

Pupil premium strategy / self-evaluation

1. Summary information					
School	Edward the Elder Primary School				
Academic Year	2019-20	Total PP budget	£126,720 (£125,400 in 2018/19)	Date of most recent PP Review	n/a
Total number of pupils	232	Number of pupils eligible for PP	41%	Date for next internal review of this strategy	July 2020

2. Current attainment			
	<i>KS1 PP</i>	<i>KS2 PP</i>	<i>KS2 Expected NA (All)</i>
% achieving expected standard or above in reading, writing & maths	62%	73%	65%
% making expected progress in reading (as measured in the school from previous phase)	92%	80%	73%
% making expected progress in writing (as measured in the school from previous phase)	92%	100%	78%
% making expected progress in mathematics (as measured in the school from previous phase)	77%	73%	79%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oral and language skills in Nursery/Reception, which impacts on reading attainment at the end of the phase
B.	PP across KS1 and KS2 have lower attainment than that of their peers in maths and they need intervention to make rapid and sustained rates of progress.
C.	Without current embedded systems to support PP pupils, attainment of PP pupils would likely be lower in English at both KS1 and KS2.

External barriers (including issues which also require action outside school, such as low attendance rates)		
C.	Attendance rates for PP is 94.7% which is below non PP pupils (96.6%) and below national at 95.8% which impacts on progress	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Improved language skills across EYFS for PP	Proportions of pupils achieving CL at the end of EYFS will be increased from starting points (Baseline).
B.	Increased rates of progress for PP children in maths whose attainment is below that of their peers nationally	Proportions of pupils achieving age related expectations will increase so by the end of KS2 PP pupils achieve at least the expected level in Maths
C.	PP pupils will make at least expected progress to maintain current attainment levels across KS1 and KS2 in English.	Proportions of pupils achieving age related expectations in English will be at least maintained in English at KS1 and KS2
D.	Increased attendance rates for pupils eligible for PP	Overall PP attendance improves from 94.7% to 95.8% so in line with all pupils nationally.

5. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Action	Intended outcome	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

Provide additional cover for experienced middle leaders to provide additional support for 2 NQTs	Raise standards for all pupils by ensuring the quality of teaching across school is of a high standard	All NQTs passed NQT year. PP pupils' progress was challenged at several intervals throughout the year and actions put in place to ensure that made maximum progress.	This additional support from the most experienced teachers ensure pupils received high quality learning. This will continue next year for the RQT and new NQT staff.	£14,001
ii. Targeted support				
Action	Intended outcome	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
Provide additional PE staffing to release teachers and leaders to carryout intervention, and equally improve our response to quality PE/dance. Employment of one additional HLTA to provide support to targeted pupils in EYFS (ELKLAN trained support and links to SALT team).	Raise attainment of PP pupils across school, diminishing gaps between disadvantage and non- disadvantage pupils.	EYFS – 67% of pupils in EYFS achieved the GLD; a significant increase from the percentage 'on track' at baseline. Key stage 1 – Within the school, 83% of PP pupils passed the Yr 1 phonics check, compared to 80% of 'All' pupils. At the end of KS1, 77% of disadvantaged pupils achieved EXP in reading and writing, the same as 'All' pupils. 92% of PP pupils made at least EXP progress from EYFS in Reading and Writing, and 77% did so in Maths (3 PP pupils did not due to individual circumstances. Key stage 2 – At the end of KS2, 73% of PP pupils achieved Combined EXP, the same as 'All' pupils. 80% made expected progress in reading from KS1, 100% in writing and 73% in maths.	Further flexibility in groups is needed so pupils can be 'intervented' as and when appropriate. Impact was greater when staff worked 1:1 or small groups so there was a clear focus to bridge gaps or reteach a misconception. Strategy to continue next year.	£44,616
Behaviour support leader and team member to work with identified pupils to reduce the impact of behaviour on learning, plus the employment of three 1:1 pupils support TAs	Ensure the emotional and social needs of pupils are met in order to support pupils achievement	Behaviour team worked with 32 pupils throughout school during the year, 11 of those in Year 6 – 91% of these pupils achieved the expected or more in reading, 82% in writing and 91% in maths. Of these 11 pupils, 3 were PP. All 3 achieved EXP in reading and 2/3 did in writing and maths.	One pupil was integrated back into school follow a period of 'off site' education. The additional support is now enabling him to access Year 4 learning within class. Pupils with emotional needs were supported effectively in order for them to access the year 2/year 6 SATS tests Strategy to continue	£36,500
iii. Other approaches				

Action	Intended outcome	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
Magic breakfast (bagels for all pupils during morning registration introduced)	<p>To reduce the number of 'lates'</p> <p>To ensure all pupils, including PP pupils, start each day in a positive manner – ensuring well-being.</p>	<p>During the year the number of lates initially reduced but then fluctuated as the programme became more well established. Over figures year-on-year are slightly reduced.</p> <p>Verbal feedback from parents, pupils and staff has been extremely positive: pupils enjoy the bagels, staff feel they are more alert and parents have reported it helps as a motivator to get pupils to school.</p>	The approach will continue into 2019-20, as the funding is guaranteed until Summer 2020. Once the funding finishes, school will consider options, but would like to continue to programme but perhaps alternate the 'type' of breakfast, in order to keep pupils' interest.	Free (staff contribution included as above)
EWO to increase attendance by carrying out early help plans for persistent absentees with additional need	To raise progress and attainment for pupils with low attendance	<p>14 pupils were identified with attendance below 90% in Summer 2018, with eight of these requiring EHAs. By Summer 2019, only 2 of these pupils remained in EHAs.</p> <p>There were three pupils with attendance below 90% in Year 6 (one of these is PP). All three achieved the Expected Standard in the SATs.</p>	<p>Data indicates that PP pupils with low attendance achieved the expected progress at the end of Key stage 2 showing that early identification and the strategies introduced by the school had a positive impact.</p> <p>The employment of a Trust EWO allows flexibility and attendance issues can be dealt with more rapidly on a day to day basis</p> <p>This strategy is to continue for all pupils including PP pupils with attendance below 90%</p>	£10,000 (contribution to overall wage)
Subsidise off site trips, visits, visitors and residential	To ensure the social, emotional and mental well-being of all pupils through improved experiences for all.	All disadvantaged pupil attended trips and residential	This will continue as it is important to ensure equal access to all areas of school life and the curriculum,	£15 000
Provide additional resources to support pupils learning at home (EYFS packs, revision guides)	To ensure all disadvantaged pupils are able to access/complete learning at home as required by teacher.	All disadvantaged pupils were provided with EYFS learning packs and KS1/KS2 revision guides	This will continue, however school will consider purchasing 'workbooks' rather than revision guides next year.	£300

Provision of before and after school club to ensure attendance and progress improves	Ensure the facility is available to utilised by disadvantaged pupils if required.	Clubs are open to all pupils, and provided at a reduced rate for disadvantaged families if required	This will continue, and the acticies provided by the provision targeted to the needs of the pupils.	£4,983 (towards staffing costs)
--	---	---	---	---------------------------------

6. Planned expenditure

Academic year

2019-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
Proportions of PP pupils achieving CL by the end of EYFS will increase	<p>Focus on creating a language rich environment</p> <p>Early identification of reluctant communicators</p> <p>Curriculum focus on early language skills</p>	<p>Previous observations indicate that the effectiveness of phonic teaching varies dependent on member of staff (increased number of new staff to key year groups)</p> <p>Increase in proportions of pupils starting from low levels in CL (baseline) Lack of early language skills to be addressed through the curriculum and environment provided</p>	<p>SLT to carryout observations to ensure effective delivery of phonic sessions</p> <p>Termly progress meetings will provide analysis of progress the children are making in this key area</p>	KE (EYFS KS1 leader) and AG (English leader)	Termly during progress meetings.

Increased progress for PP pupils working below the expected ARE in Maths	<p>Early identification of pupils not working at the expected level through data analysis</p> <p>Focused/differentiated questioning within class targeted to pupils needing to make accelerated progress</p> <p>Gaps in learning identified and misconceptions re-taught</p>	<p>Termly assessment identifies pupils needing to make accelerated progress, this is reviewed regularly to ensure impact</p> <p>Targeting pupils through questioning ensures learners are not passive and staff can quickly assess understanding. This can then be reflected in planning.</p> <p>Re-teaching and pre-teaching identified skills improves confidence of pupils and enables them to tackle new learning.</p>	<p>Monitoring of planning/books to ensure correctly pitched skills are being taught and built upon progressively.</p> <p>Termly moderation within school and the Trust</p> <p>Termly progress meetings led by the teacher, challenged by leaders.</p>	<p>Teachers</p> <p>HoS to monitor and challenge impact</p>	<p>Termly during progress meetings</p> <p>Weekly PPA sessions staff review and discuss progress of pupils</p>
PP pupils will make at least expected progress to maintain current attainment levels across KS1 and KS2.	<p>Early identification of pupils not working at the expected level through data analysis</p> <p>Focused/differentiated questioning within class targeted to pupils needing to make accelerated progress</p> <p>Gaps in learning identified and misconceptions re-taught by teacher or TA</p>	<p>Termly assessment identifies pupils needing to make accelerated progress, this is reviewed regularly to ensure impact</p> <p>Targeting pupils through questioning ensures learners are not passive and staff can quickly assess understanding. This can then be reflected in planning.</p> <p>Re-teaching and pre-teaching identified skills improves confidence of pupils and enables them to tackle new learning.</p>			<p>Termly during progress meetings</p> <p>Weekly PPA sessions staff review and discuss progress of pupils</p>
Total budgeted cost					25,000

ii. Targeted support

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
------------------	--------	---	---------------------------------------	------------	--------------------------------------

Improved outcomes for PP who are reluctant communicators	<p>Early identification of PP pupils who are reluctant communicators to have regular in-school speech and language support</p> <p>S+L group work for PP pupils delivered by SALT team and in-school team</p> <p>Provide additional speaking and listening opportunities for PP pupils through the curriculum</p>	<p>School identifying pupils individual needs and providing the expertise to ensure impact</p> <p>A thematic approach to the curriculum will enable increased opportunities for speaking and listening through all subjects allowing pupils to communicate through fun and interesting topics</p>	<p>Discussions between SALT team, Schools S+L TA and SENCO to establish impact of group sessions</p> <p>Observations of pupils participation in class/group discussions</p> <p>Monitoring of phonic groups and progress</p>	<p>KE (EYFS leader) and BT (SENCo)</p>	<p>Weekly discussions</p> <p>Termly observations</p>
Increased progress for PP pupils working below the expected ARE in Maths	<p>Pupils identified for additional intervention delivered by teachers to bridge 'gaps' in learning.</p> <p>Behaviour team to support pupils to ensure 'behaviour for learning' is effective.</p>	<p>Using teachers within school to deliver skills required linked to in-class learning will have positive impact on outcomes</p>	<p>Monitoring of planning/books to ensure correctly pitched skills are being taught and built upon progressively.</p> <p>Termly moderation within school and the Trust</p>	<p>Teachers</p> <p>HoS to monitor and challenge impact</p>	<p>Termly moderation</p> <p>Termly progress meetings</p> <p>Regular book and planning trawls</p> <p>Yearly observations</p>
PP pupils will make at least expected progress to maintain current attainment levels across KS1 and KS2 in English.	<p>Teaching Assistant support in each class allows for teacher to target individuals and groups as necessary in each lesson for 1:1/small group support</p> <p>Behaviour team to support pupils to ensure 'behaviour for learning' is effective.</p>	<p>Teachers are accountable for the progress pupils in their class make, and are therefore the most effective staff members to make decisions about who and how skills are taught to positively effect outcomes.</p>	<p>Monitoring of planning/books to ensure correctly pitched skills are being taught and built upon progressively.</p> <p>Termly moderation within school and the Trust</p> <p>Termly progress meetings led by the teacher, challenged by leaders.</p>	<p>Teachers</p> <p>HoS to monitor and challenge impact</p>	<p>Termly moderation</p> <p>Termly progress meetings</p> <p>Regular book and planning trawls</p> <p>Yearly observations</p>
Total budgeted cost					£71,720

iii. Other approaches

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
-------------------------	---------------	--	--	-------------------	---

<p>Increased attendance rates for pupils identified as PP</p>	<p>Office staff to track PP daily and carryout first day response.</p> <p>Additional EWO time to track PP pupils weekly, offering rapid intervention if required</p> <p>HOS to provide additional support to EWO</p>	<p>Rapid response should and intervention with families will have a positive impact</p>	<p>HOS to monitor attendance alongside EWO weekly</p> <p>Attendance figures analysed weekly</p> <p>Progress and attainment of pupils with low attendance analysed termly</p>	<p>BH (HoS)</p>	<p>Weekly meetings</p> <p>Termly standards meeting</p> <p>Persistent absentees discussed during fortnightly vulnerables meetings.</p>
<p>To reduce the number of lates and ensure all PP pupils start the day in a positive way, ensuring well being.</p>	<p>Continuation of the 'Magic Breakfast' programme. (bagels for all pupils during morning registration introduced)</p>	<p>The Magic breakfast programme has been in place for 1 year, and this is the second year of its implementation. The impact so far on pupil wellbeing has been positive.</p>	<p>HoS to collect data at given intervals regarding uptake.</p> <p>Lates monitored fortnightly.</p>	<p>BH (HoS)</p>	<p>Termly during reviews with the Magic Brekfast lead, and towards the end of the funded programme for a long-term decision.</p>

<p>To ensure all disadvantaged pupils are able to access/complete learning at home as required by teacher.</p>	<p>EYFS to send 'learning packs' to all new starters to encourage home learning.</p> <p>KS1 and S2 PP pupils to be offered revision workbooks.</p>	<p>Learning and engagement at home will support learning in school, and increase children's overall progress.</p>	<p>Pupil progress challenged during termly progress meetings.</p>	<p>HoS and AHs</p>	<p>Termly standards meeting</p>
<p>To ensure the social, emotional and mental well-being of all pupils through improved experiences for all.</p>	<p>Subsidise off site trips, visitors and residential for PP pupils.</p>	<p>Participation in off sites visits, occasions hosted by visitors and residentials will give PP pupils experiences they may not otherwise have, thus improving their social and mental wellbeing</p>	<p>Office staff and teachers monitor uptake of trips</p>	<p>Teachers</p>	<p>Termly</p>
<p>Total budgeted cost</p>					<p>30,000</p>