



## Pupil Premium Strategy Statement

### PUPIL PREMIUM ACTION PLAN 2019-20

#### INTRODUCTION

This plan was written by the school as a response to the gap in attainment between those children who are Pupil Premium (PP) and the rest of the school. The process of this evaluation broadly follows the national guidance for external evaluations of Pupil Premium and informs the plan. It was discussed with David Gosling (a previous lead inspector for OFSTED) and a Head Teacher from a local school.

Summary information					
<b>School</b>	Edmund Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£116,160	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	463 (including the Nursery)	<b>Number of pupils eligible for PP</b>	89	<b>Date for next internal review of this strategy</b>	

Key Stage 2 Attainment 2019		
<b>Key Stage 2 Attainment</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP nationally</i>
% achieving expected or above attainment reading, writing and mathematics combined	<b>This data available 09.07.19</b>	
% achieving <u>above</u> attainment reading, writing and mathematics combined		
% achieving expected or above attainment in reading		
% achieving <u>above</u> attainment in reading		

% achieving expected or above attainment in writing		
% achieving <u>above</u> attainment in Writing		
% achieving expected or above attainment in Maths		
% achieving <u>above</u> attainment in Maths		
% achieving expected or above attainment in Grammar, Punctuation & Spelling		
% achieving <u>above</u> attainment in Grammar, Punctuation & Spelling		

Barriers to future attainment	
A.	Some parents do not realise the importance of reading with their child at home and do not provide good role models as readers.
B.	Some children join the school with a limited vocabulary because parents do not talk enough with their children and provide patterns of language.
C.	Some parents have not exposed their children to the wider world and other cultures
D.	The environment that the children experience at home is often not conducive for learning (e.g. lack of space, lack of resources)
E.	Ensure that every child receives the best teaching possible
F.	Pupils achievement in Mathematics and English was a weakness at Key Stage 2 (2018)
Targets for 2019/20	
A.	End of KS2 progress scores in Reading, Writing and Maths are all at least in line with the National Average
B.	Rate of progress of disadvantaged pupils across the school is broadly in line with that of other pupils
C.	90% of disadvantaged pupils receiving targeted support make progress from their baseline positions
D.	External Consultants judge the rigour of school leaders, including governors, in developing the leadership and management of PP to have significantly improved.

## 1. Summary

There has been a considerable improvement to the attainment, progress and attendance of pupil premium pupils since the Summer Term 2018. Leadership is much more rigorous and school leaders and governors have a clearer on-going hold on the progress of disadvantaged pupils and how well they are achieving compared with other pupils. There is not a strong enough focus on the impact of interventions in the PP plan or on summary evaluations of how PP pupils are achieving compared with other pupils in the school.

### **Key Recommendations**

1. Provide brief termly PP reports for governors and school leaders which provide:
  - On-going succinct evaluations of PP pupils' attainment and progress compared with other pupils in the school;
  - trends in the attendance and punctuality of PP pupils compared with other pupils in the school;
  - evaluations of trends in the behaviour data on PP pupils compared with that on other pupils in the school
  - an ongoing succinct evaluation of how well the PP Action Plan is being implemented and the impact of actions.
2. Keep an ongoing record of the completion of homework by the older PP pupils compared with other pupils in the school and follow up weaknesses with parents.

## **2. Summary of school's performance data**

Although it is difficult to make comparisons with the changing assessment system, evidence points to a large gap between Pupil premium and non-pupil premium children.

### **Internal data for 2018-19**

**Pupil Premium Action Plan 2019-20**

**Barrier: Key Focus: Parental Support (A. B. and C)**

Desired outcome	Chosen action / approach	Rationale	Monitoring, evaluation and impact	Staff lead	RAG
100% (unless SEN is identified) of targeted pupils to make good or better progress towards Speaking/Listening and Reading ELGs	Teaching Assistants work with targeted children in Reception, Year 1 and Year 2 to develop speaking and listening and reading skills (Training given June 2019)	Some disadvantaged children enter the school with limited vocabulary and delays in speech and language  Some disadvantaged children move from Reception to Year 1 without achieving the Early Learning Goal for Reading. Similarly, some children enter Year 2 having not passed the Phonics Check at the end of Year 1.	Early Years assessments are analysed by EYFS co-ordinator/KS1 Co-ordinator and reported to the Headteacher.	EYFS Phase Leader  KS1 Phase Leader	
Reduce the percentage of non-SEN PP pupils who do not achieve a Good Level of Development by 50%	Every class in Nursery and Reception has at least two adults. Autumn 2019 an additional adult for half a day, five days a week.	Developmental delays need to be picked up as early as possible before children fall further behind and reported to SENDCO	Early Years assessments are analysed by EYFS co-ordinator and reported to the Headteacher.	EYFS Phase Leader	
Improve reading throughout the school for pupil premium children	AHT to organise for Volunteer readers (parents, senior citizens) to visit the school and read with PP children	Some PP children have not developed the habit and expectation of reading.	AHT to conduct a survey/questionnaire of children before and after reading with volunteers and reports findings to Headteacher and Governors about the provision and impact of the volunteer reading scheme	English Subject Lead	

**Total budgeted cost: £3,800**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Rationale</b>	<b>Monitoring, evaluation and impact</b>	<b>Staff lead</b>	<b>RAG</b>
Greater number of PP children on the SEN register have a clear diagnosis	Provide a range of interventions and support for PP SEN pupils targeted at their presenting need including through speech therapist, dyslexia therapist, SpLD and Ed. Pysch.	Disadvantaged pupils do not always have parents who will champion their cause or have sufficient knowledge of the provision that is available.	SENDCo to evaluate % of PP pupils on SEN register that have a clear diagnosis and report to Headteacher (termly)	SENDCo	
For the attendance rate of disadvantaged pupils to be at least within 1.5% of the whole school average at the end of the year.	Admin staff to monitor attendance of PP children and support/address any attendance problems for individuals and families.	There is a close correlation between attendance and pupils achievement.	Admin staff to report attendance figures for PP children to Headteacher (and EWO) on a half termly basis.	Admin staff	
All parents of PP children attend events.	Parents Evening/Morning to demonstrate how to support children with reading, writing and Maths	Provide the parents of PP children with information on how to support their children more effectively so that children are more engaged in learning	English/Maths Subject Lead to report to Headteacher detailing attendance of event	English/Maths Subject Lead	
95% attendance of PP pupils who are provided with a place at clubs.	Subsidised places at Clubs after school	Current figures show that PP children have a lower rate of attendance at clubs	Continue to monitor the take up of places at After School Clubs	Head Teacher	
100% participation in all lessons of the PE/Swimming curriculum	Ad hoc purchase of clothing or Swimming Costume or PE Kit	Some disadvantaged pupils might not participate in swimming lessons or PE as it these items might be difficult to maintain.	Headteacher to report to Link governors during Link Visit	Head Teacher	

**Total budgeted cost: £**

<b>Barrier: Pupils achievement in Mathematics (F)</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Rationale</b>	<b>Monitoring, evaluation and impact</b>	<b>Staff lead</b>	<b>RAG</b>
Progress score for disadvantaged pupils in Mathematics to be broadly in line with the national average	Focus discussed with teachers and T.A.'s at pupil progress meetings so that next steps are understood by the teacher	Disadvantaged pupils not achieving well in Mathematics.  All children progress more rapidly when having more targeted support.	AHT reports progress of disadvantaged pupils at Pupil Progress Meetings (termly) and provides regular updates at SLT meetings. Assessment co-ordinator reports progress of disadvantaged pupils to Governors (termly).	Maths Subject Lead & A.H.T.	
An increase of 10% in the number of children who complete home learning	Set up a home learning club targeted at Key Stage 2 children.	Disadvantaged children are less likely to complete home learning as they often do not have the space to do it.	Check for each class how many children complete their home learning task.  Compare half termly outcomes	Phase Leaders	
An increase of 10% in the number of children who do home learning	Discuss with teachers the necessity of ensuring that everyone can access the home learning.  Set up a homework club after school.	Disadvantaged children are less likely to have "additional equipment" to complete home learning tasks.	Check for each class how many children complete their home learning task.  Compare half termly outcomes  Monitor how many children attend	Head Teacher  Class Teacher	
<b>Total budgeted cost: £19,100</b>					

Desired outcome	Chosen action / approach	Rationale	Monitoring, evaluation and impact	Staff lead	RAG
<p>100% attendance in the tutored classes</p> <p>75% of children tutored at least meet the national standards by the end of the year</p>	<p>One-to-one tutoring in Mathematics in year 5 and year 6 by a designated teacher in Maths</p>	<p>Targeted PP children who are tutored have more opportunities to develop their skills (including the more able)</p>	<p>Tutor reports progress and any other impacts half termly to Maths subject lead and Headteacher</p>	<p>Maths Subject Lead</p>	
<p>To ensure that pupil premium children have access to board games, jig saws etc in Key Stage 1</p>	<p>Set up a lending system for games etc</p> <p>Purchase resources</p>	<p>Disadvantaged children are less likely to play board games or mathematical games at home</p>	<p>Look at the uptake of games etc for pupil premium children.</p>	<p>Head Teacher &amp; T A's</p>	
<p>Participation in IT Math by Pupil Premium children to be broadly in line with Non-Pupil Premium children</p>	<p>Analysis of the participation by PP pupils in programme</p>	<p>Doodle Maths Scheme is IT based and available from home.</p> <p>Early evaluations that programme is leading to more positive attitudes to Maths by PP children</p>	<p>IT Technician and Maths Subject Lead to report the participation levels of PP and Non-PP children to Headteacher on a half termly basis</p>	<p>Head Teacher</p>	
<p><b>Total budgeted cost: £23,100</b></p>					

<b>Barrier: Children's environment not conducive to learning and developing wider perspective of world (C. and D.)</b>					
<b>Desired outcomes</b>	<b>Chosen action / approach</b>	<b>Rationale</b>	<b>Monitoring, evaluation and impact</b>	<b>Staff lead</b>	<b>RAG</b>
Improvements to the attendance rate for disadvantaged children	Daily phone calls	<p>Pupils who attend school are more likely to be successful.</p> <p>Some pupils have a very limited experience of the environment beyond their home.</p> <p>Ensure attendance at Educations Visits and access to School Journeys</p>	<p>Termly reports to Link Governor on the attendance rates of pupil premium children</p> <p>Termly report to Link Governor by Pupil Premium Co-ordinator on the attendance of extra-curricular clubs by disadvantaged pupils.</p>	<p>Head Teacher</p> <p>Admin Officer</p>	
To reduce the number of children who are pupil premium in the PA band (below90%)	Daily monitoring Asking for evidence at absence (e.g. Doctors, or hospital. evidence)	Pupils who attend school regularly are more likely to be successful	Termly report to Link Governor on the attendance rates of pupil premium children	<p>Head Teacher</p> <p>Admin Officer</p>	
<b>Total budgeted cost: £10,600</b>					
<b>OVERALL BUDGET: £0</b>					

**i. Quality of teaching for all (B,C,F)**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the rationale?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>RAG</b>
Pupil Premium attainment outcomes are in-line or better than the non-Pupil Premium students.	Analyse planning to ensure that the learning needs of the PP children are being met by the class teacher	Quality teaching that identifies and addressed the next steps in learning for children who are not at the expected level	Weekly evaluation and feedback of planning undertaken.  Outcomes in books monitored on a rolling three weekly cycle	SLT	Weekly/ Three weekly
Pupil Premium attainment outcomes are in-line or better than the non-Pupil Premium students	Teachers to effectively assess children' learning and use this knowledge to plan he child's next steps in learning	As above	Weekly planning scrutiny, providing feedback to teachers. Comparison of children's work books against the national expectations to ensure progress	SLT Consultant	Weekly
Continue to use Pie Corbett's approach to the teaching of writing in order to continue to improve the standards of writing across the school	To continue to adopt a talk for writing approach to the teaching and learning in the English curriculum.	To provide children with a learned verbal model which provides a rich vocabulary and enables all children to be able to write.	Weekly planning scrutiny. Weekly book audits (as above). Follow up staff meetings with demonstrations of what has been taught and how.	Lit lead SLT	3 weekly
100% (unless SEN is identified) of targeted pupils to make good or better progress towards Speaking/Listening and Reading ELGs	Teaching Assistants work with targeted children in Reception, to develop speaking and listening and reading skills	Some disadvantaged children enter the school with limited vocabulary and delays in speech and language.	Early Years assessments are analysed by EYFS Coordinator/KS1 Coordinator and reported to the Headteacher.	EYFS Phase Leader  KS1 Phase Leader	Termly

Pupils to practise and improve their reading skills. 100% of PP children to achieve at least the expected level by the end of Year 2	AHT to continue to organise for Volunteer readers (parents, senior citizens) to visit the school and read with PP children	Some PP children have not developed the habit and expectation of reading and understanding texts..	100% of PP children to achieve at least the expected level by the end of Year 2	English Subject Lead	
Pupils to practise and improve their reading skills. 100% of PP children to achieve at least the expected level by the end of Year 6	Organise T A's to read with PP children during non-class time e.g.  Continue to use "Beanstalk" to work with children	Some PP children have not developed the habit and expectation of reading and understanding texts..	100% of PP children to achieve at least the expected level by the end of Year 6	English Subject Lead	

**Total budgeted cost**    £12,062

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>RAG</b>
Raise mathematical standards	Targets booster groups at KS2	Smaller groups of similarly able children give them space to learn.	By regularly reviewing progress through lesson observations and book looks/scrutinies	Maths lead	Half termly
Raise mathematical standards	Targets booster groups at KS1 using the Number Count programme	This intervention is designed to make children confident in the understanding of place value, number bonds and basic numeracy skills. Progress for these children without these skills will be limited.	Through base line assessment, monitoring progress throughout the duration of the intervention and observing teaching.	Maths lead, SENDCo and Class Teachers	Termly

SALT -	<p>Booster groups</p> <p>Narrative groups</p> <p>Language for Thinking</p> <p>Lego Therapy</p> <p>Active Listening</p>	<p>Pupils are referred to our Speech and Language Therapist when concerns have been raised about their receptive or expressive language ability; attention and listening; social communication or speech and articulation.</p> <p>Following a Universal – Targeted – Specialist model children can access Speech and Language Therapy support.</p> <p><u>Universal</u>; Through Whole Class sessions led by the speech and language therapist (e.g. whole class active listening session in year 6 in Jan 2018) or through implementation by the class teacher and/or teaching assistant of training by the therapist (e.g. training on active listening completed for all Year 6 teachers in December 2017).</p> <p><u>Targeted</u>; Through implementation of groups. Currently running in school are Booster Groups in Reception and Year 1, Language Thinking Groups, Lego Therapy Groups. Staff have been trained to run these groups either in school by the therapist or the staff have accessed the training through the SLA with the Speech and Language Therapy service.</p> <p><u>Specialist</u>; Individual children can receive an assessment, report or profile, and direct therapy either 1:1 or in a group.</p>	<p>Outcome measures take the form of baseline and outcome assessments relating to the specific intervention. Measures relate to language skills, e.g. use of formal and informal language assessments (as appropriate), staff questionnaires, (e.g. rating of attention and listening skills), pupil voice (children rate their perception of their skills/confidence relating to speech/language/communication).</p> <p>Evidence of impact is provided in the form of reports relating to the outcome measure of the specific intervention.</p> <p>Additionally an annual report is provided by the Speech and Language Therapist relating to the numbers of children who have received the outcome measure of specific interventions.</p> <p>Frequent liaison between the SENDCo and Speech and Language Therapist.</p>	SALT, managed by SENDCo.	<p>Termly review meetings</p> <p>Annual report</p> <p>Reports related to specific interventions as they are completed</p>
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Drama Therapy	Approaches vary according to needs. Some pupils are seen in groups, particularly those with social and communication difficulties. Those with attachments difficulties receive 1:1 therapy	Concerns are initially raised in Pupil Progress meetings; SEN review meetings: Parent teacher meetings and get discussed in Inclusion Meetings. Then a referral form is completed which highlight "behaviours causing concerns".	A Strengths and Difficulties questionnaire is completed by the teacher and the parents at the beginning and end of therapy. A 'Kids Psychlops Questionnaire' examines problem, functioning and wellbeing: this is completed by the child pre and post therapy and is scored to assess improvements. These scores are included in the child's drama therapy report at the end of therapy with recommendations for class teachers and for further interventions if necessary.	Drama Therapist, managed by SENDCo.	Half termly
<b>Total Budgeted Cost: £48,200</b>					