

Pupil premium strategy statement (primary)

1. Summary information					
School	King Edwin Primary School				
Academic Year	2017/18	Total PP budget	£77,880	Date of most recent PP Review	
Total number of pupils	288	Number of pupils eligible for PP	59 (47 current) 9 old Year 6	Date for next internal review of this strategy	

2. Current attainment/progress (See appendix 1)		
Key Stage 1 - Key Stage 2 (2017)	Pupils eligible for PP (At KEPS)	Pupils not eligible for PP (At KEPS)
% achieving expected standard or better in reading, writing and maths	56% 56% 78%	70% 62% 82%
% making expected progress/better than expected progress in reading	56% 11%	64% 6%
% making expected progress/better than expected progress in writing	56% 22%	64% 15%
% making expected progress/better than expected progress in maths	67% 33%	70% 6%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Children eligible for PP struggling to achieve the expected level in reading, writing and maths at the end of Key Stage 2, but especially reading and writing.
B.	Poor vocabulary and language skills, as well as written skills.
C.	Low self-esteem, aspirations and opportunities.
External barriers (issues which also require action outside school)	
D.	Parental Engagement and support

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Closing the gaps in reading and writing with all PP children	100% make sufficient progress and at least 50% make accelerated progress.
B.	PP pupils leave Foundation/KS1/KS2 with better vocabulary skills and a love of language, writing and reading.	PP attainment scores at the end of Key Stage are in line with non PP children.
C.	Pupils attend school regularly (attendance), as well as take advantage of after school clubs available throughout the year and school trips/residentials	PP children access all after school clubs, and have an attendance percentage greater than 96%
D.	Parents are more engaged with the school and have more of an understanding of the children's needs and next steps.	Children receive more support from home. Relationships between teachers and parents are enhanced.

5. Planned expenditure					
Academic year	2017-18		£77,000		
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					
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?
Pupils eligible for PP will make at least sufficient progress in RWM	CPD for staff to ensure teaching of R W and M is consistently good across the school, with intensive use of TA.	High quality teaching results in good progress for pupils.	Lesson Observations Drop-ins Work Scrutiny Pupil Progress Data	Senior Leaders/ Subject co-ordinators	Summer 18
Increase proportion achieving ARE in Reading and Writing by the end of Summer 18, across all Key Stages.	CPD for staff to ensure teaching of R W and M is consistently good across the school.	High quality teaching results in good progress for pupils.	Lesson Observations Drop-ins Work Scrutiny Pupil Progress Data	Senior Leaders/ Subject co-ordinators	Summer 18
Total budgeted cost					£32,954
ii. Targeted support					
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?
Pupils eligible for PP will make accelerated progress in Reading, GPS and maths.	Small group tuition (after school)	Pupils work better in small groups or on a one-to-one basis. Very individualised learning with the prospect of immediate feedback and addressing of misconceptions.	Organise PP pupils into groups and allocate groups to Staff. Teach 10 1-hour sessions (boosters after school), monitoring progress and impact after 10 weeks – check against Baseline.	AO	After the 10 weeks of tuition, a post assessment will be carried out and compared to baseline.
Pupils eligible for PP will make accelerated progress in Reading and Writing.	Interventions during other curriculum areas. Reading focus using Purple Mash as a vehicle to success.	The use of ipads excites and motivate the pupils. Immediate feedback of answers will help pupils learn from their mistakes. Pupils are given the opportunity to read in a controlled and calm environment, and read some quality challenging texts.	During lessons, class teacher withdraws PP children and works on reading and writing intervention facilitated by Purple Mash and Doodle Maths.	ACW/ AO	After Spring Term.
PP Pupils will achieve higher SAT scores and make better progress than non-PP	3 rd Space Learning	An online platform monitors the progress of children and instructor can issue immediate feedback with every answer being reasoned by the pupil. (1 to 1 tuition)	Monitor pupils progress on 3 rd Space Learning – is it having an impact and closing the gap?	AO	After the 10 weeks of tuition, a post assessment will be carried out and compared pupils who did not access the intervention.

• TA support – a TA 5 days a week on PP support.	TA's, in conjunction with class teachers, offer PP children interventions selected from Pupil Progress meetings – based on current data.		Monitor the interventions that are taking place throughout the whole with an intervention record sheet – collect these in from each teacher at the beginning of half-terms.	AO	At the end of each term. Assess whether children have made good progress because of the extra interventions.
Total budgeted cost					£34,160
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?
Improve a love of learning for the children and family enjoyment of a text.	Early Bird Reading: Whole school allow children and parents to enter the classroom 10 minutes before the start of school, allowing parents and children to spend time together reading.	This will give parents an opportunity to listen to children read with very few interruptions. Question prompts will be handed out to parents so that as well as encouraging a love for learning, the parents are also asking relevant and challenging questions.	Class teacher to keep a record of parents coming in and reading with pupils. Awards given out to regular attenders. Monitor PP children and ensure teacher/TA is listening to these pupils if no parent present.	Class teachers	Summer Term
Ensure children start the day fuelled up, and can maintain concentration for a sustained period of time.	Breakfast Club	Set children up for the day with a balanced breakfast – brain food.	Advertise the club by sending out letters at the beginning of each half term. Keep a register of those children attending.	AO	End of Spring Term.
Pupils perform better in end of Key Stage 2 tests as better prepared.	Purchase revision guides for PP year 6 pupils.	Allows pupils to revise and practice test questions at home. To familiarise and expose PP children to the language and format of the tests.	PP children to bring in revision books/tests and discuss with class teacher any strengths and misconceptions.	AO/CW/ KK/SS	June/July – assess whether the revision guides were worth it when reviewing the children's achievements.
Children gain a sense of satisfaction and pride when completing the mile. Children are also more switched on and alert.	Morning Mile	Giving the opportunity to physically wake up (with a morning mile or funfit) has been proven to prepare children for the rest of the day. Pupils who take part are more switched on and alert in class.	Communicate with class teachers and teachers responsible for the Morning Mile – encourage PP children to take part and set them challenges to complete certain distances over half-terms.	AO/KL	Assess at the end of each week – monitor who needs encouraging to attend.
Pupils feel part of the 'King Edwin Team'	Shoes and school uniform/PE kit/Winter coat?	Children can participate in PE lessons like their peers, and are able to follow school rules with regards to school uniform.	Ensure parents know what school can provide for them if parents are struggling to pay for these things. Monitor which children have had what.	AO	Termly – send out fresh reminders letters/emails.
All pupils to experience learning outside the classroom, with either day trips or residential.	Funding contribution towards trips	Some PP do not get the same experiences of Non-PP children, and so do not have the same life experiences as more fortunate children. No experiences = difficult to use imagination in story writing, difficult to infer in reading comprehension.	Ensure class teachers talk to PP parents to ask for a contribution, but ensure PP funding is used to top up the shortfall.	Class teachers LA/MC	Remind parents with letters regarding residential trips – offer 10% back after the trip is complete.
Total budgeted cost					£10,800

Appendix 1:

