



Pupil Premium Strategy Statement

From September 2016, as well as publishing the amount of their allocation from the pupil premium grant, schools are required to publish their pupil premium strategy online, detailing how they intend to spend their allocation to address barriers to learning and the rationale behind the school's decisions. A template has been created to support all schools in developing and presenting their strategy [Teaching School Council website](#).

1. Summary Information			
School	Elmridge Primary School		
Academic Year	2018 - 2019	Total PP Budget	£27 720
Total Number of Pupils	215 (Reception to Y6)	Number of Pupils Eligible for PP	Budget based on 21 Pupils Currently 21 eligible pupils on roll Additional Early Years Pupil Premium £300 (notified 3.10.18)

2. Current KS2 Attainment (2018)		
	All Pupils (30 Pupils)	Pupils Eligible for PP (6 pupils = 20%)
% achieving EXS in Reading, Writing & Maths	87% (Trafford 75%, National 64%) GDS 27% (Trafford 16%, 10% National)	83% 0% GDS
% achieving EXS in Reading	87% (Trafford 84%, National 75%) GDS 37% (Trafford 37%, 28% National) Average Score 107 (Trafford 107, National 105)	83% 17% GDS Average Scale Score 105
% achieving EXS in Writing	93% (Trafford 84%, National 78%) GDS 40% (Trafford 25%, 20% National)	100% 0% GDS
% achieving EXS in Maths	97% (Trafford 83%, National 76%) GDS 53% (36% Trafford, 24% National) Average Score 109 (Trafford 107, National 104)	100% 50% GDS Average Scale Score 107
% achieving EXS in Grammar	97% (Trafford 86%, National 78%) GDS 57% (Trafford 46%, 34% National) Average Score 111 (Trafford 109, National 106)	100% 17% GDS Average Scale Score 109

	Elmridge 2018		Trafford Average 2018	National 2018
	PP Pupils (6)	Non PP Pupils (24)	(All Pupils)	(All Pupils)
% pupils attaining Age Related Expectations in Reading, Writing and Maths	83%	83%	75%	64%
% pupils attaining Age Related Expectations in Reading	83%	83%	84%	75%
Writing	100%	92%	85%	78%
Maths	100%	96%	83%	76%
Grammar, Punctuation and Spelling	100%	96%	86%	78%
Average Scaled Score in Reading	105	108	107	105
Writing	N/A	N/A	N/A	N/A
Maths	110	109	107	104
Grammar, Punctuation and Spelling	108	111	109	106
Average Points Progress in Reading	-1.3	0	+1.1	0
Writing	+0.4	+1.8	+0.6	0
Maths	+4.5	+1.8	+1.3	0
(Progress measure based on 4 pupils)				

Additional pupil premium impact data is available within the Pupil Premium IMPACT report 2017-2018

3. Barriers to Future Attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Reducing pupil premium budget affects the affordability of historically successful targeted support
B.	Small group size with 9% of NOR of eligible for pupil premium (19 pupils in total) making the affordability and deployment of effective resources challenging
C.	Within small group size identified need varies across Reading, Writing, Grammar and Mathematics making affordability and deployment of effective resources challenging

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Monitoring of some attendance rates at termly pupil progress meetings
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4. Outcomes *(Desired outcomes and how they will be measured)***Success criteria**

A.	EYFSP	Attaining Good Level of Development
B.	Y1 Phonics Screening	Attaining threshold
C.	KS1 SATs	Attaining EXS
D.	KS2 SATs	Attaining EXS & Making Expected Progress

5. Planned Expenditure

Academic Year	2018 - 2019
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of Teaching for All

Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>The provision of teaching assistants to secure high quality classroom teaching and progress in learning (N-Y6)</p>	<p>The effective deployment of classroom staff is critical in ensuring that every child reaches their full potential. These deployments will include:</p> <ul style="list-style-type: none"> • a high level of recognition and status in the classroom • clarity of teacher & TA roles • involvement in lesson planning • addressing barriers to learning for specific individuals <p>£10 633 contribution</p>	<p>Sutton Trust: Feedback +8 months Reading comprehension strategies +6 months Early Years Intervention +5 months Collaborative learning +5 months One to one tuition +5 months Small group tuition +4 months</p>	<p>Improved learning for children, focusing on key literacy and numeracy skills to raise standards at the end of KS1 and KS2</p> <p>Detailed data analysis, via termly pupil progress meetings</p> <p>Provision and evidence of interventions</p>	<p>Assessment Lead</p> <p>Pupil Premium Lead</p>	<p>Termly at Pupil Progress Meetings</p> <p>Half Term with Pupil Premium Learning Mentor</p>
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<p>Provision and access to a wider curriculum – the creative arts (Trafford Music Service)</p>	<p>To provide a range of experiences for all pupils to ensure participation and enjoyment both within school and the wider community.</p> <p>Pupils in EYFS/KS1 and KS2 will receive half/hour long weekly music lesson.</p> <p>Additional opportunities to play an instrument are also available</p> <p>£1 500 contribution</p>	<p>Sutton Trust: Arts participation +2 months</p>	<p>Trafford Music Service – leading taught sessions and feeding back to Class Teachers</p>	<p>Key Phase Leaders Class Teachers Pupil Premium Leader Learning Mentor/ Pastoral Support</p>	<p>Half-termly meetings between Pupil Premium Leader & Learning Mentor/ Pastoral Support to analyse Pupil Premium Children’s feedback</p> <p>Pupil Premium children’s feedback is also shared with respective class teachers</p>
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ii. Targeted Support

Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Learning Mentor/SEN Support</p>	<p>The Learning Mentors will undertake work that is clearly focused upon enabling all Pupil Premium children to focus upon successful learning strategies, enabling all pupils to progress and succeed.</p> <p>The learning mentor meets with each Pupil Premium child, once each half term, to review academic progress in Reading, Writing and Mathematics as well as the extended curriculum.</p> <p>The school will deal effectively with social and emotional issues and any ongoing impact on our pupils and families. Our Learning Mentor, with the full support the Senior Leadership team, are effective links.</p> <p>£2 939</p>	<p>Sutton Trust: Metacognition and self-regulation +8 months Social and emotional learning +4 months Behaviour interventions +3 months Individualised instruction +3</p>	<p>Half-termly meetings between Pupil Premium Leader & Learning Mentor/ Pastoral Support to analyse Pupil Premium children’s feedback</p> <p>Pupil Premium children’s feedback is also shared with respective class teachers</p>	<p>Pupil Premium Lead</p>	<p>Schools own data demonstrates the ways in which this support is deployed to target the needs of individual pupils</p>
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<p>Securing age-related expectations in KS2:</p> <p>Y6 – KS2 SATs</p>	<p>High quality targeted support for borderline children to target:</p> <ul style="list-style-type: none"> • Reading skills • Writing skills • Mathematic skills <p>Y6 pupils taught in ability groups which enables the teaching of children in small groups. The strong focus on basic skills secures age-related expectations and enables all children to make a minimum of expected progress.</p> <p>£4 500</p>	<p>Sutton Trust:</p> <p>Feedback +8 months</p> <p>Collaborative learning +5 months</p> <p>One to one tuition +5 months</p> <p>Small group tuition +4 months</p>	<p>Children taught in smaller groups to ensure high quality differentiation takes place to meet individual needs for all subjects</p> <p>Assessment data presented at termly pupil progress meetings and half termly follow up meetings</p>	<p>Assessment Subject Leader</p> <p>Literacy & Mathematic Subject Leaders</p> <p>Y6 Class Teacher</p> <p>KS2 Key Phase Leader</p> <p>Pupil Premium Leader</p>	<p>Termly analysis of attainment and achievement which is shared with Y6 teaching team as well as literacy & mathematics subject leaders</p> <p>Providing support to identify areas of weakness and support development of such weaknesses</p> <p>Liaison with high quality targeted support</p>
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<p>Provision and access to a wider curriculum –</p> <p>Y4 & Y6 residential trips</p> <p>Termly class trips (R to Y6)</p>	<p>To provide a range of experiences for all pupils to ensure participation and enjoyment both within school and the wider community</p> <p>Subsidy of school trips is an essential requirement to enable our drive for emotional, exacting experiences to be enjoyed by all pupils.</p> <p>50% contribution to Y6 residential = £600 (3 children)</p> <p>50% contribution to Y4 residential = £750 (5 children)</p> <p>£100 contribution to each class (R to Y1) for termly trips = £700</p>	<p>Sutton Trust: Outdoor adventure learning +4 months</p>	<p>Contributions secure 100% access to residential and class trips for pupil premium children.</p>	<p>Key Phase Leaders</p> <p>Class Teachers</p> <p>Pupil Premium Leader</p> <p>Learning Mentor/ Pastoral Support</p> <p>Pupil Premium children's feedback is also shared with respective class teachers</p>	
<p>iii. Other Approaches</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

Access to additional Nursery provision above the 15 hour entitlement for an additional 14 afternoon sessions	£250 for additional top-up Nursery session to increase 15 hour provision £50 to fund individual to attend planned Nursery trips	Sutton Trust: Early Years Intervention +5 months	Contributions to secure greater access to Nursery provision, attending 14 afternoon sessions	Nursery class teacher	Following access of additional provision
Total budgeted cost					£27 720 + £300 EYPP

6. Review of expenditure				
Previous Academic Year: 2017 - 2018	Total Budget £33 000			
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>The provision of teaching assistants to secure high quality classroom teaching and progress in learning (N-Y6)</p>	<p>The effective deployment of classroom staff is critical in ensuring that every child reaches their full potential. These deployments will include:</p> <ul style="list-style-type: none"> • a high level of recognition and status in the classroom • clarity of teacher & TA roles • involvement in lesson planning • addressing barriers to learning for specific individuals 	<p>End of autumn term 2017, spring term 2018 and summer term 2018 pupil progress reports, overviews of attainment and progress demonstrate the progress made by individual pupils and cohorts of pupils.</p> <p>Termly reviews and overviews enable class teachers to make appropriate adjustments to planning and make appropriate provision for the effective deployment of other adults. This provisions includes target support and interventions for individual pupils as well as groups of pupils.</p> <p>Termly pupil progress reports enable discussions on prior learning to place in relation to SPTO and FFT benchmarking.</p> <p>ROLOs and class teacher planning demonstrate high levels of pupil engagement, creating maximum impact on pupil progress. It was evident continuous interaction took place between class teachers and TAs throughout lessons and pre and post lessons, this demonstrated that staff are flexible and responsive to pupil need. TAs demonstrated that they fully understood their role in supporting teaching and learning and know how their input can contribute to better outcomes for pupils.</p> <p>TAs regularly support/work one-to-one with individual pupils, addressing individual pupil needs, as well as lead small groups, this also reduces the pupil-teacher ratio.</p>	<p>Due to the high impact evidence, this strategy will continue into 2018/2019</p>	<p>£10 500 contribution</p>
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<p>Provision and access to a wider curriculum – the creative arts (Trafford Music Service)</p>	<p>To provide a range of experiences for all pupils to ensure participation and enjoyment both within school and the wider community. Pupils in EYFS/KS1 and KS2 will receive half/hour long weekly music lesson. Additional opportunities to play an instrument are also available</p>	<p>Each class in school (N to Y6) has received weekly specialist music tuition and access to a wider curriculum.</p>	<p>A new provider is in place for 2018/2019 with a view to providing greater continuity across all key phases</p>	<p>£1 500 contribution</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Learning Mentor/SEN Support</p>	<p>The Learning Mentors will undertake work that is clearly focused upon enabling all Pupil Premium children to focus upon successful learning strategies, enabling all pupils to progress and succeed.</p> <p>The learning mentor meets with each Pupil Premium child, once each half term, to review academic progress in Reading, Writing and Mathematics as well as the extended curriculum.</p> <p>The school will deal effectively with social and emotional issues and any ongoing impact on our pupils and families. Our Learning Mentor, with the full support the Senior Leadership team, are effective links.</p>	<p>Schools own data (termly pupil progress reports, pupil voice, pupil questionnaires) demonstrates the ways in which this support is deployed to target the needs of individual pupils</p>	<p>A reduced pupil premium budget into 2018/2019, by £4 280, will challenge the contribution</p>	<p>£5 230 (Y1 to Y3) £2 500 (Y3 to Y6)</p>
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<p>Securing age-related expectations in KS1:</p> <p>Y1 – Phonics Screening</p> <p>Y2 – KS1 SATs</p>	<p>High quality targeted support for borderline children to target:</p> <ul style="list-style-type: none"> • Reading skills • Writing skills • Mathematic skills <p>Y1 & Y2 pupils taught in small groups which enables specific targeting of individual needs</p>	<p>Y1 2018 Phonics Screening – only 1 pupil premium child was in this cohort of 30 pupils (equal to 3% of cohort) 93% passed the threshold (100% pupil premium)</p> <p>Y2/KS1 2016 SATs – only 2 pupil premium children were in this cohort of 32 pupils (equal to 5% of cohort): R 100% EXS W 50% EXS M 100% EXS R/W/M 50% EXS</p> <p>Of the whole cohort (32 children): R 88% EXS W 84% EXS M 94% EXS R/W/M 78% EXS</p> <p>(Further data is available in the Pupil Premium Impact Statement 2017/2018)</p>	<p>Due to the high impact evidence, this strategy will continue into 2018/2019</p>	<p>£6 820</p>
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<p>Securing age-related expectations in KS2:</p> <p>Y6 – KS2 SATs</p>	<p>High quality targeted support for borderline children to target:</p> <ul style="list-style-type: none"> • Reading skills • Writing skills • Mathematic skills <p>Y6 pupils taught in ability groups which enables the teaching of children in small groups. The strong focus on basic skills secures age-related expectations and enables all children to make a minimum of expected progress.</p>	<p>Y6/KS2 2016 SATs – 6 pupil premium children were in this cohort of 30 pupils (equal to 20% of cohort):</p> <p>R 83% EXS W 100% EXS M 100% EXS R/W/M 83% EXS</p> <p>Of the whole cohort (32 children):</p> <p>R 83% EXS W 93% EXS M 97% EXS R/W/M 83% EXS</p> <p>(Further data is available in the Pupil Premium Impact Statement 2017/2018)</p>	<p>Due to the high impact evidence, this strategy will continue into 2018/2019</p>	<p>£4 500 contribution</p>
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<p>Provision and access to a wider curriculum –</p> <p>Y4 & Y6 residential trips</p> <p>Termly class trips (R to Y6)</p>	<p>To provide a range of experiences for all pupils to ensure participation and enjoyment both within school and the wider community</p> <p>Subsidy of school trips is an essential requirement to enable our drive for emotional, exacting experiences to be enjoyed by all pupils.</p> <p>50% contribution to Y6 residential = £600 (3 children)</p> <p>50% contribution to Y4 residential = £750 (5 children)</p> <p>£100 contribution to each class (R to Y1) for termly trips = £700</p>	<p>This contribution secured 100% access to residential and class trips for pupil premium children.</p>	<p>Due to historical 100% access this contribution will continue into 2018/2019</p>	<p>£2 050</p>
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iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

