

Four Elms Primary School – Pupil Premium Strategy 2019 – 2020

1. Summary Information			
School	Four Elms Primary School		
Academic Year	2019 - 2020	Total Pupil Premium budget: £15,840	Date of most recent PP review: 08/19
Total number of pupils	108	Number of pupils eligible for PP: 10	Date of next internal review of this strategy: January 20 then July 20

2. Attainment 2018-2019	
Four Elms figures for pupils eligible for Pupil Premium	
% achieving expected standards in reading, writing and maths	56%
% making expected progress in reading	91%
% making expected progress in writing	78%
% making expected progress in maths	64%

3. Barriers to future attainment
In-school barriers
Pupils being ready to learn
Poor learning skills e.g. organization, grit/perseverance and aspiration
Gaps in learning
External Barriers
Consistent attendance and punctuality
Access to resources, such as books, libraries, life experiences
Lack of regular routines including home reading, homework, spelling and having correct equipment in school (e.g. PE kit)

4. Desired Outcomes
Pupils can access learning. In class because their physiological, safety, belongingness and esteem needs are met
Gaps are identified and targeted teaching/interventions teach to gaps
Pupils are exposed to a wide range of social/cultural and sporting experiences
5. Planned Expenditure
Pupils can access learning. In class because their physiological, safety, belongingness and esteem needs are met

Chosen approach/action to meet desired outcome	Cost	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Well being sessions and curriculum	Well-being Curriculum £3000 1:1 well-being £3000	Well-being education builds emotional intelligence and breaks down barriers to learning. Many children come to school not having dealt with emotions from outside of school as well as inside. Well-being sessions allows pupils to address and deal with issues that stand in the way of learning. When looking at the pupils most vulnerable and in need of 1:1 support, the majority are those eligible for pupil premium funding.	Ongoing assessment of the class and individual's well-being. Feedback from Mel Broucker and class teachers use of leuven scales.	Liz Mitchell	September 19 start, review January 2020 and June 2020
Individual/personal budget to be spent on uniform/resources	£300	While the evidence is limited for improvements based solely on uniform, there is a suggestion that an improvement in uniform leads to improved behavior which in turn leads to improved learning	Leuven cales and regular parent/pupil conferencing	Liz Mitchell	September 19 start, review January 2020 and June 2020
Daily breakfast club available to PP children for free (Cost covers x2 children	£860	Research suggests that pupils attending breakfast club make additional progress of	Attendance of breakfast club monitored against termly progress	Katie McCann	Weekly alongside Wellieboots and classteachers

		up to two months. In addition, behavior also improves.			
Total cost: £7160					

Target: Gaps are identified and targeted teaching/interventions teach to gaps					
Chosen approach/action to meet desired outcome	Cost	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1:1 HLTA support	£2500 (when found appropriate staff)	Research shows that this approach to plugging gaps can accelerate learning by up to five months when it is short and regular. 1:1 HTLA session 30 minutes per week. Booster teacher – 45 minutes per week	Pupil progress meetings and regular target setting meetings with teachers and HLTAs in addition to pupil conferencing	Katie McCann	Booster teacher December 2019 and again July 2020. HLTA review 3 months in from employment
Booster teacher	£6193				
Peer mentoring	N/A	Research shows that peer mentoring has a positive impact on learning with those involved and makes on average an improvement of 5 months progress. This strategy was used in a local school and the evidence showed positive impact in terms of confidence in learning	Pupil progress meetings and pupil conferencing	Lyndsay Smurthwaite	Start Jan 2020 and review April and June 2020
Feedback	N/A	Evidence shows that feedback can redirect	Informal monitoring weekly	Liz Mitchell	May 2020

		And refocus learning to achieve a goal. Feedback should be specific and clear.			
Reading interventions – Lexia and TA intervention for reading	Lexia £267 Reading - £1546	Reading comprehension intervention can improve learning by an additional 5 months over a school year, being particularly effective for older readers not making expected progress.	Pupil progress meetings	Lyndsay Smurthwaite	Review Jan 2020 and June 2020
Times tables online learning	£91	Repetition and rote learning, along with active learning has proven to be an effective method of remembering.	Pupil progress meetings	Michael Cook	April 2020
Total cost: £10,597					

Pupils are exposed to a wide range of social/cultural and sporting experiences					
Chosen approach/action to meet desired outcome	Cost	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Extra curricular music lessons	£1500	There is some evidence that disadvantaged pupils benefit disproportionately, making two and a half months additional progress in addition to attendance, behavior and peer relationship improvement	Leuven scales, pupil and parent conferencing	Lyndsay Smurthwaite	January 2020

Vouchers/cost of family visit to museums etc.. as part of family learning within a learning experience	£1000 (£100 per family)	Research into cultural capital shows that pupils that are exposed to such experiences as visiting museums and art galleries become more engaged in learning and education, along with aspiring to study	Monitoring into pupil aspiration Leuven scales	Liz Mitchell	July 2020
Total cost: £2500					

Total Budgeted Cost: £4,417
Total Planned expenditure: £20,257

Pupil Premium Review 18/19

The Pupil Premium (PP) was introduced by the Government in April 2011. It is currently allocated to support the progress of pupils eligible for Free School Meals (FSM), children who have been looked after by an English local authority (LAC) for at least one day, and Service children (children whose parents are in the regular armed forces or are in receipt of a child pension from the Ministry of Defence). The premium is designed to make an impact on attainment for those who achieve less well by ensuring that money to tackle disadvantage reaches the pupils who need it most. The funding comes into school on 1st April each year.

During 2017-2018 12 children were eligible for the Pupil Premium grant and this equates to 11% of the school population, which compares with the January 2018 National figure of 13.6%

The Pupil Premium is additional to main school funding and will be used by Four Elms Primary School to address any underlying inequalities between children eligible by ensuring that funding reaches the students who need it most to support and improve their learning.

Objectives

Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these students. The funding will be used to narrow and close the gap between the achievement of these students and their peers. As far as its powers allow, Four Elms

Primary School will use the additional funding to maximise achievement for children eligible for Pupil Premium. We will also look to support Pupil Premium children's participation, where appropriate, in extra-curricular activities and music lessons.

We will monitor this additional funding to make sure it reaches the students who need it most and that it makes a significant impact on their education and lives. Reports will be presented at the appropriate school leadership meetings and an annual report made available to parents on the school's website.

Each PP pupil is allocated £1320. As a school our total grant is: £15840

Spending the pupil premium grant:

During 2018 – 2019 we will continue with our tried and tested list of provisions this academic year and in addition we will use the following approaches:

Approach/provision	Desired impact
Additional teacher for 1 day a week to work with individuals and small groups who are not reaching expected levels of attainment or making anticipated progress in maths.	All pupils eligible for the Pupil Premium grant achieve age related expectations.
Targeted teaching assistant support to accelerated progress in the classroom, and in small group interventions, including reading, vocabulary, speech & language, writing and handwriting practise.	Pupils accessing these interventions will make better than expected progress.
Targeted teaching assistant support to work with allocated pupils to improve pupils' well-being through friendship groups and transition support for vulnerable pupils	Increase in pupils' well-being and self-esteem.
Subsidies for on and off site curriculum enrichment eg. Summer school at Sevenoaks School, School visits, residential trips and attendance at extracurricular events.	Increase in pupils' well-being and self-esteem

This will be reviewed by the Executive head, Head of school, Inclusion manager and finance Officer.

Pupil Premium Progress 2018-2019:

Whole School	<i>All Pupils eligible for PP at Four Elms Primary</i>	<i>All Pupils not eligible for PP Nationally 2018</i>
% achieving ARE in reading, writing and maths	56% (50%)	65%
% making or exceeding ARE in reading	91%(50%)	73%
% making or exceeding ARE progress in writing	78%(50%)	78%
% m making or exceeding ARE progress in maths	64%(50%)	79%

Pupil Premium 2018-2019:

Pupil premium used for	Is this a new or continued activity?	Cost £	Brief summary including year groups, pupils and time scales	Specific intended outcomes	How the activity will be monitored, when and by whom.	Actual Impact: what did the activity actually achieve? How could it be improved?
Booster teacher in Maths	Continued	6193	Fully qualified teacher is used in class for to target small groups of pupils to address specific needs and accelerate progress	Accelerated progress, reduce gaps in knowledge	Monitored through Pupil Progress Meetings and data tracking	80% of Class 4 pupils eligible for the Pupil Premium grant achieved Age Related Expected Level+
Reading intervention	Continued	1546	Includes a range of weekly reading interventions run by TAs	Children receive booster sessions to bring them in line with peers or ongoing support to help with progress towards peers	Monitored with entry and exit data on provision maps in addition to Pupil Progress Meeting and data tracking	Children making progress – most children finding comprehension written tasks more difficult but verbal discussions are strong
KS2 Social groups	Continued	640	30 minutes weekly discussing behaviour and working with	Children have fewer behavioural incidents and	Monitored with entry and exit data on provision maps in addition to Pupil	Children's self-esteem improved and their friendships are more

			others and understanding relationships.	better friendships to allow for more concentration within lessons	Progress Meeting and data tracking	sustainable. Children are dealing with emotions better resulting in less incidents in the behaviour books.
KS1 Social Group	Continued	530	30 minutes weekly discussing behaviour and working with others and understanding relationships.	Children have fewer behavioural incidents and better friendships to allow for more concentration within lessons	Monitored with entry and exit data on provision maps in addition to Pupil Progress Meeting and data tracking	This intervention has seen more impact with some children than others. Most are identifying emotions and dealing with them more effectively resulting in better friendships. Less children in group at end of intervention
Sensory Circuits	Continued	1357	15 mins am and pm, 4 children key stage 2	Children are able to participate in lessons more actively due to better concentration span	Monitored with entry and exit data on provision maps in addition to Pupil Progress Meeting and data tracking	Pupils are calm and ready to learn after sensory circuits.
Fine Motor skills	Continued	642	30 minutes weekly, 7 chn total	Fine motor improves which in turns positively impacts handwriting	Monitored with entry and exit data on provision maps in addition to Pupil Progress Meeting and data tracking	Positive improvement seen, better pencil grip and use of scissors etc.
Pre teaching vocab	New	612	30 minutes weekly, varying groups depending on need	Children receive booster sessions to bring them in line with peers or ongoing support to	Monitored with entry and exit data on provision maps in addition to Pupil Progress Meeting and data tracking	This has had a positive impact, children being able to actively engage in lessons as they understand the language being used.

				help with progress towards peers		
Handwriting group	Continued	552	30 minutes weekly mixture of KS1 and KS2	Children receive booster sessions to bring them in line with peers or ongoing support to help with progress towards peers	Monitored with entry and exit data on provision maps in addition to Pupil Progress Meeting and data tracking	Improvement seen but this has been hard and impact is slow. Children can do this in intervention but need to be maintaining this in class too.
Writing intervention (boosters and G&T)	Continued	2141	Small group provision for those children who need additional support or need further development to be successful and fulfil their potential in writing	Accelerated pupil progress and more engagement with writing	Monitored with entry and exit data on provision maps in addition to Pupil Progress Meeting and data tracking	50% of children reached expected or exceeding by the end of the academic year.
Curriculum enrichment	Continued	720	Subsidies for on and off site curriculum for example, summer school attendance at Sevenoaks school, school visits, residential trips and attendance at extracurricular events	To enable children to engage socially	Children to have access to new experiences they may not usually be able to, develop socially and in confidence.	Extra-curricular provision has improved pupils independence and maturity.
Sports	Continued	70	Paying for swimming lessons	Children have access to new life skills and can swim 50m by the end of lessons	Can swim 50m	Ongoing – 80% Of children achieved this by the end of the 10 weeks of swimming lessons.

<p>Speech and Language Link</p>	<p>Continued</p>	<p>175</p>	<p>Assessment tool for speech referrals and assessment and support tool for those with low language levels.</p>	<p>Develop children's language in order to be able to access the curriculum more easily</p>	<p>Monitored/utilised as necessary by SENCo.</p>	<p>Speech link tool supported application for speech and language therapy and this child received support for the NHS and school. Language link to be used to screen all reception children next year.</p>
<p>Transition Support</p>	<p>Continued</p>	<p>30</p>	<p>An introduction for school staff in supporting vulnerable children who may have experienced losses / trauma and so need careful support to face changes in their lives. ½ day course</p>	<p>Understand attachment difficulties and how children can perceive change/loss, know current guidance for supporting vulnerable children, be able to plan for personalised transitions, particularly in education</p>	<p>Smooth transition between classes/schools for those children who need additional support</p>	<p>Children successfully and confidently transitioned onto secondary schools.</p>
<p>Clicker 7</p>	<p>Continued</p>	<p>0</p>	<p>Laptops are provided by the school for some children with Clicker 7 to support their learning needs.</p>	<p>To support access to the curriculum and to give children the ability to achieve at their greatest level.</p>	<p>Monitored by SENCo and class teachers.</p>	<p>Children in KS2 have taken to Clicker 7 exceptionally well, particular tools such as the recorder and word banks are ensuring a greater level of success in writing.</p>

Lexia	New	267	Daily 20 mins, mixture of children across the school	Children receive booster sessions to bring them in line with peers or ongoing support to help with progress towards peers	Monitored with entry and exit data on provision maps in addition to Pupil Progress Meeting and data tracking	85% of pupils made good progress.
IDL numeracy	New	45	Daily 20 mins, mixture of children across the school	Children receive booster sessions to bring them in line with peers or ongoing support to help with progress towards peers	Monitored with entry and exit data on provision maps in addition to Pupil Progress Meeting and data tracking	70% of children made progress, 1 step or 2 steps within IDL numeracy assessment
Music Lessons	New	320	One time weekly with CB	Children have access to new skills	Children to have access to new experiences they may not usually be able to, develop in confidence.	Improved self-esteem and children participating in band and music concerts