

## Pupil Premium Strategy Report - Elmore Green Primary School

### School overview

Metric	Data 2019-2020	Data 2020-2021
Pupils in school	318	316
Proportion of disadvantaged pupils	33% (96 pupils)	32% (100 pupils)
Pupil premium allocation this academic year	£127,620	£134,500
Academic year or years covered by statement	2019-2022	
Publish date	01/12/2019	
Review date	01/11/2021	
Statement authorised by	P Jones-McDonald	
Pupil premium lead	M Jones	
Governor lead	Sue Lemm	

### Disadvantaged pupil progress scores

Measure	2018-2019 Score	No new data is available for 2020 or 2021 due to COVID-19
Reading	-2.4	
Writing	-0.9	
Maths	-1.7	

### Disadvantaged pupil performance overview (KS2)

Measure	2018-2019 Attainment (This is the latest data available)		
	Reading	Writing	Maths
Meeting expected standard at KS2	62	67	67
Achieving high standard at KS2	5	14	19

### Strategy aims for disadvantaged pupils

Measure	Activity					
Priority 1	Ensure all relevant staff have received training to deliver 'letters and sounds to ensure early reading is a focus					
Priority 2	To ensure staff receive training in developing fluency and application of maths skills with a view to improvements in pupils' ability to apply those skills.					
ADDITIONAL PRIORITIES 2020-2021 (in response to COVID 19 and school data post lockdown)	<p>A – to ensure all staff receive training in writing intervention to ensure disadvantaged pupils 'catch-up' as quickly as possible.</p> <p>B – to ensure the teaching of reading extended into skills of comprehension, ensuring disadvantaged pupils 'catch-up' with missed learning as quickly as possible</p>					
Barriers to learning these priorities address	Ensuring staff use new teaching strategies based on accurate delivery and sound assessment for and of learning.					
Projected spending	2019-2020			2020-2021		
	£21,500			£19,000		
Review November 2021	<ul style="list-style-type: none"> <li>• Staff received additional support and training in the teaching of basic skills to support pupils on their return after Lockdown 1 and 2</li> <li>• Progress scores indicate that pupils have accelerated their progress in reading, writing &amp; maths. Where there are concerns, targeted intervention takes place.</li> </ul>					
PROGRESS						
READING	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expected Progress	100	83	89	77	98	96
Better Than Expected	83	74	75	72	93	96
WRITING	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expected Progress	100	79	84	61	89	89
Better Than Expected	76	71	66	52	77	82
MATHS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expected Progress	100	91	89	73	93	91
Better Than Expected	83	67	80	64	75	82

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 22
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 22
Progress in Mathematics	Achieve average KS2 Mathematics progress score (0)	Sept 22
These priorities may need reviewing dependent upon 2020-2021 Academic Year in light of the 2020 disruptions and any subsequent disruptions due to COVID 19		
These priorities may not be achievable due to Lockdowns of 2021 and the lack of external data due to no SATs tests being taken in 2021		

### Targeted academic support for current academic year

Measure	Activity				
Priority 3	Buy and embed the use of new reading resources across all year groups to increase reading for pleasure. Establish small group reading/phonics interventions for disadvantaged pupils falling behind age-related expectations Buy and embed the use of I-Pads to facilitate phonics and reading across all year groups				
Priority 4	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations Buy and embed the use of I-Pads to facilitate maths across all year groups				
REVISED PRIORITIES 2020-2021 (in response to COVID 19 and school data post lockdown)	A – to ensure all staff receive training in writing intervention to ensure disadvantaged pupils ‘catch-up’ as quickly as possible. B – to ensure the teaching of reading extended into skills of comprehension, ensuring disadvantaged pupils ‘catch-up’ with missed learning as quickly as possible				
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics and phonics/reading – typically an area of weakness				
Projected spending	<table border="1"> <thead> <tr> <th>2019-2020</th> <th>2020-2021</th> </tr> </thead> <tbody> <tr> <td>£67,448</td> <td>£69,700</td> </tr> </tbody> </table>	2019-2020	2020-2021	£67,448	£69,700
2019-2020	2020-2021				
£67,448	£69,700				
Review November 2021 Priority 3	<ul style="list-style-type: none"> <li>• New reading resources have been purchased that assimilate with the teaching of early reading and the ‘Letters and Sounds’ approach.</li> <li>• iPads are used to enhance learning in reading and phonics and additional comprehension sessions are timetabled.</li> <li>• Every child in Years 1-6 have their own iPad</li> <li>• Children read more frequently in Key Stage 1 as part of the school’s catch-up plans</li> <li>• Progress scores indicate that pupils have accelerated their progress in reading, with an average of 91% of pupils making expected</li> </ul>				

	progress and 82% of pupils have made accelerated progress in order to close some of the gaps in learning.
Review November 2021  Priority 4	<ul style="list-style-type: none"> <li>• iPads are used to enhance learning in maths</li> <li>• Every child in Years 1-6 have their own iPad</li> <li>• Children access maths resources, interventions and activities using their iPad daily.</li> </ul> <p>Progress scores indicate that pupils have accelerated their progress in maths, with an average of 90% of pupils making expected progress and 71% of pupils have made accelerated progress in order to close some of the gaps in learning.</p>

#### Wider strategies for current academic year

Measure	Activity	
Priority 5	Facilitate opportunities for pupils to participate in enrichment activities	
Priority 6	Education welfare officer to support families with attendance particularly those with persistent absence.	
Priority 7	To support the social, emotional mental health needs of disadvantaged pupils through a school counsellor.	
Priority 8	To support the families of disadvantaged pupils with a dedicated PSA	
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils	
Projected spending	2019-2020	2020-2021
	£38,672	£47,075
Review November 2021  Priority 5	All pupils are given the opportunity to participate in enrichment activities.  Due to COVID 19 restrictions opportunities have been reduced in Autumn 2020 and Spring 2021	
Review November 2021  Priority 6	Education welfare support continues and has focussed on COVID-19 attendance and support for parents. COVID-19 cases remain high and persistent absentees continue to be targeted in spite of COVID-19 absences.	
Review November 2021  Priority 7	COVID-19 has prevented this role becoming established, however the school has two mental health first aiders and operates a 'self-registration' system in terms of social, emotional needs in school. Mental Health first aiders and trained school staff meet with children responsive to need.	
Review November 2021  Priority 8	The school has support parents throughout COVID with both the education welfare officer and senior leaders as our PSA has had a long-term absence. The school has continued to signpost families to appropriate support including offers from Walsall Council.	

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring time is available for staff professional development To safeguard the release time of leaders to facilitate monitoring and CPD	Use of staff INSET and additional cover being planned for and provided
Targeted support	Ensuring the quality of interventions and consistent delivery	Safeguard TA timetables SLT to monitor the impact of interventions half termly
Wider strategies	Engaging the families facing most challenges Encouraging disadvantaged pupils to participate in extra-curricular activities Working with the hard to engage families with children who are persistent absentees	PSA to 'reach-out' to families weekly to 'touch-base' and support with any challenges as and when they occur. Attendance meetings set out a 'contract' so all parents of persistent absentees are aware of the expectations and possible consequences of their child's absence

## Review: last year's aims and outcomes (2019-2020)

Aim	Activity	Outcome
Strategy aims for disadvantaged pupils		
Priority 1	Ensure all relevant staff have received training to deliver 'letters and sounds to ensure early reading is a focus	Staff have received training and the teaching of reading is monitored by DHT. No Phonics Screening check took place to have accurate results in terms of data and lockdown from March 2020 meant the impact of this priority could not be measured.
Priority 2	To ensure staff receive training in developing fluency and application of maths skills with a view to improvements in pupils' ability to apply those skills.	The ICT TLR worked with the Maths TLR to deliver training for staff. Individual staff received 1:1 training. Due to Lockdown, no accurate end of year results exist and lockdown from March 2020 meant the impact of this priority could not be measured.
<b>Targeted academic support for current academic year</b>		
Priority 3	Buy and embed the use of new reading resources across all year groups to increase reading for pleasure. Establish small group reading/phonics interventions for disadvantaged pupils falling behind age-related expectations Buy and embed the use of I-Pads to facilitate phonics and reading across all year groups	This is to be a priority for TLR 20-21. Interventions took place and they were beginning to use technologies as the school went into lock down. Staff CPD has been a focus Autumn 2020 to 'catch-up' and enable staff to deliver interventions.

Priority 4	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations Buy and embed the use of I-Pads to facilitate maths across all year groups	This is to be a priority for TLR 20-21. Interventions took place and they were beginning to use technologies as the school went into lock down. Staff CPD has been a focus Autumn 2020 to 'catch-up' and enable staff to deliver interventions.
<b>Wider strategies for current academic year</b>		
Priority 5	Facilitate opportunities for pupils to participate in enrichment activities	Disadvantaged pupils given access to after school clubs All disadvantaged pupils attended all school visits and accessed pupil premium funding to do so. <b>No Further Data is available due to lockdown and COVID 19</b> Educational visits and residential visits did not happen due to lockdown and COVID restrictions.
Priority 6	Education welfare officer to support families with attendance particularly those with persistent absence.	COVID-19 impacted on the attendance of all pupils and the expectations of attendance for 'key year groups' and the removal of statutory orders in relation to attendance has resulted in the lack of data to show impact beyond March 2020
Priority 7	To support the social, emotional mental health needs of disadvantaged pupils through a school counsellor.	Negotiations for 'appointing' a school counsellor were beginning in Spring term 2020. COVID-19 and the subsequent lockdown prevented this being fulfilled. An existing member of staff completed training in relation to counselling during lockdown and also mental health first aid training, but this remains a priority 'post-lockdown'
Priority 8	To support the families of disadvantaged pupils with a dedicated PSA	This continues, although the school's PSA is currently on sickness leave and the post is being filled to some extent by the attendance consultant until February 2021. School leaders are supporting with this also.