

+ Pupil premium strategy statement (primary)

1. Summary information					
School	St Edmund's Primary School				
Academic Year	2019 - 20	Total PP budget	£7920	Date of most recent PP Review	Sept. 2019
Total number of pupils	64	Number of pupils eligible for PP	6	Date for next internal review of this strategy	March 2020

2. Current attainment KS2 (2019 Results)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2017)</i>
% achieving expectations in reading, writing and maths	0%	67%
% achieving expectations in reading	0%	77%
% achieving expectations in writing	0%	81%
% achieving expectations in maths	0%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Some pupils have poor resilience and or confidence when being challenged with new concepts
B.	Some pupils need support to be organised and for their learning skills to be developed
C.	Some pupils need significant support to access the curriculum
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Some disadvantaged pupils attendance, and persistent absence, data is well below National average figures
E.	Some pupils lack regular routines including home reading, homework, spellings and having the correct equipment in school
F.	Some pupils lack access to resources, such as books, libraries and life experiences.

4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
A.	Pupils to be independent and confident learners who are able to cope when they are faced with new concepts
B.	Pupils to be confident, organised learners ready and prepared to learn
C.	<ul style="list-style-type: none"> • Classroom teaching to be of a high quality to meet the needs of disadvantaged pupils so that they meet or exceed expectations in progress/attainment • Pupils gain and embed basic skills in core subjects • With well-planned targeted teaching pupils make accelerated progress
D.	All disadvantaged pupils will meet national expectations for attendance (considering any flexi-school arrangements)
E.	Pupils (where necessary) will be provided opportunities in school to read, and complete homework
F.	Pupils are able to access resources, such as books, libraries and life experiences

5. Planned expenditure

Academic year

2018 - 2019

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?
A) Children supported and encouraged to be independent learners.	<p>All staff to encourage independence in lessons.</p> <p>Support pupils to independently select manipulatives (etc.) to support learning.</p> <p>Support staff (especially 1:2:1) to focus on encouraging pupils to ask questions, follow lines of enquiry and be self-motivated learners.</p>	<p>'Developing effective learners' refers to approaches that support pupils to plan, monitor, understand and manage their own learning, in order to develop inquisitive, self-motivated learners. These approaches include peer tutoring, collaborative learning, feedback, and metacognition and self-regulation strategies.</p> <p>Evidence emerging from EEF evaluations and the wider evidence base suggests that when used and implemented correctly, alongside good teaching of content and skills, these approaches provide powerful ways to raise pupil attainment.</p>	<p>Observations through targeted learning walks/ lesson observations carried out by SLT.</p> <p>CT to evidence increased independence in planning and annotating independent work in books.</p> <p>Planning to evidence effective use of adults and questioning prompts to enable pupil led enquiry</p>	Class teachers/ Senior Teacher	<p>SLT meetings</p> <p>Lesson observation feedback</p> <p>Pupil Progress Meetings</p> <p>SOAP report challenge</p>
B) Children supported to develop strategies to become self-motivated and self-managed learners	Pupils encouraged to use memory prompts and self-mangling techniques to ensure they are becoming independent learners.		<p>Observations through targeted learning walks/ lesson observations carried out by SLT.</p> <p>SSP's where appropriate will indicate strategies</p>	Class teachers/ Senior Teacher	<p>Half termly Pupil Progress meetings</p> <p>SOAP report challenge every half term</p>

<p>C) Classroom teaching to be of a high quality to meet the needs of disadvantaged pupils so that they meet or exceed expectations in progress/attainment</p> <p>Pupils gain and embed basic skills in core subjects With well-planned targeted teaching pupils make accelerated progress</p>	<p>Effective use AFL to identify and address gaps in individual pupil's knowledge.</p> <p>Use of maths mastery and talk for writing to embed and deepen knowledge and the key skills in maths and writing</p> <p>Use of Numeracy Catch up for targeted pupils to accelerate progress</p>	<p>Sutton trust has identified the importance of effective AFL to develop the learning of pupils and their next steps. It also involves the pupils actively in their own learning and next steps.</p> <p>Research and data collection and analysis has shown that schools in Shanghai and china that use this approach create more able mathematicians, with a greater depth of understanding.</p>	<p>Book scrutiny to monitor the use of assessment and feedback</p> <p>Lesson observations/ Work scrutiny to monitor the standards of teaching and learning in literacy and numeracy.</p> <p>Pupil progress meetings to identify progress half termly for targeted pupils</p> <p>Regular assessments through the Numeracy catch up programme</p>	<p>Class teachers/ Senior Teacher</p>	<p>SLT meetings</p> <p>Half termly Pupil progress meetings</p> <p>Challenge from CMAT through SOAP reports half termly</p> <p>Half termly data analysis</p>
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Total budgeted cost

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?
<p>D) To improve attendance of disadvantaged pupils.</p>	<p>Disadvantaged pupils to be targeted to attend breakfast club.</p> <p>Office manager to track attendance on a weekly basis, address with families and report findings to CMAT WISA.</p> <p>School to follow attendance policy and work with WISA to robustly address difficult cases.</p>	<p>Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.</p> <p>By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues.</p>	<p>Attendance at breakfast club to be monitored.</p> <p>School leaders to 'recruit' key pupils to breakfast club.</p> <p>OM to track weekly findings/trends.</p> <p>Records of WISA engagement/actions to be kept.</p>	<p>OM/Senior Teacher/WISA</p>	<p>Half termly through WISA viists</p>
<p>E) Pupils will be provided opportunity in school to complete homework, read with an adult and access ICT for</p>	<p>Attendance at breakfast and homework club to be monitored.</p>	<p>Common homework activities in primary schools tend to be reading or practising spelling and number facts, but may also include more extended activities to develop inquiry skills or more directed and focused work such as revision for tests. EEF.</p>	<p>To be monitored by Literacy lead.</p>	<p>Literacy lead</p>	<p>Literacy lead meetings with AH and CMAT Lit lead.</p>

independent learning where necessary Pupils who require additional support to access home-school expectations will be supported by a mentor	School leaders to 'recruit' key pupils to breakfast and homework club. Staff to ensure disadvantaged pupils have opportunity to read with an adult.	Many pupils do not have opportunity or support to complete home learning this can have negative impact on their self-esteem.			
Total budgeted cost					
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?
F) For pupils to access a range of social/cultural/sporting experiences, educational visits and activities.	Through the Primary School Entitlement pupils with experience a wide and varied programme of experiences throughout their time in primary Pupils will partake in cultural visits. Eg: to London, local museums, zoos, places of worship etc. Visitors will attend the school to compliment the primary curriculum Disadvantaged pupils offered opportunity to attend breakfast club Disadvantaged pupils offered opportunity to attend Holiday School	Ofsted Requirement: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. Draft Framework 2019 – states: the curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents	Through education visit evaluation and impact reports Through participation in Trust Curriculum and Entitlement working party Through evidence in Primary Entitlement books Through monitoring of attendance of breakfast club and holiday school	Senior Teacher OM	End of Spring Term 2019
Total budgeted cost					