

Pupil premium strategy statement (primary)

Review of 2018/19

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	

2. 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%

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 writing and maths.
B.	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

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Closing the gaps in reading, writing and maths 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. 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.

5. 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.					
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. 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
<p>Intervention timetables demonstrate a lot of time and consideration has been spent thinking about and planning towards PP children making accelerated progress. Approximately 40% of TA's time (in addition to teacher time during assembly sessions and extra PP time) is working with PP children in either small groups or on a one-to-one basis. Although progress is being made and it is a clear focus of KEPS (to improve the progress of PP pupils), more individualised learning, coaching and mentoring needs to take place (such as Power of 2) to ensure PP children bridge this gap between themselves and their peers.</p> <p>Marking and feedback of PP children's work needs to be completed alongside pupils so they receive this immediate feedback of how their work can be improved. EEF states that an additional 8+ months of progress can be made by this consistent approach, something we need to factor in as well as the time spend learning new concepts.</p> <p>Gap analysis of tests are done in most cases (particularly in Year 6 and 3) but other year groups need to be stringent in completing these, as they display a wealth of information.</p> <p>Summary: Year 6 to share good practice of how they use information in summative assessments to inform interventions.</p>					
Increase proportion of PP 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
<p>'Book looks' have been completed throughout the year, across most subjects (English Writing (All staff), English Reading Journals (RC/CW), Maths Books (OP,AO), Topic Books (AW)) Writing moderation has also taken place in most year groups, with year 6 hosting the event.</p> <p>Data: Year 2 – 25% increase in children achieving a WA or Above rating in Reading and Maths (from 50% to 75% in both) Year 3 – Percentages stayed the same in Maths and Writing, but decreased slightly in Reading and GPS (9%) Year 4 – Slight increase in Reading and GPS (with pupils who are WA or Above), slight decrease in Writing and 12% decrease in Maths Year 5 – Writing and GPS have made 10% gains while Reading and Maths have remained the same (60% and 70% respectively) Year 6 – Down in Reading by 10%, but up in Maths, Writing and GPS by 23%, 45% and 45%</p> <p>In terms of core subjects across all 6 year groups: up 27% down 19% in Reading, up 48% down 12% in Maths, up 92% down 4% in Writing, and up 70% down 9% in GPS In Summary – we are diminishing the difference in most year groups where PP children are concerned.</p> <p>See document titled: 'Percentage of PP children Working At or Above from the beginning of the year to the end of year (2018-19) – Teacher Assessment' for more info.</p>					
Total budgeted cost					£3000
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 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

KS1 and KS2 PP children have made superb progress. Small group interventions based on feedback and test analysis have proved extremely cost effective and beneficial. According to EEF reports, Peer tutoring (+ 5 months), Small group tuition (+4 months), Feedback (+8 months) have massive benefits to children's attainment and progress. Small booster clubs (both after schools and during extra PP time) in both Year 2 and Year 6 have helped target certain children and focus on objectives that pupils have struggled with.

KS1

According to Summary Data Dashboard (August Edition), FSM Pupils achieving the expected standard or better are as follows: Reading = 50% Compared with 53.9% locally; Maths = 75% compared with 60% locally; Writing = 75% compared with 58.9% locally; and GPS = 75% compared with 58.8% locally. Summary – Maths is a particular strength in KS1, where as FSM reading still needs more emphasis.

KS2

According to Summary Data Dashboard (August Edition) FSM pupils made a progress score of 2.1 (Reading), 3.4 (Writing) and 5.3 (Maths) better than the National Average, narrowly missing out on Sig + Summary – KS2 progress is fantastic but because of other groups of children in the school performing so well, the progress gap does not seem to have narrowed.

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
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Power of 2 has been heavily invested in this year, not just with the purchasing of the books and literature, but more importantly, the time spent with TA's on a one-to-one basis (Study by EEF found that one-to-one tuition has an additional benefit of 5 months+). Although this intervention has proved popular with staff not just with PP children, but also with children who are struggling to grasp the basic mathematic concepts, we do have to consider if this is a cost effective intervention?

The children who are accessing Power of 2 do benefit from this daily intervention, and the routine helps them remember and hardwire the key facts. TA's delivering the program have said:

"It's brilliant. It gives them strategies to use in class. It gives them confidence. They (the children) are good at transferring the skills they have learnt in Power of 2 into the classroom. The children enjoy doing it and I've told my daughter to use it at the school she works at." (TK)

"Definitely helps with bridging those gaps and giving the pupils confidence – makes them realise they can do it. Children can start to see links across all of maths." (KK)

"It gives the children a stable base to then move onto something more complicated, such as problem solving and reasoning. It helps them to remember strategies." (LG)

After discussing the benefits of this program with TA's, it is clear that Power of 2 is making a massive impact with the children who struggle to grasp key mathematical concepts. I think with such glowing references, this is a program that has to continue.

With regards to Purple Mash, this is hard to monitor as there is no way of monitoring the pupils online usage (as there is on Doodle Maths).

Collecting in intervention sheets every half term has proved successful in ensuring those PP children are receiving plenty of support. Class teachers are very much aware of giving extra support of these PP children and are happy to share their intervention timetable. Next year, we are going to add another column in the form for After School Clubs. This hopefully will encourage class teachers to motivate and encourage the children in their class to participate in these clubs which are proven to have massive educational value.

PP Pupils with achieve higher SAT scores and make better progress in line with non-disadvantaged pupils.	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). 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 3 rd 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 3 rd Space Learning £4500
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EEF reports show that one-to-one tuition has a benefit of 5+ months over 12 (making 17 months progress over the academic year). Data Dashboard shows that as a school, 75% of our PP children have made the expected standard or better, compared with 60% LA. Although I believe 3rd Space Learning is a contributor to this, there are other factors to consider: quality first teaching, learning platforms, interventions, booster clubs, Power of 2, test analysis etc. In addition, 3rd Space Learning does not just benefit those Year 6 children. This year, we have included year 5 and even some pupils from year 4. Moreover, the teaching resources that members of staff can access due to our membership, benefit all pupils, not just the pupils accessing the one-to-one tuition on 3rd Space Learning. It must be stated however, that for this to run smoothly in the future, an injection of money is needed to improve our laptops, as more and more frequently, the technology is letting us down. Summary: continue this initiative with the addition of more up-to-date technology.

Total budgeted cost

64500

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. 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.

After a review of the registers, there is a stable use of Early Bird Readers for PP children. Some of the children (particularly higher up the school) are coming in on their own and reading to a teacher or teacher assistant – for example those children who get dropped off at After School Club. Year 2 have the most positive turn around in reading results (50% of PP children came into Year 2 working at the expected level or above. 75% of them left at the expected level or above) and coincidentally, their Early Bird register shows the vast majority of these PP children attended this intervention – more than any other year group. Year 4 have also a really healthy percentage of PP parents coming into school and helping their child to read. This year group have also seen a rise in attainment with regards to reading for PP children. I would suggest that even more TA's and members of staff need to try and make themselves available to listen to children read whose parents can not make the 8.50am time due to work commitments or other factors.

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
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EEF have proved that supplying a free Breakfast Club for PP eligible pupils can have a +2 months benefit over a 12 month period. Although this is a service we think is vital in our community and especially for these families in need, it is not as well attended as we would like. Summary: this intervention needs to be publicised more to PP families – Need to send out letters termly, as well as an email outlining their entitlements.					
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
This is a practice that will continue into the 2019-20 academic year. School uniforms can be so expensive (especially with numerous children) so families are in receipt of PP will continue to benefit from free school uniform twice a year – once leading up to Winter and once in the Spring. This initiative was moderately supported by parents this year (with a 53% take up) and the families that did were extremely grateful. Summary: ensure the parents are well informed about the option of a school uniform through letters, email, and then a reminder email.					
All PP pupils to attend school trips and residential	Funding contribution towards trips.	Support parents who are struggling to pay for trips and residential – all year groups (apart from year 1) do have residential.	Register to check all pupils have attended trips and residential.	AO	Cost £3400
All PP children have attended school trips and the vast majority have attended residential visits. We now offer residential trips (or at least a night away from school) from year 2 onwards and all PP children have access to these opportunities. Due to the school contributing towards these costs, a lot more PP children have attended – no child has been absent due to funding problems. The fact that these children can join in with the rest of their peers has a massive impact on their lives. These pupils learn important life skills, as well as independence, confidence, self-esteem and being part of a team/community. Indeed, former school secretary, Ed Balls, said that <i>“Learning outside the classroom is not some optional extra...Residential and educational trips and getting outside the classroom should be part and parcel of school life.”</i> KEPS are dedicated to offer all our children the same experiences and through the PP funding, these children can and do enjoy these opportunities. Summary: A school policy from next year will be to half the price of trips and residential for PP children right across the board.					
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	
During our busy sporting calendar, the sports coaches have forever had this PP initiative in their minds. With every club they run, and every sports competition they enter, there is a focus on involving at least one PP to ensure they get to experience competitive events outside of the school environment. Statistically, 100% of competitive fixtures and competitions, such as Boccia, Football, Tag-Rugby, Basketball and Multiskills had at least one PP pupil in the team – a fantastic achievement. There are many benefits to representation on school team sports (such as leadership skills, social relationships, teamwork and cooperation, fitness and health benefits, winning and losing skills etc) and the fact that we are ensuring PP children are experiencing this is a positive, especially as many perhaps do not experience them out of school due to home situations. Summary: Next year, track all PP children to see which competitions they have took part in, and ensure that 100% of PP children have represented the school in at least one event/sport.					
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
Writing and GPS scores for PP children are the best they have ever been (89% and 79% working at or above the expected level respectively). The GPS revision guides can certainly be attributed to some of this success – and possibly in turn the writing results. Although the scores for Maths and Reading were better than local and national when compared to other PP children, they are not as strong as previous years. I believe when giving out the CGP revision guides, we sent them out too early and too much content. Summary: next year, we are going to streamline the options parents have. Specifically – for the PP children – we are going to carefully select the revision guides depending on strengths and weaknesses of individual pupils – not taking a blanket approach and buying all the guides. This will ensure better use of money, not scaring the pupils away with 15-20 revision books to work through, and will allow the children (and parents and teachers during homework club) to concentrate on specific areas for development.					
Strong emphasis on PP children attending after-school clubs.	Run specific clubs for PP children (Magical Maths, Craft, Baking). These children to	Research shows after-school clubs makes the biggest difference to progress made in lessons by PP children. Relationships are strengthened	Register for clubs being run. Ensure class teachers are catering for PP interests by offering clubs outside of	AO	Cost Magical Maths £1320

	<p>have priority at attending these clubs. Ask PP children for specific request for clubs.</p>	<p>(between pupil and teacher) and coordination developed. Life experiences occur: winning, losing, teamwork, communication, strengths, weaknesses, successes, failures.</p>	<p>the classroom – or ensuring other teachers are running these for them.</p>		
<p>Magical maths has been well attended and had maximum capacity on both 6 week blocks (12). The children enjoy this and more than once, teachers have heard PP children state that they learnt about this in Magical Maths. One pupil has in fact just started the after school club for the third time as he enjoys it so much.</p> <p>With regards to the wider picture, a number of clubs have been put on solely for PP children, such as baking and craft clubs. One of the best attended clubs for PP is choir and lego club, demonstrating that PP children need more clubs that aren't just sport. Over the year, percentages of PP children attending clubs have fluctuated depending on the types of clubs available (largely down to the weather). In Autumn 1, 49% of PP attended at least one club. This rose to 76% in Autumn 2 (with the help of Year 6 homework club). In Spring Term 1, it was 49% (fewer clubs available), then Spring 2 it was 72%, rising to 78% in the Summer. Year 1 PP and Year 6 PP had a 89% take-up at some point across the academic year, demonstrating age is no barrier to attending. It also must be stated that Gizmo Science has opened up places for PP children which has improved the percentages as well. Summary: I think as a school, we offer a wide range of After School Clubs on every single day of the week. I think the opportunities for the PP children are outstanding and class teachers need to be making these children aware of these. Before Autumn Term 2, the PP lead talked to all PP children (on an individual basis) and looked at the clubs available. This increased the participation of PP and they were all eager to share which clubs they had joined in the playground. Summary: Offering PP children an opportunity to access a wider curriculum in a definite strength of KEPS. This practice needs to continue to ensure PP children excel and get every opportunity to discover their talent and interests.</p>					
<p>Total budgeted cost</p>					<p>11900</p>