



## EWPS PUPIL PREMIUM REPORT: IMPACT OF 2017/18 PROPOSAL FOR 2018/19



### Context of Ellen Wilkinson Primary School

Ellen Wilkinson is a mixed primary school serving pupils from 3-11 years. There are approximately 480 pupils on roll made up of over 90% ethnic minority pupils with a wide range of heritages and 47 different languages spoken. There are currently 10% of pupils with SEN and 70% EAL. In our last Ofsted in December 2015, we were graded 'Good'

### Pupil Premium

The pupil premium is an allocation of funding provided to schools to support children who may be vulnerable to underachievement. The Pupil Premium is allocated to schools on the basis of the number of students on roll known to be eligible for Free School Meals or who have claimed within the last 6 years (Ever 6), as well as students who have been looked after continuously for more than 6 months by the Local Authority. Children of members of the armed forces are also entitled to this funding. All schools are required to report on the amount of funding and how it is being used.

### Principles

We organise teaching and learning at Ellen Wilkinson in order to meet the needs of all children in the most effective way. We allocate some of the Pupil Premium money to make sure all children have their needs met through quality first teaching. EWPS ensures that appropriate provision is made for children who belong to vulnerable groups, including our socially disadvantaged children, and that their needs are effectively assessed and met. We further support these groups using many strategies that are beyond the remit of the expenditure report.

We recognise that not all children who receive the Pupil Premium Grant (PPG) will be socially disadvantaged and we also recognise that not all the children that are disadvantaged receive the Pupil Premium grant. Given this, we carefully track how well Pupil Premium Grant children are achieving as a group compared to their peers at EWPS and nationally.

### Pupil Premium Income

Due to the falling number of Ever 6, there has been an ongoing decline in PP income despite high social deprivation in the local area. Therefore costs reflected in this report show PP contribution + main school budget contribution to ensure that initiatives that have shown significant impact can still continue.

**2014-15:** £209,000 **2015-16:** £197,000 **2016-17:** £185,000 **2017-18:** £160,000 **2018-19:** £145,000

**Pupil Premium Strategy Statement: Ellen Wilkinson Primary School**

1. Summary Information					
School			Ellen Wilkinson Primary School		
Academic Year	2018-19	Total PP budget	£145,500	Date of most recent PP review	April 2019
Total number of pupils	470	Number of pupils eligible for PP	106	Date of next internal review	April 2020

2. Impact of use of pupil premium ( 2017/2018 -KS2)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	70%	70%
% making progress in reading	75%	80%
% making progress in writing	75%	83%
% making progress in maths	75%	81%
% Attendance	96.8%	96.4% (EWPS average)
After school club take up	66%	(% non PP @ EWPS)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
a	Securing expected progress and attainment
b	Effective support of pupils emotional and health barriers
c	Effective interventions to ensure accelerated progress
d	Levels of punctuality and attendance
<b>External barriers</b>	
e	Parental Involvement
f	Future aspirations and goals

4. Desired Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	The in-school attainment gap between PP and non-disadvantaged pupils is reduced in all subjects	The gap between school and national is reduced
B	To develop access to a range of services available to support of PP pupils well-	Pupils become involved in individual and group

	being	activities provided both internally and externally to support well-being
<b>C</b>	To increase the opportunities for targeted extended school activities	Increase the number of out-of-school hours activities Increase the uptake of activities by PP pupils
<b>D</b>	Support the attendance and punctuality of PP pupils through increased monitoring and engagement with families	The gap between PP and non-PP pupils punctuality and attendance is reduced

## 5. Planned Expenditure

Academic Year		2018-19			
i. Quality of teaching for all & Closing Gap of PPP (see targets on SDP)					
Desired Outcome	Chosen action/approach	What is the evidence/rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation
School attainment in reading improves (A)	<ul style="list-style-type: none"> <li>Higher profile for reading across the school</li> <li>Greater consistency in the approach to the teaching of reading</li> <li>ECAR (yr 1 &amp; 2)</li> </ul>	Previous LTEs & previous results show inconsistency in teaching and less than expected progress in some aspects of reading Impact data of ECAR	Staff training Clear expectations set New/refined approach explained Clear planning expectations made explicit 1 teacher x 1 day a week 1 HLTA x 3 days a week	SL, SK, CB, ZK & MB	Monthly following staff inset in January Quarterly in line with pupil progress meetings  ECAR data & phonic check
School attainment in writing improves (A)	<ul style="list-style-type: none"> <li>Consistent approach through the use of wordsmith</li> </ul>	Greater depth writing outcomes not consistent	On-going staff training Subject leader support Staff working as borough moderators	SLT & SK	Quarterly in line with pupil progress meetings
School attainment in maths improves (A)	<ul style="list-style-type: none"> <li>Consistent approach through the use of Busy Ants</li> </ul>	QLA of KS2 show smaller areas of progress in the consistent use of and application of four operations	On-going staff training Subject leader support Clear expectations through calculation policy and example vlogs on school website	SLT & MF	Quarterly in line with pupil progress meetings
School attainment and progress improves (A)	<ul style="list-style-type: none"> <li>Y6 Booster classes</li> </ul>	Targeted small group work for short term intervention to accelerate progress	Outcomes measured with and in comparison to class groups	JOA & AH	Quarterly in line with pupil progress meetings
<b>Cost breakdown</b>				<b>Total budgeted cost</b>	<b>£ 51,000</b>

Year 6 £25,000 (1 x0.5 teacher), ECAR £18,000 (1 x 0.2 teacher & 0.6 HLTA), Reading priorities £8,000 (see SDP),				PP Contribution	£43,000
				Sch. Budget Contribution	£8,000
<b>ii. Targeted support (PPP)</b>					
Desired Outcome	Chosen action/approach	What is the evidence/rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation
Number of pupils involved in external well-being groups/workshops increases & shows positive impact on wellbeing (B)	<ul style="list-style-type: none"> <li>• Involvement with 'Headstart'</li> <li>• Bounce-back (yr5)</li> <li>• Champions (yr6)</li> </ul>	To develop resilience and transference of these skills to other pupils and further educational settings	Weekly sessions supported by school staff Initial meetings to ensure expectation and course outline is clear and understood by all parties	JOA	Weekly sessions supported by school staff Annual review by school and provider (July)
Number of pupils involved in internal well-being groups/workshops increases & shows positive impact on wellbeing (B)	Learning Mentors to run pastoral support groups <ul style="list-style-type: none"> <li>• SEMH – life skills</li> <li>• Social skills</li> <li>• Self-esteem</li> <li>• Anger busting</li> <li>• Drawing and talking</li> <li>• Transition</li> <li>• Motivation</li> <li>• Confidence</li> </ul>	Pupils to reflect on attitudes and behaviour and how this can impact attitude to learning for themselves, others and the wider environment  Track record of positive impact on well-being & outcomes	Monitoring Pupil conferencing Discussions with staff Changes in behaviour/attitudes to learning	JB & DH	Quarterly and in line with other intervention monitoring
Interventions targeted accurately to support progress (A)	Targeted learning time where teachers are released for an additional hour per week to support pupils progress	EEF case studies into effective feedback contributing significantly to pupil progress Used as case study for London Schools for Success	On-going sharing of good practice Pupil conferencing Outcomes from RAG rated action plans and pupil progress discussions TLT books	SLT	Quarterly in line with pupil progress meetings
Year 6 progress and outcomes supported (A)	Early morning booster sessions	Pupils are in school on time, focused and lesson ready More supportive small group approach	Monitoring of resources used Pupil feedback Staff discussion	JOA & AH	Quarterly in line with pupil progress meetings
Additional learning support & intervention	Small target groups & support with whole class	Increased % in school population of SEND	Planning B-tracker		Quarterly in line with pupil progress

for pupils with SEN & PP	planning SEN early morning booster	particularly in EYFS & KS1 (ASD & Communication) Not financially sustainable to support on individual basis	Education Plans with progress measures Pupil data		meetings
<b>Cost Breakdown</b>				<b>Total budgeted cost</b>	<b>£ 124,000</b>
TLT £23,000 (0.5 x teacher), EMB £19,000 (80 mins x 15 TA's= Equivalent of 1 FT TA), SEN support groups £46,000 (1x teacher), Learning Mentor £36,000 (50% of 2LM)				<b>PP Contribution</b>	<b>£97,500</b>
				<b>Sch. Budget Contribution</b>	<b>£26,500</b>
<b>iii. Other approaches</b>					
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence/rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation</b>
PPP access to after school provision is prioritised (C & D)	<ul style="list-style-type: none"> <li>• PP after school club participation prioritised &amp; cost met through PPP</li> </ul>	<p>Participation in regular clubs has historically improved attendance of target pupils</p> <p>Positive impact on pupil wellbeing &amp; provides chance to excel in other areas</p>	<p>Review of club registration &amp; consistent participation</p> <p>Link with attendance data (see below)</p>	LW & JB	Quarterly in line with reviews at SGT meetings
Pupils attendance and punctuality in line with non PP peers & national (D)	<ul style="list-style-type: none"> <li>• Trigger level communication in place</li> <li>• School link supports target families including regular meetings re: repeated cases of lateness or non-attendance</li> <li>• Late gate</li> <li>• Breakfast club prioritised</li> </ul>	<p>Information to ensure all parents understand clear expectations and reminders and tips to support those finding punctuality a challenge</p> <p>Support parents to prioritise children's attendance &amp; importance of education</p> <p>Additional practical support e.g. access to breakfast club to support this</p>	Consistency in the approach and staff dealing with it so parents are clear on expectations and who to go to	LW & JB	Quarterly in line with reviews at SGT meetings
<b>Cost Breakdown</b>				<b>Total budgeted cost</b>	<b>£ 12,000</b>
After school clubs £5000, Breakfast club £1000, Attendance target work £6000 (1 x 0.2 admin)				<b>PP Contribution</b>	<b>£5,000</b>
				<b>Sch. Budget Contribution</b>	<b>£7,000</b>