

Pupil premium strategy statement (primary)

1. Summary information					
School	King Edwin Primary School				
Academic Year	2019/20	Total PP budget	£77,880	Date of most recent PP Review	24.09.19
Total number of pupils	403	Number of pupils eligible for PP	64 (16%)	Date for next internal review of this strategy	Jan 20

2. Current attainment (See appendix 1)				
Key Stage 1 – Key Stage 2 (2019)	Pupils eligible for PP (At KEPS)		Pupils not eligible for PP (At KEPS)	
% achieving expected standard or better in reading, writing and maths	56%	78% 56%	82%	87% 97%
% making expected progress/better than expected progress in reading	64%	9%	69%	33%
% making expected progress/better than expected progress in writing	73%	36%	81%	53%
% making expected progress/better than expected progress in maths	82%	9%	97%	78%

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 are struggling to achieve the expected level in reading, writing and maths at the end of Key Stage 2 when compared with our non-PP pupils, but especially reading and maths.
B.	Poor vocabulary and language skills, poor understanding and inference, as well as poor written skills (English). Poor understanding of number – place value – and poor mental skills (Maths)
C.	Low self-esteem, aspirations and opportunities (Meta-cognition).
External barriers (issues which also require action outside school)	
D.	Parental Engagement and support from home – no (or very little) positive role models.

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, reading and mathematics.	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/residential	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.	100% of parents engage with teachers during parents evenings, by listening to them read 5 times a week, and can support with their meta-cognition at home.
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5. Planned expenditure

Academic year	2019 - 20	£77,000
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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 links in with the use of information from summative testing and the analysis of this – particularly higher up the school (Year 6 to demonstrate and share good practice of this).	High quality teaching results in good progress for pupils. Gaps recognised early on and interventions put in place to diminish these. Evidence that the gap analysis/summative assessment used in Year 6 has a huge impact on progress and children's well-being – the pupils love learning new skills and love learning from mistakes (the light-bulb moment)	Staff meeting led by Year 6. Support to teaching staff during assessment weeks, including creating the grids in the first place. Support to TAs in how to read and interpret these grids (assessment for learning)	Year 6 Assessment lead Maths Lead	Spring 1 (after Autumn 2 assessments) Summer 1 (after Spring 2 assessments) Cost £3500
Increase proportion of PP achieving ARE in Reading, Writing and Maths by the end of the academic year	CPD for staff to ensure teaching of R W and M is consistently good across the school. Team teaching and observations (including triads across the school between teaching professionals) of good practice both within school and of other schools around the county. Purpose of some of the triads will be teachers focus and progress of vulnerable groups, which includes PP.	High quality teaching results in good progress for pupils.	Lesson Observations Drop-ins Work Scrutiny Pupil Progress Data Triad reports	Senior Leaders/ Subject co-ordinators	Summer 19
Total budgeted cost					£3500

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?
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Pupils eligible for PP will make at least sufficient progress in Maths	The use of Power of 2 Maths intervention for all of KS2 pupils.	Pupils will receive Immediate feedback of if their work is correct how their work can be improved. EEF states that an additional 8+ months of progress can be made by this consistent approach. This will be repeated 4 times a week (minimum) by TA's in additional to maths lessons (one-to-one basis)	Monitor TA's timetables Monitor the use of the Power of 2 books. Continue having a professional dialogue with TA's on effectiveness.	AO LG (Lead TA)	Cost £5000 (Majority of price is on TA time)
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 every 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, Writing and Maths	Interventions during other curriculum areas (additional PP time) – with the appointment of an extra teacher to either: i)Cover class teacher so class teacher can work with PP children (AU) ii)Extra teacher (NO) to work with PP pupils to improve writing (initially Year 5).	Pupils will be working in small groups for 30 minutes at a time – short sharp interventions. This will be working on feedback with class teacher – and narrowing the gaps spotted by class teacher, or work with an extra teacher on the objectives the class teacher has set – understanding the children's needs best.	Book scrutiny Lesson notes about the progress of these children (sent to class teacher after intervention) Pupil survey	AO	Cost £3320
Pupils eligible for PP make accelerated progress in Reading.	Interventions during other curriculum areas. Reading focus using Purple Mash and Switch on.	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.	See intervention timetables collected once every half term.	LG LM AB	Every half-term Cost TA costs £49500 Purple Mash £1300 Power of 2 £ 200
PP Pupils with achieve higher SAT scores and make better progress in line with non-disadvantaged pupils (Maths).	3 rd Space Learning (with the addition of new up-to-date technology.	An online platform monitors the progress of children and instructor can issue immediate feedback with every answer being ' <i>reasoned</i> ' 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 – a weekly update is sent to AO after a session is completed (Every Wednesday). 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. Showcase these sessions to other schools.	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
Total budgeted cost					67,320
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. If no parents with PP children, teachers and TA's to prioritise PP children.	This will give parents an opportunity to listen to children read with very few interruptions.	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 5 x 5 x £2 per session £1950
All PP children wear the same uniform as all pupils in school: Shoes and school uniform/PE kit/School jumpers (twice a year)	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 residential	Funding contribution towards trips (half of every trip and residential).	Support parents who are struggling to pay for trips and residential – all year groups (apart from year 1) do have residential, so can be quite costly.	Register to check all pupils have attended trips and residential.	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. Increases skills in leadership, social relationships, teamwork and cooperation, fitness and health benefits, winning and losing.	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, Gizmo Science places). 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 Gizmo Science places:

<p>Improve children's love for learning and encourage reading at home.</p>	<p>During book fair weeks (once every term), every PP child is entitled to a book up to the value of £8. This will ensure pupils are getting a variety of text at home to hopefully enjoy with their families.</p>	<p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009). Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).</p>	<p>Keep a record of PP children and see which families have made the most of the deal. Talk to the pupils afterwards to see if they are enjoying their new book. Ensure letters are going out to advertise this so parents are aware.</p>	<p>AO CW</p>	<p>£8 per child X 76 children x 2 book fairs = £1216</p>
Total budgeted cost					9216
Total budgeted spend					£80,036