

Pupil premium strategy statement (primary)

1. Summary information					
School	St Edward's Primary and Nursery School				
Academic Year	2018-19	Total PP budget	Approx: £67880.00	Date of most recent PP Review	Nov 2018
Total number of pupils	206	Number of pupils eligible for PP	PP: 36 CLA / PLA:9 FORCES:1	Date for next internal review of this strategy	Jan 2019

2. Current attainment (end of 2017 / 18)
<p>At the end of the summer term 2018 100% of the year 6 children (10 Pupil Premium Children in the Cohort) entitled to FSM have made expected or better progress in maths and 80% in reading and writing; all above the national figures for FSM/LAC children. FSM children in year 6 have been receiving targeted support to ensure the attainment gap, particularly in writing and maths is narrowed by the end of KS2.</p> <p>Progress Scores: Reading +1.8 Writing +1.15 Maths +1</p> <p>Average Scaled Scores for Pupil Premium Children (100 is the expected standard): Reading = 106 Maths = 103 Grammar and Punctuation = 105 Writing = 8 out of 10 children working at expected standard or above and 2 children just below the expected standard.</p> <p>Across the whole school 40 children were in receipt of pupil premium. At the end of the summer term 2018 the percentage of children making expected and good progress is above national expectations for reading, writing and maths</p>

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)
Attendance
School Readiness
Social, Emotional and mental health needs (including anxiety)
Poor resilience
Lack of support at home

	Individual Family situations	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All PP children's attainments to be inline or above national Average	Final attainment measures are in line with non-PP national at the end of each academic year, and key attainment points.
B.	All PP children to make at least expected progress, if not better	Progress each academic year is in line with non-PP national
C.	Attendance to be above 96%	Overall 96% of PP children are in school across the academic year
D.	Children leave Year 6 well rounded and ready for the next steps of their development	Consistently behave well (house points, prefect points) Attitude to learning is good (teacher assessment)

5. Planned expenditure					
Academic year	2018-2019				
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					
Objective	Chosen action/approach	Intended Outcome	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff Lead
To support targeted children to accelerate progress and enable more children to reach age related expectations	Deploy extra qualified teacher time to ensure targeted children have 1:1 teaching in small groups and through booster classes	By the end of Key Stage 2 to have reduced the difference so that: <ul style="list-style-type: none"> They reach or are national age related expectations in Reading, Writing and Maths PP children have closed the gap against non-PP children 	Timetabled targeted teacher interventions for PP children	Monitoring of PP progress and attainment data termly and through Pupil progress meetings	Class Teacher SLT TA
To provide support for Maths, Writing, Reading, Phonics	Subsidies the employment of support staff to provide targeted intervention across all three Key Stages, especially Year 2,5,6 and Phonics year 1	End of year shows a narrowing of the difference between eligible pupils and other pupils at school so that by the end of Year 6 PP children have achieved as well as all pupils nationally – the difference reduces for other year groups as they move through the school.	Interventions to help PP children achieve ARE expectations in all groups	Intervention monitoring of record keeping, lesson observations and learning walks	Class Teacher SLT TA
To support the phonic outcomes for all children in Yr 1 and 2 to close the gap between PP and National other	Intervention groups are effective and targeted for KS 1 phonics	By the end of Key Stage 1 we have diminished the difference for PP children so that they reach or are at national age-related expectations in phonics, reading, writing and maths	Children need to be able to read fluently by the end of KS 1. Attainment outcomes need improving and so that they leave Year 1 reading fluently, to progress more quickly in Year 2	Monitoring of PP progress data, intervention records, learning walks	Class Teacher SLT TA
Total budgeted cost					£38,828.24
ii. Targeted support					
Objective	Chosen action/approach	Intended Outcome	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead

To ensure vulnerable PP children and those with SEN are supported to fulfil their own potential	Deployment Deputy Head and SENDco to track and support provision and it's impact for targeted children	IEP targets for PP target group are SMART and 90% achieved	PP and SEN children often need additional support to make expected progress and reach age related expectations	Regular monitoring from SLT of PP attendance and IEP targets	SLT SENDco
To promote the mental health and wellbeing of targeted groups through pastoral care	Attachment Disorder training for all staff Lego therapy training for a member of staff Emotion Coach training for all staff Nurture groups	Children are supported in recognising their emotions and have strategies to deal with these. Staff know how to recognise and support children with attachment and anxiety issues.	Identification through SDQ analysis of the social and emotional barriers to learning i.e attachment disorder and anxiety	Specialised CPD for staff – Emotion Coaching, Attachment Disorder, Lego therapy, counselling	Outside providers for training SDQ analysis program
To offer increased learning time for targeted Under achieving pupils in Year 6 to close the gaps in preparation for KS 2 SAT's	School booster provision identified through data for Year 6, Year 1 and Year 2 children	Targeted PP children attend booster groups to improve their chances of age related expectations	By offering additional support in the school, they have the same opportunities to accelerate progress as those that have more support at home Additional SMART interventions to help those with PP bridge the gap and achieve ARE	Monitoring of data, PPM, end of year attainment and progress	Staff SLT
To promote and increase in attendance of PP children	Careful analysis of attendance data by headteacher	Targeted children are monitored, attendance letters, meetings with the head teacher and home visits where necessary	Increase in the pattern of attendance and term time holiday requests	Monitoring of data	SLT and Headteacher
To respond to the specific emerging needs of targeted children known to the school or those who arrive mid-year	To hold a small sum of money to respond to emerging needs	The children who arrive mid-year are supported and settle into school quickly	Conversations with parents Evidence from class teachers	Monitoring of attendance / family conversations SDQ	Class teacher SLT
Total budgeted cost					£18,828.24

iii. Other approaches					
Objective	Chosen action/approach	Intended Outcome	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead
To enable all eligible pupils to access enrichment activities including educational visits	Provide a range of opportunities for PP children both residential and non-residential	All eligible children who wish to participate in a sports club or identified trips can do so	We want to enable all children to access this aspect of the curriculum	Monitoring of children SDQ analysis	SLT SENDco
To maximise pupils learning time by improved attendance and punctuality (reduce rates of persistent absence)	Attendance, first day calling, home visits, meetings	PP children have attendance of at least 96%	If children are not in school, they cannot learn. Their safety is also paramount	Monitoring of attendance an persistent absentees	HT SLT SENDco
To provide milk for eligible children each school day	Purchase of milk for all eligible children	All children eligible for Free School Meals have the opportunity each school day to have a carton of milk	Supporting PP children with a drink of milk will support their growth development	Attendance, focus in classrooms	Class teachers
To ensure increased learning time and opportunities for targeted children for application of a range of skills within sports	Maintain a range of sports clubs for PP children to access during and after school	To ensure targeted children attend a range of clubs to boost their learning opportunities	By offering additional support in school they have the same opportunities to accelerate progress as those that have more support and opportunities at home.	Clubs attendance	Staff leading clubs
Total budgeted cost					£10, 223.53

6. Review of expenditure	
Previous Academic Year	2017/2018

The school received approximately £46,853 in Pupil Premium funding for 2017/18.

This includes funding for children who are 'looked after' (LAC), in receipt of free school meals (FSM) and the children of parents in the armed forces. Proposed spending includes:

- Providing an extra two teaching assistants to provide individual and small group support to accelerate their learning – particularly in English and Mathematics.
- Funding an extra lunch time supervisor to support direct play.

- Spending on the particular after school clubs which were provided to parents such as: Art and Craft, Sports Clubs, Maths, Computer, Gardening and Science Clubs.
- Contribution to the funding of school visits including residential trips, to give children the opportunity to experience new and challenging activities.
- SEND hours
- Funding ICT software and hardware to enhance learning.
- Music support.
- Additional reading books to enhance and widen reading experience.

Measuring the impact of PPG spending – 2017/18 year 6 cohort (up to the end of the summer term 2018)		
As a result of the spending as outlined previously the impact on the targeted children was as follows.		
Subject Area	Progress over 2017-18	Attainment end of the summer term 2018b
Reading	Outstanding	Children were performing well above the level expected of their year group
Writing	Outstanding	The children performed above the level expected of their year group
Mathematics	Outstanding	Children were performing above the level expected of their year group

At the end of the summer term 2018

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Average Scaled Scores for Pupil Premium Children (100 is the expected standard):

Reading = 106 Maths = 103 Grammar and Punctuation = 105 Writing = 8 out of 10 children working at expected standard or above and 2 children just below the expected standard.

Across the whole school

40 children were in receipt of pupil premium. At the end of the summer term 2018 the percentage of children making expected and good progress is above national expectations for reading, writing and maths.