



Pupil Premium Funding Allocation Statement

2018-19

Introduction

What is Pupil Premium?

The pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children. This was awarded based on research showing that children from disadvantaged families perform less well at school than their peers. Children who are entitled to the pupil premium often face challenges such as poor language and communication skills, lack of self-esteem and issues with attendance and punctuality. The pupil premium is intended to support these children to reach their full potential in line with their peers. It is for individual schools to decide how their pupil premium is spent as they are best placed to assess what additional provision would support the children in their care. The Governing Body are kept closely informed over how the school use the money. Pupil Premium funds are allocated for those pupils who are eligible for free school meals (FSM) at any point in the last six years, looked after children (LAC) and children from service families.

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>

Pupil Premium Funding

The Department for Education will allocate the following amounts for 2018-19

- £1,320 per pupil who has been recorded as being entitled to free school meals at any time from Year R to Year 6 (Ever 6 FSM)
- £2,300 per pupil for Looked After Children (LAC) defined in the Children Act 1989 as one who in the care of, or provided with accommodation by, a local authority; and children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- One of their parents is serving in the regular armed forces
- They have been registered as a 'service child' in the school census at any point since 2011



- One of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools receive £300 per eligible pupil.

Elson Junior School Vision and Values

The staff and governors of Elson Junior School are committed to inclusive provision, promoting equality of opportunity for all and fulfilling our vision and values as a school. We believe it is our responsibility to empower every individual to have high aspirations in all aspects of life. Developing the self-esteem, resilience and motivation in our children to enable them to achieve this is the basis of our provision. Our core values are described in Appendix One of this statement.

Elson Junior School Key Priorities 2018-20

Priority 1:

To ensure that consistently high quality teaching in all subjects enables all pupils, with a particular focus on disadvantaged and medium prior attaining pupils, to make excellent progress to secure age related expectations.

Priority 2:

Ensure rigour and challenge across the curriculum in order to raise attainment and progress to meet school targets.

Priority 3:

To ensure rigour, structure and accountability in the provision of SEND teaching so that all pupils on the SEND register make good or better progress.

Priority 4:

To develop and embed a culture of high aspiration and expectation where all members of the Elson community demonstrate their personal responsibility as described within our home school agreement, excellent behaviour for learning is evident, and a safeguarding culture is embedded in all aspects of school life.

Priority 5:

To inspire a strong sense of pride in pupils and staff as a member of the Elson Junior School community which will result in a purposeful, well presented learning environment and high quality of presentation of work within the learning environment and in pupils' books.



2018-19 £108,840 Pupil Premium Allocation

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	24	300	7,200
Post Looked after children – Jan 2017 census	0	1,900	0

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

- Full time Family Support Worker 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 supported by school's qualified ELSA workers
- Continued provision of access to school library supported by school librarian
- Review of school's feedback and marking policy

Interventions/Actions Taken



All staff (class teachers, middle leaders, SLT, pastoral and attendance support staff) have a clear focus on PP pupils and strive for the best outcomes for them.

Data is used to track progress and highlight focussed intervention or support programmes as appropriate.

Children's progress is tracked half-termly to ensure that staff keep rigorous checks on progress and attainment of all pupils. This data is used to identify children who require extra support by the AHT, HSLW and SENDCo.

HSLW prioritises absence of PP children to follow up unexplained absences and provide support and challenge for pupils where attendance falls into the persistence absence criteria

Whole staff CPD Support for children experiencing Attachment and Trauma issues

Targeted Support/Strategies

Home School Link worker to identify vulnerable families and work collaboratively with the child and parents to support the best possible outcomes.

Half-termly attendance reviews to pick up attendance issues that can be a warning sign of other problems.

The school is a venue for the Family Links course so that parents can be offered the course in a familiar and local setting.

HSLW/ELSA holds regular Tea and Talk sessions where parents can seek advice, voice concerns and share positives.

Emotional Literacy Assistants to deliver focussed programs of support for identified pupils and a drop-in club for lower-level concerns.

HSLW/ELSA runs a daily breakfast club for PP pupils and families who are at risk of poor attendance or who find the mornings a challenge.

HSLW/ELSA runs an outdoor learning club alongside our outdoor learning specialist which focusses on building resilience, team work skills and self-esteem as well as offering a positive outdoor learning experience to children who might not otherwise have the opportunity.

HSLW/ELSA runs weekly lunch clubs for Service Children, English as an Additional Language Children, and those needing extra nurture and support.

HSLW/ELSA runs a weekly Young Carers group to build resilience, self-esteem, experiences and create a powerful support network between the children.

HSLW/ELSA has made links in the community with First Light Trust veterans' charity to build positive relationships across the age gap, and promote compassion and understanding in our Service Children.

Also, with HMS Collingwood to provide inspirational and resilience building activities.

Whole staff CPD on appropriate support for children experiencing Attachment and Trauma issues



Evidence of Impact

Priority 1

- Current teaching ensures that gaps in pupils learning are accurately identified. Most pupils who need to catch up, now receive targeted and effective support.
- Leaders' precise checks on teaching now provide a secure analysis of strengths and weaknesses. Leaders are taking effective action to bring about improvement.
- Recent changes to the structure of the leadership team have increased the rate of improvement. In a short space of time, new leaders have had a positive impact on improving the quality of teaching. For example, they have put in place effective systems to identify gaps in pupils' learning and track progress, particularly in English and mathematics.
- Leaders have implemented a robust assessment system and made impressive improvements to systems for checking how well each pupil is doing. As a result, reliable information about pupils' attainment and skills is now provided.
- Pupils in all year groups display a love of reading. They enjoy reading books from the well-stocked library and demonstrate impressive comprehension skills. Teachers match closely the home-reading books to pupils' reading ability.
- Leaders have recently developed a rigorous system for assessing what pupils know, understand and can do. This means that they are confident that they have accurate starting points for each Year 3 pupil and can track progress as they move through the school. Teachers are making increasingly effective use of this system. The school's own performance information shows this is having a positive impact on pupils' progress. However, the benefits of the system have yet to be firmly established.
- Most pupils develop a love of reading and demonstrate their growing confidence in tackling vocabulary they have not previously encountered. In addition, their comprehension skills are developed well.
- Baseline checks at the start of the autumn term in Years 3 & 6 have resulted in highly effective teaching in the autumn term to address key gaps in children's prior knowledge and understanding.

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Priority 2

- The curriculum motivates pupils and is broad and balanced.
- Leaders provide pupils with interesting experiences that support their wider learning. Pupils say that they enjoy having visitors come into school, residential trips and educational visits to extend and deepen their learning.

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Priority 3

- Clear vision is in place for SEND provision
- Provision for pupils with SEND is strong. This group of pupils is increasingly getting the effective support needed.
- Effective leadership is securing rapid improvement in the provision made for pupils with SEND. Leaders' clear and measurable plans support increasingly tailored additional support so that the progress of this group of pupils is accelerating noticeably. Leaders are not complacent and are rightly ambitious to embed and extend this early success.
- Leaders ensure that pupils with SEND are given appropriate challenge and guidance in their learning. Leaders model expectations and support teachers well to ensure that this group of pupils receives the help needed. One pupil commented that he enjoys school and no longer feels lonely as he is now able to access his learning as part of the class.
- Many of the learning support staff provide effective support both to individual pupils and to groups of pupils in class. Where they are deployed effectively by teachers, these adults actively seek opportunities to extend pupils' learning and provide the right level of support and encouragement. However, where teaching is less well planned, the work of additional adults is less effective.
- Leaders' work to manage the challenging behaviour of a minority of pupils shows some impact. The effective work of the special educational needs coordinator and individual learning support assistants is making a valuable contribution to this improvement. Nevertheless, leaders recognise the continuing



concerns of some parents that more needs to be done to secure a consistent and successful approach.

- Pupils with SEND are making stronger progress because their needs are identified with increased accuracy and appropriate provision is being made. These pupils are now catching up as a result of more sharply focused support.

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Priority 4

- Most pupils attend well and show a good understanding of the school's values. They are proud of their many sporting achievements and are proud of the responsibilities they are given.
- Leaders swiftly follow up any issues raised by staff. They are relentless in ensuring that the right support is provided for vulnerable pupils and their families.
- Leaders ensure that the school's values of compassion, adaptability, aspiration and integrity are modelled well and reinforced frequently. These are regularly explored through weekly assemblies. As a result, pupils understand these values deeply and the majority of pupils model them with pride.
- The school's programme of personal, social, health and economic education contributes well to most pupils' personal development. The majority of pupils respect each other's beliefs and opinions. Pupils told inspectors with great assurance, 'We are all human and we don't tolerate racism in this school.' Pupils who join the school at different points in the year confirm that they are made to feel welcome and accepted.
- A small amount of unkind behaviour was seen between pupils during the inspection. Pupils agree that, occasionally, this does take place. However, staff are effective at sorting out problems. Inspectors observed this happening.
- Pupils relish the opportunities they have to contribute responsibly to the life of the school. For instance, pupils aspire to be head boy or head girl, team captains or eco-councillors. They enjoy showing visitors around the school and frequently lead whole-school assemblies.
- The majority of pupils behave well in lessons. Most pupils are keen to learn and are respectful towards their teachers. Where teaching is strong, pupils display highly respectful and thoughtful behaviour.
- The new behaviour policy is showing some positive impact. Pupils understand that there are consequences for unacceptable actions as well as rewards when they behave well. For example, pupils are keen to collect 'tokens' for their house teams for modelling the school's values. Leaders recognise the need to build further on this initial success to further promote and reward positive behaviour.
- Overall attendance is in line with the national average. Leaders monitor the attendance of pupils closely, and are alert to any patterns of absence and the reasons behind them.

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Progress of FSM pupils

Progress of pupils is measured from assessment data that converts into points of progress. The expected progress in one year is 6 points on average.

Comparison of cohort of pupils	Reading		Writing		Maths	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Year 3	3.8	9.2	3.3	5.3	3.8	6.4
Year 4	6.3	4.0	4.5	4.0	5.5	4.0
Year 5	4.6	6.1	2.7	6.9	3.9	6.3
Year 6	TBC	TBC	TBC	TBC	TBC	TBC



Strategies for use of Pupil Premium Allocation spending for 2019-20

- Introduction of The Elson Lesson – support for Quality First Teaching approaches
- Whole school CPD programme – Early Reading and Spelling
- Employment of school librarian and HLTA with focus on reading intervention
- Outdoor Education Programme & Residential Visits that feature outdoor adventurous activities
- Provision for access to performing arts through the curriculum and extra-curricular activities by specialist teachers
- Full-time Home School Link Worker
- Clarification of school attendance policies and approaches for parents
- Increased monitoring and early intervention of HSLW & SLT to improve persistence absence
- Service Club (Elson Heroes)
- Young Carers Club (Happy Llamas)
- Lunchtime Yoga Provision
- Qualified ELSA provision
- Lunchtime provision adapted to enable vulnerable children to access whole school lunch routines
- MSAs trained by HSLW/ELSA to provide a structured and socially enriching lunchtime, both on wet and dry days, using equipment provided by PATCH (Parent, Teacher and Child Group) funding.



Appendix One

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. When 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.