

Four Elms Primary School – Pupil Premium Strategy 2020 – 2021

1. Summary Information

School	Four Elms Primary School		
Academic Year	2020 - 2021	Total Pupil Premium budget (estimated): £13,450	Date of most recent PP review: May 2020
Total number of pupils	110	Number of pupils eligible for PP: 9	Date of next internal review of this strategy: January 21 then July 21

2. Attainment 2019-2020

Four Elms figures for pupils eligible for Pupil Premium **based on summative assessment at end of Spring term (Covid-19)**

	From previous Summer	From Previous Key Stage
% achieving expected standards in reading, writing and maths	60%	50%
% making expected progress in reading	80%	83.33%
% making expected progress in writing	100%	100%
% making expected progress in maths	80%	50%

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)

Safeguarding and welfare issues which have led to external services involvement

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 £4000 (increase in number of pupils being seen by MB)	The positive impact shown from last year means that continuing this support is vital. Additionally, due to the national issues this is now of even more importance. Well-being education builds emotional intelligence and breaks down barriers to learning. Wellbeing 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 Brocker and class teachers use of leuven scales. Feedback from parents and families on successes in the home.	Liz Mitchell	September 20 start, review January 2021 and June 2021

Homework support in school	Club run by SENCo £1,520	Experience has shown that PP children are unable to access learning from home and parents are less able to offer the required support to complete this successfully. Pupils do not always have access to the appropriate materials to access the home learning. Homework club allows them to consolidate learning with resources and teacher support.	Invitation to all PP children to access the club. Monitoring of those who attend. Ensure all homework is completed well. Liaise with class teachers.	Lyndsay Smurthwaite	Review September 2020, January 2021 and April 2021
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Total cost: £6,520

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?
Peer mentoring	N/A	This has been carried over from last year due to circumstances beyond our control. 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	Pupil progress meetings and pupil conferencing	Lyndsay Smurthwaite	Start Jan 2021 and review April and June 2021

		local school and the evidence showed positive impact in terms of confidence in learning			
Reading interventions – Lexia and TA intervention for reading	Lexia £350 Reading - £1000	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 2021 and June 2021
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 2021

Booster teacher	£4,655	Research shows that this approach to plugging gaps can accelerate learning by up to five months when it is short and regular. Booster teacher – 45 minutes per week	Pupil progress meetings and regular target setting meetings with teachers and in addition to pupil conferencing	Katie McCann	Booster teacher December 2020 and again July 2021.
Total cost: £6,096					

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 2021

Vouchers/cost of family visit to museums etc.. as part of family learning within a learning experience	£900 (£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 2021
Total cost: £2400					

Total Budgeted Cost: 1,566
Total Planned expenditure: 15,016

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%
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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?
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Well being sessions and curriculum	Well-being Curriculum £2500 1:1 well-being £2500	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. Wellbeing 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 Brocker and class teachers use of leuven scales.	Liz Mitchell	September 19 start, review January 2020 and June 2020 Very positive impact – children deal with change well and are able to ask for help and support as necessary. They accept help from Mrs Brocker readily and have been receptive to the support put in place. Especially with the current situation it will be of vital importance to continue this next year. Miss McCann completed Leuven assessment of every pupil in Class 4 to identify the pupils in greatest need of additional support, prioritising PP first. Children are receptive to learning and more emotionally intelligent. The PP children receiving the 1:1 support are more engaged in learning as evidenced by second Leuven assessment.
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 behaviour which in turn leads to improved learning	Leuven scales and regular parent/pupil conferencing	Liz Mitchell	September 19 start, review January 2020 and June 2020 Not all funds have been necessary however this is offered to relevant pupils and will continue to be utilised as necessary. As a result funds used to support extracurricular e.g. school residential.

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 This was offered however no PP children attended the breakfast club to enable this to be put in place. Therefore the funds were re-directed to be able to offer an after school homework club for PP premium to ensure they could completed all home learning with support from a teacher and/or SENCo.
Total cost: £6160					

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 continues to show positive impact as seen in previous PPMs. Groupings are changed as necessary to identify and target specific needs and weaknesses. HLTA was new this year. Training taken place to make sure that impact is seen. Particularly positive impact in catch up of phonics/RWInc pupils.
Booster teacher	£6193				

<p>Peer mentoring</p>	<p>N/A</p>	<p>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</p>	<p>Pupil progress meetings and pupil conferencing</p>	<p>Lyndsay Smurthwaite</p>	<p>Start Jan 2020 and review April and June 2020 Due to change in staffing, LS was unable to get this up and running as quickly as we desired. Research has been undertaken and plans were in place to meet with HoS and EHoS to create a plan of what with this would look like, however schools then closed due to Covid-19. Carry over to September. However, we did manage to put in place Thrive de-escalation training for all staff to give them the skills to be able support our most vulnerable pupils with their wellbeing and ownership over their emotions to make them more successful in their learning environments. We also utilise the expertise of the Thrive specialist by liaising with her to discuss PP children's needs and support.</p>
<p>Feedback</p>	<p>N/A</p>	<p>Evidence shows that feedback can redirect and refocus learning to achieve a goal. Feedback should be specific and clear.</p>	<p>Informal monitoring weekly</p>	<p>Liz Mitchell</p>	<p>May 2020 Four Elms have completed extensive work on developing feedback including training, staff meetings, pupil conferencing and book scrutiny. The impact is that children are taking more ownership over their self-assessment, identifying their next steps and improving their self-regulation. Feedback is focused and specific and given to the</p>

					groups that is being worked with or to individuals during a lesson so that children are taking more ownership over their learning and are therefore more confident when they are leaning.
Reading interventions – Lexia and TA intervention for reading	Lexia £267 Reading - £1546 Actual Lexia expenditure due to additional children identified £350	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 Lexia continues to have a positive impact on progress and filling the gaps of closing the gap. More PP premium children have been identified and are now using this programme. 8 out of 10 PP children access Lexia. 1 has now completed the programme and was previous identified on SEND register and is no longer on there. The others have made significant progress (on average 1 year in 6months as) all pupils were assessed as below year group when they started, with 3 pupils within their current ARE or above.
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 KS2 – all children making positive progress and are now more secure on x-tables. No year 4 x-tables assessment this year to give supporting data. In year 4 approx. 75% of pupils are answering correctly within the giv stipulated 6 second response time and are averaging 20-23 out of 25. 8 out 9 KS2 pupils averaging 7 seconds or less.

					KS2 children were averaging at least 20 seconds on the response time when we started the programme.
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 All pupils now accessing singing for 30 minutes weekly from Music Station. KS2 also accessing an additional 30 mins for choir.
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 All PP families have been offered and most have accepted financial support for trips, excursions and residential which has been assessed on an individual basis.
Total cost: £2500					

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