**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | King Edwin Primary School | | | | |
| **Academic Year** | 2018/19 | **Total PP budget** | £77,880 | **Date of most recent PP Review** |  |
| **Total number of pupils** | 307 | **Number of pupils eligible for PP** | 55 (18%) | **Date for next internal review of this strategy** |  |

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| 1. **Current attainment (See appendix 1)** | | |
| Key Stage 1 – Key Stage 2 (2018) | *Pupils eligible for PP (At KEPS)* | *Pupils not eligible for PP (At KEPS)* |
| **% achieving expected standard or better in reading, writing and maths** | 73% **64% 82%** | 79% **85% 85%** |
| **% making expected progress/better than expected progress in reading** | 55% 18**%** | 64% 48**%** |
| **% making expected progress/better than expected progress in writing** | 55% 18**%** | 58% 39**%** |
| **% making expected progress/better than expected progress in maths** | 73% 55**%** | 76% 48**%** |

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| 1. **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)* | | | | | | | | | | |
|  | | Children eligible for PP struggling to achieve the expected level in reading, writing and maths at the end of Key Stage 2, but especially writing and maths. | | | | | | | | |
|  | | Poor vocabulary and language skills, poor understanding and inference, as well as poor written skills. | | | | | | | | |
| **C.** | | Low self-esteem, aspirations and opportunities. | | | | | | | | |
| **External barriers** *(issues which also require action outside school)* | | | | | | | | | | |
| **D.** | | Parental Engagement and support | | | | | | | | |
| 1. **Desired outcomes** | | | | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | | | *Success criteria* | | | |
|  | Closing the gaps in reading, writing and maths with all PP children | | | | | 100% make sufficient progress and at least 50% make accelerated progress. | | | |
|  | 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. | | | |
|  | 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% | | | |
|  | Parents are more engaged with the school and have more of an understanding of the children’s needs and next steps. They contribute more by attending parents evenings, by helping with trips, coming to performances and sporting fixtures. | | | | | Parents are more informed about their child’s education and can support with their development at home. | | | |
| 1. **Planned expenditure** | | | | | | | | |
| **Academic year** | | | **2018 - 19 £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. | | | | | | | | |
| 1. **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. This coincides with the Forever Reading Project which is providing the school with professional development. | High quality teaching results in good progress for pupils.  Gaps recognised early on and interventions put in place to diminish these. | Lesson Observations  Drop-ins  Work Scrutiny  Pupil Progress Data  Intervention timetables  Pupil Progress meetings  Gap analysis | | Senior Leaders/  Subject co-ordinators | Summer 18  Cost £3000 |
| **Increase proportion achieving ARE in Reading, Writing and Maths by the end of the academic year (2019)** | | | CPD for staff to ensure teaching of R W and M is consistently good across the school. Team teaching and observations of good practice both within school and of other schools around the county. | 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** | | | | | | | | £3000 |
| 1. **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 with make accelerated progress in Reading, writing and maths | | | Small group and 1:1 tuition (after school)  Homework club for Year 6  Booster Clubs for Year 2  Booster Clubs for Year 6 after Christmas. | 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. Closing gaps already distinguished before the session begins. | Teachers will design programs specifically designed to addressing the misconceptions of PP children. This will be done through analysis of Summative Tests completed once ever term. | | AO | At the end of every term – do assessments show an improvement?  Cost £3500 |
| Pupils eligible for PP with make accelerated progress in Reading and Writing. | | | Interventions during other curriculum areas. Reading focus using Purple Mash and Switch on. Maths interventions through Power of 2 and gap analysis. | The use of ipads excites and motivates 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. | Collect TA timetables, and class teachers intervention programs and analysis to see if PP children are being supported. Do this every half term to monitor TA time and the area of focus for particular children. | | AO | Every half-term  Cost  TA costs £55000\*  Purple Mash £1300  Power of 2 £ 200 |
| PP Pupils with achieve higher SAT scores and make better progress in line with non-disadvantaged pupils. | | | 3rd 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). Teacher to have a bigger input to this this year. Teachers to allocate the learning objectives – linked into previous teaching (consolidating) or future learning (pre-learning) | Monitor pupils progress on 3rd Space Learning. Talk to the children to see if they think it has made a difference. Listen to the types of conversations/reasoning pupils are having with tutors. | | AO | After the 10 weeks of tuition, a post assessment will be carried out and compared to baseline. Keep some children working through the program (if successful) and allow other children to access throughout the year.  Costs  3rd Space Learning £4500 |
| **Total budgeted cost** | | | | | | | | 64500 |
| 1. **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. Also ensure PP children are listened to in class at least once a week. | | Class teachers | Collect in Early Bird reading charts every half-term. |
| Breakfast Club | | | Open up this free facility to parents who either need to get to work, or want their child to have a balanced breakfast before beginning the day. | A balanced breakfast helps children to maintain concentration for longer periods of time. | Register – also regularly advertise club to parents in the form of an email. | | LA | Costs  Est 15 x 5 x £2 per session £5850 |
| All PP children wear the same uniform as all pupils in school: Shoes and school uniform/PE kit/School jumpers | | | Purchase uniform and shoes for those families who are struggling. Send letters out to all PP with the option of school purchasing uniform. | Children feel they belong at this school with the same uniform as all their peers. They feel they are no different from anyone else in the school. | Regularly send out letters to parents offering different clothing throughout the year, such as jumpers leading up to the coldest months of the year. | | LA | Review costs in Summer Term – was it taken up by many parents?  Costs £ 980 |
| All PP pupils to attend school trips and residentials | | | Funding contribution towards trips. | Support parents who are struggling to pay for trips and residentials – all year groups (apart from year 1) do have residentials. | Register to check all pupils have attended trips and residentials. | | AO | Cost £3400 |
| Improve the life experiences of PP children | | | Rule: Every sports team representing KEPS has to include at least 1 PP child. | Child to represent the school – improving their association and opinion of school. Make them proud to be part of the school community. Giving them life opportunities. | Discuss teams and events regularly with sports coach and Mr Lewis – ensure PP children are given opportunities. | | AU  KL |  |
| Achieve more independence and achieve better SATs results. | | | Purchase GPS revision guides for all PP children in year 6. | Pupils can revise in their own time or bring these guides into school and work through with the help of a teacher. This will aid transition to secondary and ensure they are ready for the increase in independence, homework and expectations. | Question the children – have they been using the guides at home. Ask them to bring the books in and share with teacher and teacher assistant. | | AO | Cost £350 |
| Strong emphasis on PP children attending after-school clubs. | | | Run specific clubs for PP children (Magical Maths, Craft, Baking). These children to have priority at attending these clubs. Ask PP children for specific request for clubs. | Research shows after-school clubs makes the biggest difference to progress made in lessons by PP children. Relationships are strengthened (between pupil and teacher) and coordination developed. Life experiences occur: winning, losing, teamwork, communication, strengths, weaknesses, successes, failures. | Register for clubs being run. Ensure class teachers are catering for PP interests by offering clubs outside of the classroom – or ensuring other teachers are running these for them. | | AO | Cost  Magical Maths £1320 |
| **Total budgeted cost** | | | | | | | | 11900 |

**Appendix 1:**

* **TA costs = £55000 / average hourly rate of £12.80 = 4297 hours per year (111 hours per week)**

**Total TA hours (F2 – Year 6 = 263.5) = 42.13% of TA timetable**