



North Elmham CEVC Primary School

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Pupil Premium Grant Allocation 2018/19

£16,700

Main barriers to educational achievement

1. Speaking and Listening skills in EY/KS1
2. Lower than expected attendance/punctuality.
3. Social, Emotional and well being can impact negatively on behaviour
4. Cognition and Learning - PP children make progress in line with National Expectations in English, Maths and Science

Main external barriers to educational achievement

1. A lack of regular routines including home reading, homework and having correct equipment in school eg. PE kit
2. Consistent attendance and punctuality
3. Access to resources and educational experiences such as, trips, residential visits, extra-curricular and life experiences can be limited (especially cultural).

Main 'in child' barriers to educational achievement

1. Basic needs not being met - emotional needs and wellbeing
2. Low aspirations about what can be achieved and how to be successful
3. Attitudes to their learning

How will barriers be addressed?	Spend
Extra support at school including learning/focus resources and quiet time lunchtime resources. Small group provision and 1:1 / small group boosters prior to KS and Phonics tests. Precision teaching, additional weekly intervention.	£13,233
For pupils to access a range of enrichment activities, including RE visitors, swimming, Pantomime, music lessons & subsidised residential. Pets as therapy.	£1,477
Additional TA, to provide Emotional and Pastoral support, targeted support for PP in core subjects KS1 class.	£960
Lunchtime Pastoral support - having a 'go to' TA for support. Regular meetings with parents, class teacher and SENDco. CPD for Teacher on mental health.	£700
Whole school initiative towards attendance and punctuality through attendance awards, immediate communication with home if child absent, intervention and family support if attendance % drops.	£0
Impact Measures	Impact

Progress in
Reading, Writing &
Maths end of KS
results

100% (1 child) PP child to achieve GLD at
End of Reception.

100% of PP/Service Year 2 children
predicted to obtain Expected in Reading
and Maths.

33% of PP/Service Year 2 children
predicted to obtain Exs in writing and GD
in Reading.

67% of PP/Service children making exp
prog in Writing.

Y 6	Attainment		Progress	
4 c h	Exs +	GD S	Exp Prog ress	+Ex p prog res
Ma ths	50 %	0 %	50 %	50 %
Re adi ng	50 %	0 %	50 %	50 %
Wr iti ng	50 %	0 %	50 %	50 %
Sci en ce	50 %	0 %	50 %	50 %

Additional in class support for Y6 PP has
resulted in accelerated progress for 2 PP
children who were L1 at KS1, one of
which is also SEN.

Additional booster sessions for 2 PP
children means they are secure exs
attainment and making expected
progress.

<p>Children's responses Development of key skills in Music, PE, Social and Emotional skills.</p>	<p>PP confident enough to go on residential trip and through pupil voice has expressed how much they enjoyed it. Children hold a concert for the whole school and parents to showcase their skills. Evidence from tracker shows 73% of PP/Service children in KS2 are achieving expected or exceeding in PE. Evidence tracker shows in Year 2 100% of PP/Service children are achieving expected in Art, Music and Design technology.</p>
<p>Amount of reported behavioural incidences to SLT Feedback from lesson observations and Governors' Learning Walks Support in class will ensure measurable progress in core subjects. PP accessing support from Pets as Therapy. Service children access this intervention as pastoral, social and emotional support.</p>	<p>Behaviour log shows a significant decline in behavioural incidents reported during learning times in the mornings. PP child now able to access the curriculum as opposed to the behaviour being a barrier to learning. This has also had a huge impact on the class as a whole. See learning walk evidence. See PP child books for evidence of accessing the curriculum. Service children accessed Pets as Therapy at key, sensitive times. <i>This is an area we are focusing on as a school, as we have an increase in Service Premium.</i></p>

<p>Decline in amount of behavioural incidents reported at lunch times.</p> <p>Allows for a calm transition into each afternoon</p> <p>Measurable progress in foundation subjects.</p>	<p>This has been essential to support the child to have smooth transitions during what could have been a potentially stressful time of the day. We have been able to offer the flexibility of having lunch separately in a quiet and calm environment and also supported the progression and integration back into the mainstream lunch environment on a gradual basis. Having a calm and supported lunchtime for this child was also vital to ensure that they could access the afternoon curriculum fully.</p> <p>Mental Health Champion training has ensured PP child has a 'go to' person at all times. It has helped child understand more about how to look after herself emotionally not just physically. Impact is that PP is on track to make expected ELG in Personal, Social and Emotional as it has enabled her to have an outlet for how she feels, in a safe environment.</p>
<p>Average attendance rises to national averages for PP.</p> <p>Reduced incidence of persistent absence.</p> <p>Pupil Asset Data</p> <p>PP Lead to monitor attendance throughout the academic year of PP children.</p>	<p>90% PP children have improved attendance - Pupil Asset Data - Monitored termly.</p> <p>3 PP had significantly low attendance at the beginning of the academic year. 66% has significantly improved their attendance.</p> <p>1 - 93% - 99%</p> <p>2 - 70% - 90%</p>

The next review of Pupil Premium spending & plan will be in March 2019, at our financial year-end.