

## Pupil Premium Review 2017-2018

The level of funding for Elvington CE Primary for 2017-2018 is based on January census data and is as follows:

	Number of pupils	Funding per pupil	Total
<b>Ever 6</b>	10	£1320	£13,200
<b>Service pupils</b>	3	£300	£900
<b>Looked after children</b>			
<b>Pupils adopted from care</b>	1	£1900	£1900
<b>Total amount</b>	14		<b>£16,000</b>

### Summary of the main barriers to educational achievement faced by pupils eligible:

- School mobility/relocation/ children not starting full time education in September
- Holiday taken in term time, resulting in attendance below 90%
- Early attachment issues
- Difficult circumstances for some parents which limit their capacity to support their child's learning

### How was this money spent?

- CPD for staff, resilience training, attachment training
- TA4 employed to provide non-contact time for SLT and subject leaders to monitor the quality of teaching and learning, allow for a positive and supportive model of high quality induction, coaching and modelling (**DHT ½ day a week £2555**)
- Tracking system to closely monitor progress of non PP and pupils eligible for PP (**£598 per annum**)
- Close termly monitoring of progress of all learners, including PP, by Governors.
- Focused support, intervention and monitoring of attendance below 95% by HT half termly
- TA3 employed to deliver interventions and ELSA support in KS2 (**3 afternoons per week £6049**)
- TA2 employed to deliver interventions in EYFS/KS1 (**4 afternoons a week**) **£3735**
- SEMH intensive support, inc. SENCO dedicated time when needed
- TA2 support for pupils with significant behavioural/emotional needs (**5 mornings a week £3999**)
- Provide support for pupils with specific social emotional needs (LA Well-being worker, ELSA)
- Ensure individual pupils have full access to the curriculum and extra- curricular opportunities
- Provide free places to breakfast club as required to support attendance or punctuality
- Subsidise school trips/residential visits (**1 place £140**)
- Paying for Cool Milk for each FSM child who would benefit from it daily (**5 pupils annual cost £227**)

**£17,303**

### Impact was measured by:

- Outcomes for pupils – attainment and progress
- Intervention records, pre and post assessments, SDQs
- Learning review meetings (Achievement and Curriculum Governor meetings)
- Termly pupil case studies to monitor the quality of provision and progress being made.
- Pupil Voice
- SLT learning walks
- Moderation
- A full review of the PP Strategy in Summer 2018

## Summary of Impact

### Pupil Outcomes

T- Working towards the expected standard

E- Expected standard

D- Greater depth

	Year	Pupil	Reading	Writing	Maths
<b>Ever 6</b> 1,320 pp	1		T	T	T
	2		E	T	T
	3**		E	T	E
	3		E	E	E
	5		T	T	T
	5		E	T	T
	5		E	T	E
<b>Service</b> 300 pp	6		E	E	E
	6		E	T	T
	3		E	E	E
	3		D	D	D
<b>Adoption</b> 1,900					
	4**		T	T	T
			<b>EXS+</b> <b>83%</b>	<b>EXS+</b> <b>50%</b>	<b>EXS+</b> <b>70%</b>

It is important to note that:

- Where numbers are very small and individual pupil may have disproportionate impact on these figures
- Some Pupil Premium pupils (\*\*) may also have special educational needs/specific social and emotional/behavioural needs and progress in these areas is not reflected in NC progress. Both these pupils have received support or have plans to receive support from the Educational Psychologist.

### Other Impact

Individual pupils have made subjective gains in a wide range of areas. The data indicates positive impact on learning outcomes with a higher proportion of PP children meeting the expected standard or above in R,W,M.

This year these included:

- Half termly monitoring, PP Case studies, PP reports, learning review meetings have led to greater awareness of PP pupils by all staff and the need to priorities their support with mainstream lessons and intervention
- The role and allocation of teaching assistant support has been flexible throughout the year, in response to learning review meetings and pupil progress. e.g changes made in Spring term to reflect the higher numbers of pupils in KS2 and to support one child with particular needs in KS2.
- Work with outside agencies including educational psychologists, well-being workers has improved staff skills and expertise have greatly improved in a variety of areas relating to common needs and barriers facing our pupils who receive PPG funding e.g attachment, emotional resilience, self-regulation
- TA3 assistant support for small intervention groups across KS2 has been used to plug gaps in Reading, Writing and Mathematics.
- Support for vulnerable families, including the cost of educational visits, uniform, milk. This has a very positive impact on self-esteem and confidence.