



Pupil Premium strategy statement 2020/2021

School overview

Metric	Data
School name	Ellistown Community Primary School
Pupils in school	210
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£54,385
Academic year or years covered by statement	20/21.
Publish date	September 20
Review date	July 21
Statement authorised by	Simone Fellows
Pupil premium lead	Simone Fellows
Governor lead	Maxine Dennis

Due to the Covid-19 pandemic, there were no statutory national assessments at the end of academic year 2019-2020. The results below are for the previous year.

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-4.06
Writing	0
Maths	-4.02

Disadvantaged pupil performance overview for 2018-19

Measure	Score
Meeting expected standard at KS2 in reading	67%
Meeting expected standard at KS2 in writing	100%

Meeting expected standard in KS2 in maths	33%
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Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Support pupils with SEMH challenges and/or low levels of well-being to help to increase readiness to learn and engagement.
Priority 2	To support PP children in overcoming learning missed due to Covid-19
Barriers to learning these priorities address	Missed learning and education gaps during Covid-19. SEMH difficulties and low well-being affecting children's ability to attend school and engage fully in lessons.
Projected spending	£22,495

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Ensure outcomes are at least in line with national disadvantaged for reading and the progress gap is narrowed from 18/19	September 2021
Progress in Writing	Ensure outcomes are at least in line with national for writing and that progress continues to be in line with non PP students or better	September 2021
Progress in Mathematics	Ensure outcomes are at least in line with national for writing and that progress continues to be in line with non PP students or better	September 2021
Phonics	Ensure outcomes are at least in line with national disadvantaged	September 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure quality of QFT in phonics throughout KS1 through careful monitoring. Ensure that all staff have received training in the teaching of phonics and are competent to do so

Priority 2	Monitor the effective use of WRM catch up scheme of work to target missed learning and ensure that disadvantaged pupils are working in line with their peers in maths
Priority 3	New writing scheme to be embedded and monitored across the school to ensure a coherent approach to the teaching of writing.
Priority 4	Extra TA support to work with small groups and address gaps across the core subjects
Barriers to learning these priorities address	Missed learning and gaps due to Covid 19 disruption
Projected spending	£20,081

Wider strategies for current academic year

Measure	Activity
Priority 1	Dedicated pastoral worker to provide bespoke provision for pupil premium pupils and their families. Support for pupils with SEMH challenges and/or low levels of well-being to help to increase readiness to learn and engagement.
Priority 2	Enhanced feedback to provide disadvantaged pupils with the opportunity to talk one to one with an adult about their academic successes each week and the areas they have found more challenging
Priority 3	Homework Club providing disadvantaged pupils with extra support with their homework and access to a quiet area and resources in order to complete their homework.
Priority 4	Provide milk and breakfast snack to PP children to ensure they are ready to learn
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£9901

Monitoring and Implementation

Area	Challenge	Mitigating action
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Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Not being able to facilitate middle leaders monitoring in classrooms due to covid 19 RA	Regular Teams meetings to discuss barriers and provide support for teachers. Purchase of standardised tests to monitor impact
Wider strategies	Not being able to facilitate some of our usual parental engagement strategies e.g. mental health week activities, coffee mornings etc	Pastoral worker with support from SEN TA making regular phone calls to PP parents to check in and offer support particularly during periods of lockdown. Out on the playground to speak to parents if required.

Review: last year's aims and outcomes

Aim	Outcome
Ensure outcomes are at least in line with national disadvantaged for reading and the progress gap is narrowed from 18/19	No national data to enable comparison
Ensure outcomes are at least in line with national for writing and that progress continues to be in line with non PP students or better	No national data to enable comparison
Ensure outcomes are at least in line with national for writing and that progress continues to be in line with non PP students or better	No national data to enable comparison
Other	During the Covid-19 related lockdown our Pupil Premium pupils were well supported. Learning was set weekly by class teachers and technology equipment was loaned where required. Where requested paper packs were provided as an alternative. Staff communicated with pupils regularly and families received regular welfare phone calls home. A proportion of our Pupil Premium pupils attended school throughout the lockdown period, as did our most vulnerable pupils. Daily packed lunches were available for FSM pupils and a number of food parcels were

	delivered to families. Food vouchers were provided to those entitled to FSM's
	£1908