



## Pupil Premium Funding Allocation Statement

### 2017-18

#### Introduction

The pupil premium grant is additional funding for publicly funded schools in England. It's a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation.

It's allocated for schools to:

- improve the academic outcomes of disadvantaged pupils of all abilities
- close the attainment gap between disadvantaged pupils and their peers across the country

#### ***Using the pupil premium effectively***

*School leaders are best placed to decide how to use the pupil premium to improve disadvantaged pupils' academic attainment. There is a growing body of evidence on how schools can best help disadvantaged pupils make progress. The needs of all pupils should be assessed and the grant used to make maximum impact in the school. Pupil needs will differ and will cost differing amounts to address.*

*There is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis. When taking decisions on how to spend the grant we strongly encourage school leaders to consider evidence on what will have the most impact for their pupils.*

*Some of the most effective spending will be on whole school strategies, including improving the quality of teaching, which have the potential to impact positively on all pupils*

Source: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

## School Vision and Values

### **Core Values**

Our core values drive the actions that we take at EJS to prepare everyone in our community for the future. We want everyone in our school to be equipped with the skills, knowledge and understanding to participate as successful members of our future community. When we refer to learners, we are using that term to include both adults and children.

**Aspiration**

**Compassion**

**Adaptability**

**Integrity**

**Creativity**

Our vision for the future at Elson Junior School looks like this:

### **Aspiration**

We believe in the power of education to broaden our learners' horizons and raise expectations. Our curriculum provides opportunities and experiences for learners that recognise future prospects. Personal accomplishment is valued and we celebrate achievements, the process of learning and personal responsibility in the process. Every learner is able to identify their short and long-term goals and can articulate the steps needed to reach them. Adults in school model determination and personal effort to reach challenging goals and children are supported to do so too. When our children leave our school they will have an economic awareness and the skills, knowledge and understanding to plot a safe and hopeful map to the future.



## **Compassion**

EJS is a compassionate school. Every learner will be kind, caring and respectful to themselves and others. Children are taught to understand difference and respond respectfully. The curriculum in our school allows children to work collaboratively. Through the challenge of our curriculum and allowing learners to challenge ideas, they are enabled to value their own ideas and those of others in a respectful way.

## **Adaptability**

Our learners are prepared for a rapidly changing world. Every learner is able to respond and cope in challenging situations. We children leave us they will have the skills that prepare them for future employment and will be emotionally capable. The curriculum and professional development opportunities will provide situations and experiences that challenge learners and empower them to feel more confident with change.

## **Integrity**

All learners at EJS show that they strive to act in ways that demonstrate the qualities associated with integrity; honesty, decency and fairness through respecting the school values. We aspire for everyone to show pride in being a member of our school community and to be able to express their views in a polite and respectful manner, accepting that there may be differences in opinions at time. All members of our community will independently demonstrate personal responsibility in caring for others, themselves and the environment (both in school and in the wider sense of the world around us). The curriculum will have protected time for PSHE and P4C to facilitate discussions about moral and ethical choices. When children leave us they will be empowered to make well-reasoned life choices.

## **Creativity**

We believe in allowing children to explore subjects and areas of interest in different ways. We celebrate creativity and the role that it has in enabling all learners to overcome challenges and solve problems. Every child will be able to safely take risks to explore different solutions to problems in their learning. Our curriculum has rich opportunities for problem solving and to support the development of creativity, adults will design opportunities for children to challenge themselves with our curriculum. Learners will use their existing knowledge to generate many ideas in response to a problem. When children leave us, they will feel confident about struggling to overcome difficult situations and improve their knowledge and understanding.

Whilst not stated as core values, there are other fundamental ideas and beliefs that support the work that is done at Elson Junior School.

- Parental engagement. We believe that staff, parents, governors and the wider community working in partnership is fundamental to enabling our children to achieve optimum success.
- Equity – Every learner, irrespective of their starting point or background, should be supported to harness and develop the skills and self-belief to realise their evolving potential.
- Positive mental health and well-being – We will promote positive mental and physical health and well-being for all learners through the development of their understanding of factors that contribute to well-being and their personal responsibility to make informed decisions to look after and care for themselves. The curriculum in our school will encompass the skills and knowledge to equip children to have a healthy and well-balanced lifestyle.

## **2017-18**

### **£113,740 Pupil Premium Allocation**

(indicative statement at April 2017)

Financial Year 17/18	No of Eligible Pupils	Amount per Pupil (£)	Total Amount (3)
Deprivation – pupils on Jan 2017 census eligible for FSM in last 6 years	77	1,320	101,640
Service Children – pupils on Jan 2017 census eligible for FSM in last 6 years	34	300	10,200
Post Looked after children – Jan 2017 census	1	1,900	1,900

### **Barriers to future attainment**

'Hidden' disadvantage of pupils. The school has a broadly average number of pupils that qualify for free school meals compared to the national picture. This masks the high number of parents that work in low-income jobs which mean they just fail to meet the threshold for FSM. Higher than National % of pupils with SEND needs.

### **Strategy for use of Pupil Premium Strategy**

The DfE recommends that school leaders make use of the findings of the Education Endowment Funding Teaching and Learning Toolkit which uses the international research available to support the effectiveness of different interventions. The interventions are described in terms of their cost of implementation, evidence base and acceleration in month's impact.

<https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf> The School Leaders at Elson Junior School have considered the evidence presented in this research and have utilised the Pupil Premium fund in the following areas:

#### **Quality of Teaching for All**

- Development programme to secure Quality First Teaching and improve mastery teaching approaches.
- Improved provision for SEND teaching and provision

#### **Targeted Support/Other Approaches**

- Extension of the Family Support Worker from 10 hours per week to 30 hours per week to enhance parental support and engagement
- Improved monitoring and proactive response to patterns of poor attendance in school
- Delivery of learning in the outdoor classroom facilitated by a qualified outdoor educator
- Identification and response to children's social and emotional needs
- Continued provision of access to school library supported by school librarian



Interventions/Actions Taken	Evidence of Impact
<p>Dissolution of the Ready to Learn and Nurture group to facilitate the integration into class of all pupils</p>	<p>This has not detrimentally impacted the progress and attainment of other pupils however has significantly impacted the progress of pupils re-joining the mainstream classroom. Improvements have been seen with behaviour for learning as these children have felt more included in their class communities.</p> <p>12.10.17 HIAS LLPR</p> <p><i>There is a highly inclusive ethos at the school and children now work within classrooms wherever possible. Focussed intervention groups are well planned with the aim of closing gaps to enable pupils to access the full curriculum within the classroom. Pupils who were previously in the 'Ready to Learn' group (a group mainly taught in a curtained-off corridor area), are now taught within their relevant classrooms and are having access to the full curriculum. Focused intervention groups are well-planned, with the aim of closing gaps to enable pupils to access the full curriculum within the classroom. Provision of a Learning and Pastoral Support Team (LAPS) ensures that immediate, responsive interventions can be provided for children within the classroom, through immediate curriculum adaptation (e.g. helping to adapt a task into more manageable chunks or presenting it in a different format) to enable children to continue to learn</i></p>
<p>Redefinition of leadership role in school from Behaviour Management to Special Educational Needs and Disability Co-ordinator</p>	<p>27.11.17 HIAS Inspection</p> <p><i>The SENCo has a very good understanding of what constitutes a higher quality inclusive teacher. There is evidence that the SENCo is holding teachers to account regarding provision for pupils with SEN. Classroom organisation, including displays, has improved significantly since previous visits. The SENCo has developed good systems to record and measure impact of any advice received from external agencies, but this is not yet embedded.</i></p> <p>8.12.17 Michael Hymans – Ed &amp; Child Psychologist</p> <p><i>School staff have put in place good practice autism interventions to help Child X with predictability in the school environment as well as to help him cope/manage any changes in routines.</i></p>
<p>Mastery teaching programme – development of English &amp; Maths Learning Journeys (teachers) and variation in learning task design (middle leaders)</p>	<p>12.10.17 HIAS English Review</p> <p><i>All classes in upper school were engaged and motivated by their work. Evidence of teacher modelling and support for lower attainers as well as child identified as SEND e.g word maths and writing scaffolds. Children were happy to talk about their learning and shared the purpose for writing.</i></p> <p>12.10.17 HIAS English Review</p> <p><i>Children had high expectations of themselves and this was reflected positively in books. Working walls and environments reflected the journey and children referenced their use.</i></p> <p>13.10.17 HIAS LLPR Report</p> <p><i>Year Leaders show confidence in monitoring medium term planning to ensure that learning is sequential in both English and mathematics. They</i></p>

are beginning to ensure that planning is adapted to the needs of groups of pupils.

**13.10.17 HIAS LLPR Report**

*Learning environments have improved and evidence during the visit shows that learning walls are effective in most classrooms. Children's books are now well presented and high expectations for children's work are in place across all age groups.*

*Since the last LLP visit in March 2017 there have been visible improvements in the learning environments. Classrooms are tidy and well-organised for learning; learning walls are well-used in most classes and children refer to them when explaining their learning; children's books are well-presented and learning walks showed that children are proud of their work and take great care over recording their ideas.*

**13.10.17 HIAS LLPR Report**

*Teachers have responded positively to advice from the LA and there is evidence that there is an improved focus on the technical aspects of writing.*

**12.12.17 HIAS English Advisory Visit Report – Y6**

- *Evidence in books and discussions with Year Six team shows variation in task design*
- *Learning journeys linked to rich texts are becoming embedded with tasks increasingly linked to these texts.*
- *The number of children targeted to meet age related expectations for writing is increasing.*
- *Discussions with Year 6 team demonstrate a far greater emphasis on the use of rich texts and high quality task design to facilitate independence and progress in writing.*

**24.1.18 HIAS English Advisory Visit Report – Y5**

- *Planning is linked to rich texts and based on thoughtful outcomes, reflecting the needs of the children.*
- *The learning journey was seen in books, reflecting skills based journey towards an end outcome.*
- *The final outcome was linked to a rich text and designed to provide independent challenge for the children*
- *Presentation and expectations for the children were high and reflect an improvement from summer term 2017.*
- *The children's syntax and grammatical constructions are generally sound, although application of grammar skills to reflect purpose is limited.*

**8.3.18 HIAS English Advisory Report** – Focus on Y3-5 Outcomes validated judgements made by English Lead

*Years 3&4 English learning journeys match final outcomes. Skills are being taught across the journey and their impact on the final piece is deepening. Children's responses are strengthening and writing is becoming more coherent as a result with less emphasis on technical skills. Approaches to planning learning journeys are consistent across both year groups. In both Year 3&4 there is clear impact of the task design workshop led by the HIAS advisor. Staffs are working hard to provide challenging opportunities for children to see written skills in context. In Year 3 the 'stimulate and generate' phase is strengthening with rich tasks challenging thinking and*



	<p><i>developing vocabulary. In Year 4 there is a marked increase in the quality and quantity of outcomes.</i></p> <p><b>28.3.18 Teaching and Learning Advisory Teacher Report</b> <i>Year 4 Teacher</i></p> <p><i>Lessons are pacier, planning not taking as long to complete, children are achieving more in lessons. Much progress has been made by the working towards children in writing due to the hard work and focus of the teacher by the use of flexible grouping and the raising of expectations.</i></p>
MyTy maths intervention <b>delivered</b> to children in Y3/4	<p>Dec 2017 MyTy Maths Outcomes Assessment measures (Sandwell testing) children's age related understanding of number in line with P-scales through to 2A in relation to old national curriculum attainment. 6 children participated in 10 week programme. 1 child was unable to access assessment and is in receipt of a very specific individualised curriculum. Improvements were seen with the other children of between 1 yr 3 months and 3 yrs age equivalent attainment and progress in standardised scores of 23%-59% improvements.</p>

### Targeted Support/Strategies

Paired Reading and Precision Teaching Interventions delivered by LSAs
ELSA Provision: 1:1, Anger Management, Emotions Group, Friendship Group, Lego Therapy, Anxiety Group, Circle of Friends, ELSA drop-in group
Lunchtime Club – additional provision for vulnerable pupils
Nurture Lunch Club for Lower School vulnerable pupils
Family Liaison Officer – supporting families in crisis, enabling access to network of appropriate support,
Service Club
Young Carers Club
Extra transition programmes for vulnerable pupils for Y2/Y3 and Y6/Y7
Workshops run by Paralympian Wheelchair Rugby Player, Aaron Phipps “We All Have Choices”

Improvements seen in emotional well-being of pupils and their readiness to learn and starting to be seen in the attendance of children with persistent absence.



Planned Strategies for use of Pupil Premium Allocation spending for 2018-19 include:

- Introduction of attainment tracking procedure to enable class teacher to have better visibility of the progress of vulnerable groups
- Implementation of regular pupil progress meetings
- Outdoor Education Programme
- Full-time Home School Link Worker
- Service Club (Elson Heroes)
- Young Carers Club (Happy Llamas)
- Looked After Children Club
- Lunchtime Yoga Provision
- Qualified ELSA provision – Social Skills and Empathy linked to theatre trip, Lego Therapy Group
- Whole staff CPD Support for children experiencing Attachment and Trauma issues
- Cosmic Kids Lunchtime Yoga
- Cookery Group