



Pupil Premium Strategy 2020 - 2021

Summary Information					
School: Ellesmere Primary School					
Academic Year	2020-2021	Total PP budget	£84,735	Date of most recent PP Review	July 2020
Total number of pupils	383	Number of pupils eligible for PP	45	Date for next internal review of this strategy	July 2021
Headline Outcomes at Statutory Assessment Points in July 2020					
*No end of year assessment or data available for end of Key Stages in 2020 due to COVID-19 school closure.					
End of Key Stage 2 in 2020			N/A		
End of Key Stage 1 in 2020			N/A		
Year 1 Phonics Screening Check in 2020			N/A		
EYFS in 2020			N/A		
Attendance and Punctuality for the whole Pupil Premium Group 2020			N/A		

1. Current academic outcomes						
	School 2020			National 2020		
	PP	NPP	Diff	PP	NPP	Diff: Sch PP vs Nat NPP (like for like)
EYFS - % Reaching Good Level of Development 2019-20	N/A	N/A	N/A	N/A	N/A	N/A
% that achieved the threshold 32/40 to pass the Phonic Screening test (Yr1)	N/A	N/A	N/A	N/A	N/A	N/A

KS1 - % Reaching Expected Standard 2019-2020 Reading Writing Mathematics	N/A	N/A	N/A	N/A	N/A	N/A
KS2 - % Reaching Expected Standard 2019-2020 Reading Writing Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

Wider Opportunities in 2019-2020	
During Autumn term, PPG was spent on providing extra curricular opportunities for children to participate in trips, visits and clubs. PP children were closely monitored and families regularly communicated with by PP Lead during COVID-19 school closure. Weekly engagement was monitored and a number of families had work packs dropped off at home if they were struggling with online learning.	
Next Steps in 2020/21	
Ensure gaps from school closure are addressed in order for PP children to continue making progress. Ensure all PP children are using Google Classroom to complete weekly homework and can access remote learning if necessary. Continue to use PPG to subsidise costs for families such as trips, visits and uniform.	
Likely barriers to future attainment (for pupils eligible for PP regardless of prior attainment or ability)	
I = in-school barriers E = external barriers	
A.	Achieving age related expectations – children receiving PPG can be more likely to underachieve and not reach expected standard for their year group. This includes filling any gaps from the previous year group due to COVID-19 school closure.
B.	Attendance and punctuality – this can be low for children in receipt of FSM as many come to school without breakfast and a suitable healthy meal in order for them to perform to their best ability.
C.	Not making expected progress – children can have a lack of self-esteem and some don't complete homework with adult support. Also children are not all reading regularly at home.
D.	Lack of enrichment and experience – children in receipt of PPG may not experience as much engaging and enriching opportunities as children who don't receive PPG.
E.	SEND – some of our children in receipt of FSM are also SEND so require rigorous monitoring and intervention plans
Desired Outcomes	Success Criteria

A.	A higher proportion of targeted pupils achieve age related expectations in R, W & M and the attainment gap is narrowed. Children fill any gaps from this year due to COVID-19 school closure.	<ul style="list-style-type: none"> ● <i>Data reflects diminishing differences between PP and Non PP groups in R, W & Ma.</i> ● <i>Work scrutiny reflects key GPS skills being applied in a range of writing.</i>
B.	Attendance of PP children is higher and shows no difference when compared with Non-PP	<ul style="list-style-type: none"> ● <i>Use of Arbor to monitor attendance</i> ● <i>Invite children to make use of a free breakfast club where they are in school on time.</i>
C.	Targeted pupils show an increased resilience in learning. This impacts on pupils making increased progress in Reading, Writing & Maths.	<ul style="list-style-type: none"> ● <i>Work scrutiny and observation shows that pupils are developing skills that show increased resilience in learning.</i> ● <i>Data reflects all targeted pupils have made expected progress and a high proportion of pupils have made better than expected progress in RWM.</i>
D.	Address social and emotional issues through the use of outside agencies and Learning Support Mentor as well as providing more opportunities and experiences for PP children. Funding is used to pay for residential and day trips.	<ul style="list-style-type: none"> ● <i>Pupils can share any issues with the Learning Mentor (SP) and learn how to deal with their emotions, making them better equipped.</i> ● <i>All PP children take part in trips and residential trips to build on their experiences</i> ● <i>Children have allocated/identified time for homework and extra reading with T or HiLTA.</i>
E.	Ensure PP children with SEND have targeted intervention time with use of smart targets. Regular parent contact and meetings will also help the children to receive support at home.	<ul style="list-style-type: none"> ● <i>Children identified with SEND and PP have smart targets identified in their PCPs and therefore relevant intervention and support is put in place. Monitoring and reviewing of targets shows progress made.</i>

Planned Expenditure – estimated Pupil Premium Funding

2020 - 2021

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all – ACADEMIC OUTCOMES

Desired Outcome	Chosen Action/Approach (with staff lead and estimated cost)	What is the evidence and rationale for this choice?	Intended and actual impact with lessons learned (Dec 20, Apr 21, July 21)
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<p>A higher proportion of targeted pupils achieve age related expectations in R, W & M and the attainment difference is narrowed. (A-E)</p>	<p>High quality feedback and marking making excellent use of AfL</p> <p>Teachers following and implementing agreed feedback and marking policy (July 2020) (SR, JW)</p> <p>£500</p>	<p>EEF research shows that highly effective marking and feedback can support up to 8 months additional progress for pupils.</p> <p>The school feels that live marking and instant feedback helps to close gaps and address misconceptions within the lesson so barriers for the children are removed.</p>	<p>Live marking and consistent feedback is used to address gaps and misconceptions within lessons.</p> <p>Book scrutiny every half term</p> <p>Pupil Voice Questionnaires</p> <p>Observation/Learning Walks of feedback in lessons.</p>
	<p>Twice weekly guided reading sessions with an adult. PP children are participating and making progress in reading. (VM, JW)</p> <p>£5,000</p> <p>RWI groups are used in KS2 to allow PP children to make continued progress in reading. (VM/JW)</p>	<p>EEF reflects significant gains in progress for pupils working in small groups</p> <p>EEF shows Phonics intervention can support an additional 4 months progress</p> <p>The school feels that this allows for direct learning and can help to identify and fill gaps in learning and supports assessment for learning strategies</p>	<p>PP children are focused on in GR sessions with notes being made to show progress.</p> <p>RWI groups include PP children that are below in attainment in order to make expected progress for them and begin accessing age expected texts.</p>
	<p>Intervention groups are centred around gap filling from school closure this year. Key objectives are picked up and worked on in R, W and M from the previous year group.</p> <p>£20,000</p>	<p>EEF reflects significant gains in progress for pupils working in small groups (research suggests + 4 months)</p> <p>The school feels that this allows for direct learning and can help to identify and fill gaps in learning and supports assessment for learning strategies</p>	<p>HiLTAs timetabled to support in class and to take small group interventions during the afternoons.</p> <p>PP provision maps completed every term within cohort to pinpoint intervention groups and areas of need.</p> <p>Data analysis</p>
	<p>Phonics/Reading/Homework training for parents so they can support their children at home (SR/JW)</p> <p>£500</p>	<p>EEF suggests that improved parental involvement can have a beneficial effect (research suggests + 3 months)</p>	<p>New class welcome evenings to be held in September. These will introduce the new remote learning/homework platform - Google Classroom.</p> <p>Meet the teacher/Parents evenings allow parents to understand how to help their children more.</p> <p>Book shares held 1 x monthly where parents are invited in to read with their children. (on hold)</p>

<p>Attendance and punctuality is increased in PP children compared to non-PP. (B)</p>	<p>Breakfast club funded by PPG and all PP children invited.</p> <p>Attendance monitored by Arbor and use of EWO contacted for any attendance issues.</p> <p>£15,000</p>	<p>Early morning time is crucial to catching children up with class T and supporting them to close gaps.</p> <p>Children will be more prepared for the day and not miss any work.</p>	<p>T to monitor punctuality and attendance alongside Admin.</p> <p>Use of EMT to support PP children will gap tasks, reading and any other smart targets from their PP provision.</p>
<p>Targeted pupils show an increased resilience in learning. This impacts on pupils making increased progress in Reading, Writing & Maths. (C)</p>	<p>Target specific children who need booster support to embed learning.</p> <p>To enable specific children to engage with their peers both in the classroom and on the playground to ensure good behaviour for learning. (SR/JW)</p> <p>£10,000</p>	<p>PP children are allowed to take risks and encouraged to be independent through use of problem solving and reasoning during the school day.</p> <p>Pairing children with HA will increase their confidence and be a good role model for learning.</p>	<p>Use of cohort provision maps will show how children are being targeted for intervention – these will be monitored by PP Lead.</p> <p>Use of the school learning mentor role to support children’s SEMH needs in 1:1 or group sessions.</p>
<p>Address social and emotional issues through the use of outside agencies and Learning Support Mentor as well as providing more opportunities and experiences for PP children. Funding is used to pay for residential and day trips. (D)</p>	<p>To enable all children to take part in trips and residential so that they can improve certain skills such as leadership, team work, and independence.</p> <p>To provide opportunities for children to have the benefit of experiences they may not otherwise have. (HA/JW)</p> <p>To have access to the school counsellor for specific SEMH wellbeing needs.</p> <p>PP specific enrichment opportunities such as football</p>	<p>EEF research indicates that moderate impact can be expected from social and emotional approaches (+ 4 months)</p> <p>EEF research suggests that participation in outdoor adventure learning leads to moderate wider learning gains (+ 4 months)</p> <p>The school believes that providing children with a school counsellor when necessary helps with their wellbeing and SEMH to take away these barriers to learning.</p>	<p>Learning support mentor time if necessary – S Powell</p> <p>School counsellor support referral if necessary - L Roberts</p> <p>Referrals to be sent to SP or GD.</p> <p>Reward systems set up for specific children and working with parents to ensure homework is completed, reading books are taken home and read etc.</p> <p>Enrichment Opportunities – trips are significantly subsidised or paid for using PPG for residential opportunities throughout their time here.</p>

	<p>matches/community events. (HA)</p> <p>£8,000</p>		
<p>Ensure PP children with SEND have targeted intervention time with use of smart targets. (E)</p>	<p>Regular parent contact and meetings will also help the children to receive support at home.</p> <p>£10,000</p>	<p>EEF research suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.</p>	<p>Parents are invited in termly for PCP reviews and meetings based on SEN targets and PP smart targets.</p> <p>During parents' evenings, parents are informed of the interventions and impact on their children through PPG funding.</p>
<p>Dependent on need for service (D)</p>	<p>To improve attendance and support families through extended services. (SK)</p> <p>£2,000</p>	<p>DfE / NFER research in 2015 identifies attendance as a key issue for schools to tackle if they are to improve outcomes for PP children.</p>	<p>Free access to Out of School Provision including WAC and clubs that are paid for.</p> <p>We will also be offering a range of free clubs this year to encourage more PP children to get involved in extracurricular activities.</p>
<p>Total to be calculated at the end of the academic year</p>		<p>Other allowances; Uniform, sporting events, books to support academic learning.</p>	