

Elmhurst Junior School: Pupil premium strategy plan 2020/2021.

| 1. Summary information | | | | | |
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| School | Elmhurst Junior School | | | | |
| Academic Year | 2020/2021 | Total PP budget- Paid as quarterly payments to LEA • 28 June 2020 • 30 September 2020 • 30 December 2020 • 31 March 2021 <i>Each PP child attracts £1345. Therefore 85 PP children attending Elmhurst for a complete year would attract funding of £114,325. However, in year admissions and leavers means we will receive pro-rata funding for those children, hence the figure above will need adjusting for this.</i> | £114,325 | Date of most recent PP Review | 16/01/18 |
| Total number of pupils | 320 | Number of pupils eligible for PP | 85 27% | Date for next internal review of this strategy | Feb 21 |
| Assessment | | See PP Provision map | | | |

| Strategy | Outcomes and success criteria | Approach | Owner | Milestones | Completed | Review date | Total cost |
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| To continue to use the PP provision map for academic, social and emotional development. | Provision and impact for all PP pupils is recorded relating to academic and other social and creative opportunities in and /or out of school. Increase in wellbeing will raise academic achievement. | Whole class Quality First Teaching. Speech and language intervention Individual/small group support/interventions. Individualised LSA support where needed. ELSA support. | ML/ class teachers | Termly PP reviews by SLT. | | Spring 2 2021 | training for teachers, cost of SW for S&L cost of TA support for interventions cost of 1:12 interventions cost of ELSA support |
| Employ extra lunchtime staff to extend lunchtime games provision. Purchase new lunchtime games. | Children will be happily occupied experiencing enjoyment and exercise and will return to class happy and ready to learn meaning the afternoon will be more productive. | Training for lunchtime staff in games playing and Elmhurst approach to positive relationships and dealing with behaviour | ML LH | Lunchtime staff have received training and are proactive in encouraging games and activities | | Spring 2 2021 | cost of training, how much per hour salary, cost of proder/supply |
| To fund a support worker to work with vulnerable parents. | Children's mental and emotional health and attendance is improved. | Employ worker to work directly with caregivers who are struggling with their own mental/emotional health. | ML/T E | Worker in place | | March 21 | cost of worker. Part time/full time |
| To offer breakfast club for PP children | Children will be more ready to learn and attendance is improved. | Set up and invite PP chd. Link with minibus collection. | | Breakfast club in place | | Spring 21 | |

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| <p>To continue to track attendance and punctuality of PP pupils.</p> <p>To ensure attendance systems are rigorous.</p> | <p>Attendance and punctuality improves for PP pupils.</p> <p>The gap in attendance between PP and non PP pupils attendance narrows.</p> | <p>To continue with rigorous attendance tracking and intervention.</p> <p>Elsa/Nurture support</p> <p>Minibus to collect persistent late and absent chd</p> <p>Breakfast club</p> | <p>ML/ TE</p> | <p>Attendance figures are regularly monitored and actioned quickly.</p> <p>Analysis of attendance to be reported to governors and within the strategy plan.</p> | <p>Ongoing</p> | <p>Spring 21</p> | <p>cost of minibus and driver</p> |
| <p>To ensure the curriculum knowledge for all PP pupils is accurate and any gaps due to lockdown are identified.</p> | <p>Teachers use low-stakes, formative assessment to identify gaps or misconceptions, for example, questioning or quizzes ensure the pupil's needs are met, with staff having an accurate understanding of the pupil's current level of attainment, their next steps in learning and therefore ensuring appropriate provision.</p> | <p>Feedback given to the learner.</p> <p>Individual/group interventions.</p> <p>Regular pupil progress meetings with an emphasis on disadvantaged</p> | <p>HT's</p> <p>SLT</p> <p>Class Teachers</p> | <p>Teacher assessments entered into the PP Provision map.</p> <p>Interventions to be organised linked to data findings / need.</p> <p>Impact of interventions should be closely monitored-Completion of PP Provision Maps.</p> <p>Termly moderation meetings.</p> | | <p>Spring 21</p> | <p>cost of supply for PPM</p> |

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| Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner. | Assessment shows gaps are filled and the gap between PP and their peers is narrowed. | Quality first teaching remains the single most effective strategy for closing learning gaps. Gaps will be identified in maths, reading and writing through termly and formative assessment. | | | | Spring 2 2021 | |
| Staff CPD for foundation subjects | CPD for subjects that will improve cognition and emotional development. | Identify remote learning opportunities. | All staff | CPD Lesson observations- Data at collection points- | Ongoing | Spring 21 | cost of training and supply |
| All children have access to ICT for home learning | All children will be able to access learning online. | Identify PP chd in need of technology to allow them to learn at home. | ML | Chd identified by end of autumn 2 | | Jan 21 | cost of it equipment |

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| <p>To continue to develop provision for the more able PP pupils.</p> | <p>Further opportunities are provided for PP pupils to match need.</p> <p>Higher number of PP pupils achieve Greater Depth.</p> | <p>Purchase of reading materials for children to access at home.</p> <p>Kindles/tablets to encourage reading. See ICT access above</p> <p>CPD for staff to extend skills in teaching Greater Depth children</p> | <p>Classes Teachers</p> <p>HT/SLT</p> | <p>Clear differentiation to be evident within planning for HA pupils.</p> <p>Workshops etc. are organised for HA pupils.</p> <p>The impact is measured against PP expenditure.</p> | | <p>Spring 21</p> | <p>cost of books, IT equipment CPD</p> <p>cost of workshops - resources/supply</p> |
| <p>To monitor the frequency of reading at home and ensure children who are not reading at home are supported in school.</p> | <p>Children will read more at home.</p> <p>Reading and reading comprehension ages will increase</p> | <p>Reading records checked weekly by staff.</p> <p>Reading sessions in class for those not reading at home.</p> | <p>CG/ML/TE</p> | <p>Evidence shows a greater engagement with reading.</p> <p>Reading and reading comprehension ages will have increased</p> <p>Percentage of chd reading at home will increase.</p> | | <p>Summer term 21</p> | <p>No Cost</p> |
| <p>To provide basic provisions for PP pupils in order for them to complete homework at home.</p> | <p>Pupils have the resources at home to complete homework set, thereby assisting in the progress made and the raising of attainment.</p> <p>Uniform to be provided when needed from school stock.</p> | | <p>PP Lead</p> | <p>Stationary packs to be created for pupils to use at home e.g pencil, ruler, paper etc.</p> <p>Uniform provided</p> <p>Chromebooks supplied where required</p> | | <p>Dec 20</p> | <p>cost of resources/IT</p> |

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| <p>Ensure that the home learning offer is updated and made available to all parents in the event of a student absence for self isolation and/or local lockdown</p> | <p>The process of accessing online learning resources is easy to do and is bespoke for each subject in all years. Using Oak Academy and current platforms.</p> | <p>Class teachers will ensure that appropriate activities for all attainment levels are available online. Engagement with online learning will be tracked and followed up.</p> | <p>HT/SLT Class teachers.</p> | <p>Chromebooks supplied where required</p> | | <p>Dec 20</p> | <p>cost of IT</p> |
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