0	NA	99	NA	53
Total	18	78	70	0	15

Mathematics assessments at Key Stage 1 for the 2015/16 cohort – whole cohort & disadvantaged pupils.

There were 57 children in the Year 2 cohort. Of these, 13 were assessed as working at “emerging” in mathematics at the end of the EYFS, 34 were assessed at working “as expected” and 3 were assessed as working at “exceeding”. Seven pupils had no EYFS data.

Whole cohort reading (57 pupils)

	Number of pupils at each development stage at end of EYFS	% assessed as working at Expected standard or better at end of Y2		% assessed as working at Greater Depth at end of Y2	
		Elmhurst	National	Elmhurst	National
No data	7	71	51	0	9
Emerging	13	31	36	0	2
Expected	34	79	86	0	18
Exceeding	3	100	99	0	59
Total	57	68	73	0	18

Disadvantaged cohort reading (18 pupils)

	Number of pupils at each development stage at end of EYFS	% assessed as working at Expected standard or better at end of Y2		% assessed as working at Greater depth at end of Y2	
		Elmhurst	National (non - disadvantaged)	Elmhurst	National (non - disadvantaged)
No data	1	0	52	0	10
Emerging	5	20	40	0	2
Expected	12	67	87	0	20
Exceeding	0	NA	99	NA	61
Total	18	50	77	0	20

Key Stage 2 achievements by prior attainment at the end of Key Stage 1

At the end of Key Stage 2 under the new system of national assessments, pupils were assessed in reading, writing, maths and English grammar, punctuation and spelling at the following standards:

For those working to at least the expected standard:

- Working at the expected standard or above
- Working at a high standard in reading, mathematics and English grammar, punctuation and spelling or at greater depth in writing

The expected standard corresponded to a scaled score of 100 or better in the reading, mathematics & English grammar, punctuation and spelling tests. The average scores for the school in these assessment areas are also shown. Because writing was teacher assessed at Key Stage 2, there is no actual score.

Progress measures

For reading, writing and mathematics at Key Stage 2, each school has progress scores based on the progress made by the cohort of pupils from the end of Key Stage 1 to the end of Key Stage 2

The tables below show the percentages of pupils assessed as working at the expected standard or above and the percentage of those assessed as working at a higher standard/greater depth. Data are shown for both Elmhurst School and all schools across England (National).

There were 23 children in the Year 6 cohort. Of these, 3 pupils were assessed as working at a low attainment level at the end of Key Stage 1, 15 were assessed as working at a medium attainment level and 1 pupil was assessed as working at a high attainment level. Four pupils had joined the school in Year 6 from counties where English was not the main language and were dis-applied from the 2015/16 Key Stage 2 results by the DfE. The data below relate to the 19 pupils “eligible” for assessment purposes. All of these had prior attainment levels from KS1.

Reading assessments at Key Stage 2 for the 2015/16 cohort – whole cohort & disadvantaged pupils.

Whole cohort reading (19 pupils)

Prior attainment based on average across all KS1 assessments	Number of pupils at each prior attainment level	% assessed as working at Expected Standard or better at the end of Y6		% assessed as working at Higher Standard at the end of Y6		Average scaled score		Progress score	
		Elmhurst	National	Elmhurst	National	Elmhurst	National	Elmhurst	National
Low	3	33	17	0	1	95.0	93.0	3.17	0
Middle	15	60	64	7	10	101.1	101.2	1.99	0
High	1	100	95	100	46	111.0	109.1	3.04	0
Total	19	58	66	11	19	100.6	102.6	2.23	0

Disadvantaged cohort - reading (10 pupils)

Prior attainment based on average across all KS1 assessments	Number of pupils at each prior attainment level	% assessed as working at Expected Standard or better at the end of Y6		% assessed as working at Higher Standard at the end of Y6		Average scaled score		Progress score	
		Elmhurst	National	Elmhurst	National	Elmhurst	National	Elmhurst	National
Low	2	50	19	0	1			2.24	0.36
Middle	7	57	67	0	11			0.05	0.35
High	1	100	96	100	49			3.04	0.30
Total	10	60	72	10	23			0.79	

Mathematics assessments at Key Stage 2 for the 2015/16 cohort – whole cohort & disadvantaged pupils.

Whole cohort - mathematics (19 pupils)

Prior attainment based on average across all KS1 assessments	Number of pupils at each prior attainment level	% assessed as working at Expected Standard or better at the end of Y6		% assessed as working at Higher Standard at the end of Y6		Average scaled score		Progress score	
		Elmhurst	National	Elmhurst	National	Elmhurst	National	Elmhurst	National
Low	3	67	19	0	1	99.7	94.5	6.44	0
Middle	15	80	68	20	7	102.9	101.8	2.83	0
High	1	100	97	100	43	120.0	108.7	12.46	0
Total	19	79	70	21	17	103.3	103.0	3.91	0

Disadvantaged cohort - mathematics (10 pupils)

Prior attainment based on average across all KS1 assessments	Number of pupils at each prior attainment level	% assessed as working at Expected Standard or better at the end of Y6		% assessed as working at Higher Standard at the end of Y6		Average scaled score		Progress score	
		Elmhurst	National	Elmhurst	National	Elmhurst	National	Elmhurst	National
Low	2	50	16	10	20			5.43	0.46
Middle	7	86	73	0	10			1.30	0.26
High	1	100	99	100	53			12.46	0.17
Total	10	80	76	10	20	102.4	104.1	3.24	0.24

Writing assessments at Key Stage 2 for the 2015/16 cohort – whole cohort & disadvantaged pupils.

Whole cohort - writing (19 pupils)

Prior attainment based on KS1 average attainment for progress & KS1 writing for attainment	Number of pupils at each prior attainment level: Average attainment at KS1 (KS1 writing)	% assessed as working at Expected Standard or better at the end of Y6		% assessed as working at Higher Standard at the end of Y6		Average scaled score		Progress score	
		Elmhurst	National	Elmhurst	National	Elmhurst	National	Elmhurst	National
Low	3 (5)	40	25	0	0			8.69	0
Middle	15 (15)	93	82	14	11			3.57	0
High	1 (0)	NA	99	NA	54			-2.79	0
Total	19 (19)	79	74	11	15			4.05	0

Disadvantaged cohort - writing (10 pupils)

Prior attainment based on average across all KS1 assessments	Number of pupils at each prior attainment level	% assessed as working at Expected Standard or better at the end of Y6		% assessed as working at Higher Standard at the end of Y6		Average scaled score		Progress score	
		Elmhurst	National	Elmhurst	National	Elmhurst	National	Elmhurst	National
Low	2 (3)	33	28	0	1			7.84	0.34
Middle	7 (7)	100	84	0	12			2.84	0.10
High	1 (0)	NA	99	0	55			-2.79	0.10
Total	10 (10)	80	79	0	18			3.28	0.12