

## Pupil Premium funding at St Edward's Primary and Nursery School Primary School

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>	190	<b>Number of pupils eligible for PP</b>	43	<b>Date for next internal review of this strategy</b>	July 2020

2. Current attainment 2018/ 2019
<p><u>At the end of the summer term 2019</u>            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><u>Progress Scores:</u>            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><u>Across the whole school</u>            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>

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<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.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance and punctuality issues arise for some of our Pupil Premium pupils	
<b>E.</b>	Several families who are eligible for PP have welfare issues requiring pastoral support and Early Help support.	
<b>4. Desired outcomes</b>		
	<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?
A.	<p>Eligible pupils will have access to wider opportunities to support with curriculum learning Funding for music tuition and educational visits and after school clubs</p> <p>Children entitled to Pupil Premium targeted to take on key roles in the school (e.g. Singing leaders etc)</p>	<p>Good evidence from research that learning a musical instrument supports academic progress.</p> <p>Wide evidence that access to educational visits improves curriculum learning.</p> <p>Children who take on responsibility have raised self esteem this is seen in day to day life. Often the PP children don't volunteer.</p>	<p>All eligible pupils will have funded educational visits. All eligible pupils will be offered music tuition; funded through PP. Uptake will be encouraged.</p> <p>Individual staff will have clear responsibility for different groups of leaders and will monitor and report back</p>	<p>Head teacher Music Lead Education visit leaders</p> <p>Head teacher</p>	<p>Termly On-going</p> <p>Termly On-going</p>
A	<p>Parents offered uniform voucher each year.</p>	<p>All children entitled to PP will have the appropriate uniform and will not feel different from their peers.</p>	<p>Office staff offer uniform voucher to parents Voucher advertised at New Reception Parent's meeting Monitor uptake</p>	<p>Head Admin staff</p>	<p>Annually</p>
B	<p>All PP children to take part in small group self esteem programme on regular basis then for some individuals additional support offered as below</p>	<p>When children feel confident, secure and in control of their emotions they are more likely to learn well and make strong progress</p>	<p>Monitoring and review of intervention through success booklets and parent discussion and pupil discussion</p> <p>Observation of children will show that emotional regulation and social skills have improved.</p>	<p>Head SD</p>	<p>Half termly or sooner depending on impact</p>

<b>C.</b>	Reading texts chosen for challenge and in KS1 in particular to support phonics teaching Maths scheme chosen to challenge – teaching mastery style  Additional small group teaching enabling enhanced support to close gaps	Teaching to the most able group and supporting less able children to overcome gaps allows all the opportunity to achieve at a high level. Using materials/resources and support staff with training to ensure that all are getting best opportunities and enabling the gaps to be closed	Book scrutiny, Lesson observations, Pupil progress meetings, Performance management, Data scrutiny	SLT /middle leaders	Half Termly On-going
<b>D</b>	Individual tailored support offered to each PP child with punctuality or attendance difficulties	Children arrive on time ready for learning on a regular basis.	Monitoring of PP children attendance	Head SH	Weekly

**Total budgeted cost    £20000**

**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>
<b>B</b>	Teaching assistants/teachers delivering specific programmes to meet the needs of individual pupils . Some to have one to one mentoring. Play therapy accessed through the Early Help process or separately as required  1:1 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 through booklets and parent discussion  Observation of children will show that emotional regulation and social skills have improved.  Classroom monitoring Data scrutiny	SD KH   CB SB	Half termly or sooner depending on impact

D	'Early Help' provided to support children and families with specific needs for example, attendance issues.	Good attendance at school speeds progress and improves attainment. It also enables children to form strong relationships with peers and adults.	Review of 'Early Help' by all professionals involved	Head	Ongoing
B	Staff time spent on Secondary school transition	Children with additional social and emotional needs and their families will feel supported during their last year at primary school. Help with applications, strong links and communication with secondary schools and the organisation of additional visits to secondary schools will support smooth transition and reduce anxiety.	Feedback from children Feedback from parents Discussion with secondary schools Year 5 and 6 lead will monitor individuals asking for help from the learning mentor as needed.	Est	Annually
C	Additional teacher to work with KS2 children to provide smaller group sizes Maths and reading focus	Smaller groups allowing teachers to target individual needs with precision.	Classroom monitoring Data scrutiny	DHead Head	Half termly
C	Special educational needs are addressed and provision meets needs. TA led interventions are planned carefully and reviewed regularly. Pupil Progress Meetings include challenging discussion about the progress of PP children.	Evidence-based interventions in use to support children with a range of needs. SENCO monitoring attainment and progress of SEN children.	Termly PEP meetings for all Looked After children. Termly intervention plans in use to 'assess, plan, do, review' additional support for children on SEN register. Success booklets help parents and pupils to understand the progress made and next steps.	SD	Half termly (or shorter) Ongoing
<b>Total budgeted cost</b>					<b>£44500</b>
<b>iii. Other approaches</b>					

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?
D	Monitor attendance and punctuality of key children	Improved attendance and punctuality allows for the best opportunity for progress to increase and attainment to rise	Close monitoring of the attendance data for Pupil Premium children as a group and for some individuals Low or reducing attendance will be addressed rapidly with parents through a staged approach	SH Head	Ongoing Annual review of strategy and need for external support
<b>Total budgeted cost</b>					<b>£1500</b>

## 6. Review of expenditure

Previous Academic Year

2019 2020 £64560.00 based on 43 pupils

### i. Quality of teaching for all.

**Impact:**

It has been difficult to define impact for 2019-20 due to Covid-19 and school closure. The last data help in school on pupils was data from Spring 1. We can only presume that some of our disadvantaged pupils have not continued to make progress, and the gap will have widened. We hope that this will support the transition into their new class and help us to diminish the gap.

We have made contact with all other FSM pupils undertaking home learning and have supported through virtual learning including online timetables and zoom calls. Leadership for Pupil Premium pupils has improved, with SLT taking a shared responsibility for pupils. This needs to continue in 2020-21 with an increased involvement from the SENDCO and shared information in staff meetings

There is no end of year data for pupils this year to make direct comparisons between disadvantaged and other children. Results from Spring 2020 assessments showed that there is still a higher proportion of disadvantaged pupils working at 'below' compared to other pupils. In Maths, however, there were a proportion of children working at above in Year groups 4, 5 and 6.

Our focus will be to assess the needs of the children upon the return to school and quickly ascertain where the gaps in knowledge are and put in place catch up sessions to try and diminish the difference for our most vulnerable pupils.

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Enable all children to access music lessons if they desired	Access to music lessons	2 pupils on the pupil premium register accessed music lessons in 2018 / 19 These children enjoyed the lessons and were able to perform to their peers impacting on self-esteem. Children are becoming more proficient with their instrument. Children are improving their concentration levels and showing a willingness to learn new skills.	Offering subsidised lessons helps to provide children with opportunities which may not have been available to them. Approach will continue	£500
Enable all children to access visits and visitors and not feel excluded and to access things wouldn't ordinarily access	Theatre visits , trips PP supported with funding	Whole school experienced a pantomime. All children had the experience but children entitled to Pupil Premium were less likely to have access to these experiences out of school.	Approach will continue. Cost to school is low and value of the experienced is high.	£500

Enable all children to access clubs and not feel excluded and to access things wouldn't ordinarily access	Funding for school trips, school clubs	No child feels excluded All children have equal opportunity to take part in extra-curricular activities Children entitled to pupil premium were offered the chance to attend enrichment activities, many families take up the offer for school clubs enabling families to access things they wouldn't otherwise be able to.	As a result of offering financial assistance to children, no child missed an enrichment opportunity due to financial difficulties. Approach will continue	£1700
All children arriving on time daily ready to learn	Individual support for those with punctuality and attendance issues	Improved punctuality and attendance for some children with smoother transitions into school.	There has been progress made but for some families issues are bigger than anticipated and we need to continue to tailor our support for each individual to find what motivates and engages them and how to eliminate or reduce the barriers from home and school	£700
Ensure all have someone to discuss barriers to learning with and address them	1:1 mentoring of PP children	Pupil Premium children to have opportunity to discuss barriers to learning and find approaches that will work	Approach worked well for some Will continue based on need rather than blanket as looking at self esteem programme for all to be an initial approach	£24,740
Interventions to support barriers	TA / teacher support through Intervention	Pupil Premium progress matches that of all pupils due to: High quality / targeted small group interventions with pupils Swift intervention for learners in line with gaps in learning	Interventions were successful and children made progress. Will need to be continued next year to ensure barriers are still being targeted.	£25,400 [for additional TA / teacher support]
Nurture group ran to support emotional needs.	Positive Play and nurture provision	Emotional, social and behavioural support offered to vulnerable pupils so that they develop mental health strategies and successful learning Behaviours.	The nurture groups supported the emotional needs of the children and supported them with school life. This will be completed next year due to COVID and the emotional support children will need as a result.	£11,020 [for 2 days of nurture with one TA]