

Pupil Premium Expenditure Plan 2016/17

Key priorities:

- Our core aim is to raise the attainment and progress of Pupil Premium students so that their performance compares favourably with Non-Pupil Premium peers.
- Address inequalities in education of pupils from low-income families and raise attainment of these pupils.

What we expect to see:

Outstanding teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus. In addition to this, targeted intervention and support strategies are deployed in order to:

- improve levels of attainment and progress;
- close attainment gaps relative to school averages;
- enhance reading, writing, mathematics and communication skills;
- engage and develop learning through a comprehensive extra-curricular provision;
- have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils and
- support pupils in becoming aspirational, confident and successful learners

Proposed expenditure for 2016/17

Strategic spending of the Pupil premium grant will ensure that pupils receive support and intervention tailored to their needs. Pupils eligible for Pupil Premium support are clearly identified across all year groups.

Total Number of Pupils on Roll	455 420
Total Number of Pupils eligible for PPG	130 (26%) 31%
Total amount of PPG Grant	£200,640

Strategy	Cost

High Expectations - High Achievement

<p>Mentoring and well-being support</p> <p>One to one and group mentoring from parent support worker and ELSA supports pupils with emotional and/or personal problems.</p>	<p>£20,500</p>
<p>Support for learning and inclusion</p> <p>Many aspects of the support for learning will impact on the progress and attainment of disadvantaged pupils, including:</p> <ul style="list-style-type: none"> • Inclusive learning room and inclusion team • Early identification and targeted support • Alternative provision support • Support from external agencies • Motivational support to raise aspirations • Targeted projects for specific groups, such as extended schools in maths, writing and comprehension 	<p>£30,000</p>
<p>Leadership and management</p> <p>Clear leadership responsibilities based on the progress and accountability of disadvantaged pupils, the role includes:</p> <ul style="list-style-type: none"> • Leadership and management of an intensive identification process • Rigorous tracking and monitoring measures to ensure pupils who are not reaching their full potential at either level have been identified and have appropriate intervention and support in place on a half termly basis with the Associate Principal and fortnightly within year teams. • Reviewing the impact of all provisions and interventions that are in place on a half termly basis. 	<p>£15,000</p>
<p>Intervention support groups</p> <p>An in depth programme of intervention support groups, this includes:</p> <ul style="list-style-type: none"> - Pupils not making the expected progress in English and Mathematics. - Pupils with social communication barriers. - Pupils with very low reading ages. - Extra English for pupils new to the country (EAL). - Pupils experiencing reading and writing difficulties not only with comprehension but also with reading accuracy. - Extended schools programme 	<p>£130,000</p>

Extra - Curricular Activities and Support

Breakfast Club	£500
Transport costs	£300
Trips and swimming contributions	£1,800
SAT's revision Books	£500
Activities week contributions	£1300
Uniform Grants	£740

Impact Statement

KS2 Trends over time percentile rating

Reading

	Bottom 20%			Top 20%	
	Q5	Q4	Q3	Q2	Q1
2015	81				
2016	98				
2017			42		

Writing

	Bottom 20 %			Top 20%	
	Q5	Q4	Q3	Q2	Q1
2015		62			
2016	88				
2017				29	

Mathematics

	Bottom 20 %			Top 20%	
	Q5	Q4	Q3	Q2	Q1
2015			47		
2016		76			
2017			44		

KS2 Progress Tables 2017

	Reading	Writing	Maths
All	-0.1	0.7	0.0
National All	0.0	0.0	0.0
Disadvantaged	0.1	1.4	-0.3
National Disadvantaged	0.0/0.3	0.0/0.02	0.0/0.3

Strengths

Progress made for disadvantaged pupils in writing is above all pupils and above national for disadvantaged pupils.

Progress made in reading is above all pupils both at Elm and all nationally. Progress is in line for comparison against national disadvantaged pupils.

Significant improvement made in percentile ranking since 2016 results.

Areas for development

Disadvantaged maths

Achieve positive progress scores across all subjects

Reduce the gap between disadvantaged and non-disadvantaged attainment

Narrow the gaps in KS1