

## Pupil Premium funding at St Edward's Primary and Nursery School Primary School: School Year 2019/2020

The Pupil Premium is an allocation of additional Government funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority and the children of armed service personnel. It also includes children who are adopted from care, or are under the care of a Special Guardianship Order following care.

The funding doesn't just mean that your child is entitled to Free School Meals (children in Reception, year 1 and 2 will all get these provided anyway, this is known as Universal Free Meals). It also means that we can help out with the cost of uniform, trips, and experiences such as music lessons and use the funding to ensure that your child makes the best possible progress in school.

***If you think your child may be entitled to pupil premium please speak, in confidence, to the members of the office team.***

1. Summary information					
<b>School</b>	St Edward's Primary and Nursery School Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£64,560.00	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	198	<b>Number of pupils eligible for PP</b>	33	<b>Date for next internal review of this strategy</b>	July 2020
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving expected standard or above in reading, writing & maths			48%	65%	
% making expected progress in reading (as measured in the school)			85%	Progress score TBC	
% making expected progress in writing (as measured in the school)			83%	Progress score TBC	
% making expected progress in mathematics (as measured in the school)			89%	Progress score TBC	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Social and emotional and emotional needs (often high anxiety). Some of PP children need support in this area.
<b>B.</b>	Children who are eligible for PP have less access to additional educational activities than non-PP peers this can impact on self esteem.
<b>C.</b>	Some pupil premium children have are not attaining as well as their peers in Reading, Writing and Maths as they are not making as much progress from their starting points. Most often these pupils are also SEND pupils and also have other social and emotional needs These pupils need additional support.

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

**D.** Attendance and punctuality issues arise for some of our Pupil Premium pupils

**E.** Several families who are eligible for PP have welfare issues requiring pastoral support and Early Help support.

**4. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	Social and emotional issues are addressed and additional to or different from provision will support children with needs in this area, particularly those who have recently transferred to the school.	Pupils eligible for pupil premium who have social and/or emotional needs will have access to support and will make observable progress in social skills and emotional presentation Pupil mentoring will support this.
<b>B</b>	Children will have equal access to wider opportunities in comparison with peers	PP children will be given the opportunity to have funded music tuition extra-curricular clubs and help with funding for educational visits and residential visits.
<b>C</b>	Special educational needs are addressed and provision meets need. Rapid progress resulting in improved attainment for pupils eligible for PP funding in reading, writing and maths.	Pupils eligible for pupil premium who have SEND make the same rate of progress as 'other' SEND pupils. This will be monitored on a termly basis by SENCO. Pupils entitled to Pupil Premium, with low prior attainment will make strong progress from their starting points. Mentoring for pupils will support this.
<b>D</b>	Attendance and punctuality needs of pupils are addressed through support for families in school, some will be entered into the Early Help process (see E). We have also paid into an external service to support school with those families that are not showing improvements in this area. Attendance percentages will be tracked	Pupils eligible for pupil premium who are identified as having low attendance or punctuality will show improvements over time and at least end the year above 90% attendance.
<b>E</b>	Families who are eligible for PP will have access to pastoral support and will be offered pastoral support and Early Help support as needed.	Early Help as needed Pupils eligible for PP who need support through school's family/pastoral support or Early Help will make the same rate of progress as other children Mentoring will be used to support this process.

## 5. Planned expenditure

Academic year

2019 2020

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 (what all children entitled to pupil premium will be offered)

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?
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: They reach or are national age related expectations in Reading, Writing and Maths PP children have closed the gap  Timetabled targeted teacher interventions for PP children	Monitoring of PP progress and attainment data termly and through Pupil progress meetings	Class Teacher SLT TA	July 2020
To provide support for Maths, Writing, Reading, Phonics	Support staff to provide targeted intervention across all Key Stages, especially Year 2,5,6 and Phonics year 1	End of year data 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.	Intervention monitoring of record keeping, lesson observations and learning walks	Class Teacher SLT TA	July 2020
To support the phonic outcomes for all children in Yr 1 and 2 to close the gap.	Intervention groups are effective and targeted for KS 1 phonics	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	July 2020

**Total budgeted cost £37,000**

**ii. Targeted support (support provided for groups and individual children entitled to Pupil Premium)**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and 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>
To ensure vulnerable PP children are supported fully to maximise their learning potential.	Support staff delivering specific programmes to meet the needs of individual pupils. Play therapy accessed through the Early Help process or separately as required  support from teaching assistant in lessons	When children feel confident, secure and in control of their emotions they are more likely to learn well and make strong progress  1:1 support will enable children to be in class learning with their peers allowing relationships to develop with peers and adults.	Monitoring and review of interventions, attainment and progress data analysed. Parent discussion during consultations.  Classroom monitoring	SLT Members of support staff	Half termly or sooner depending on impact
To promote the mental health and wellbeing of targeted groups.	Specific training to support staff. For example Attachment Disorder Emotional literacy training. Establishment of wellbeing programme.	Children with additional social and emotional needs and their families provided with support. Children demonstrating self-help strategies to reduce anxiety and stress. Improved learning outcomes.	Continued focus of the CPD programme.	Head	Ongoing
To provide additional support to year 6 pupils in their preparation for KS2 SATS.	School booster sessions	Targeted children to attend sessions to support improving their learning capabilities.	Providing additional support so the children have the same opportunities to access the Year 6 learning and make the same if not better progress as their peers.	Year 6 staff	July 2020

To promote and increase the attendance of PP children across the school.	Analysis of attendance data and adherence to policy and procedures.	Varying patterns of attendance data demonstrating regular patterns of absenteeism and requests for holidays in term time.	Targeted children monitored half termly. Item on weekly staff briefings and regularly followed up adhering to school policy and procedures.	Head	Half termly
To address the emerging needs of targeted children and the needs of children as part of the in year admissions to school.	To address special educational needs as and when they arise. Pupil Progress Meetings include challenging discussion about the progress of PP children. Quality first teaching for all children. Teachers aware of the specific needs of PP	Evidence-based interventions in use to support children with a range of needs. SENCO monitoring attainment and progress of SEN children.	Termly meetings for all children. Termly intervention plans used to 'assess, plan, do, review' additional support for children on SEN register.	SEND CO	Half termly

**Total budgeted cost £19,560.00**

### iii. Other approaches

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?
To enable all PP pupils to access enrichment activities.	Pupils to be supported in joining sporting, musical or other pursuits outside the classroom.	Improved chances to join clubs, eradicating any potential barriers to supporting the children in accessing wider curriculum opportunities.	Monitoring of children. SDQ analysis,	SH Head	July 2020
To reduce the rates of persistent absenteeism and promote an improved attendance to secure good learning outcomes.	Data analysis Staff time spent on following school guidance, for example, first day calling, home visits etc.	Absenteeism data, children absent form school,. Low attainment and learning outcomes.	Monitoring of attendance and persistent absenteeism.	Head	Ongoing throughout the year.
To promote sporting activities across the school.	Monitor a range of sports, clubs for PP children to access during and after school.	To provide the opportunities for the PP children that are the norm for all other children in school. To accelerate rates of progress,	Club attendance. Pupils consultations.	Head	July 2020.

**Total budgeted cost £8,000.00**

