



Edwalton Primary School



PUPIL PREMIUM STRATEGY 2016-17

1. Summary information					
School	Edwalton Primary School				
Academic Year	2016-17	Total PP budget	£79,200	Date of most recent PP Review	September 16
Total number of pupils	412	Number of pupils eligible for PP	63 (15%)	Date for next PP Strategy Review	Autumn 16

Current attainment (15/16 Year 6 data)		
	<i>Edwalton Pupils eligible for PP (12 children)</i>	<i>All Pupils (national average)</i>
% achieving ARE or above in reading, writing & maths (or equivalent)	42%	53%
% achieving ARE or above in reading	67%	66%
% achieving ARE or above in maths	50%	70%
% achieving ARE or above in writing	36%	74%
% achieving ARE or above in EGPS	50%	72%
% making expected progress in reading (broadly average/ sig+/ sig-)	Awaiting Validated Data	Awaiting Validated Data
% making expected progress in writing (broadly average/ sig+/ sig-)	Awaiting Validated Data	Awaiting Validated Data
% making expected progress in maths (broadly average/ sig+/ sig-)	Awaiting Validated Data	Awaiting Validated Data
Some barriers to future attainment (for pupils eligible for PP) Edwalton Primary School		

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor oral language skills, impacting on their ability to reason in maths and problem solve, reading and writing throughout the school
B.	Difficulties with reading speed and stamina impacts on reading (and additional impact to writing) attainment and progress
C.	The emotional wellbeing of PP children has a negative effect on their academic progress
D.	Low aspiration / resilience
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Low attendance/Lateness children miss valuable teaching and learning time.
F.	Lack of parental engagement / children's participation in out of school interventions
G.	Lack of opportunity to develop life-skills and experiences

Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Children communicate clearly and freely with peers and adults through a range of experiences	Children observed fully participating and communicating, accessing a wide range of experiences including the farm and woodlands, which enables improved progress in line with ARE.
B.	Children's engagement with writing improves, leading to a greater range of purposeful quality writing.	Pupils eligible for PP improve their rate of progress and are able to achieve at least age related expectations at the end of key stage.
C.	Children's reading frequency and stamina increases, reading comprehension improves.	Increase in reading diary entries and progress against ARE is made.
D.	Children can articulate their thinking in maths and apply in a range of contexts	Pupils eligible for PP make good progress and are able to achieve at least age related expectations at the end of each key stage
E.	The children's emotional wellbeing improves which enables them to access the curriculum as feel safe and secure	Confidence and self- esteem are targeted through 'Nurture', responses of children entitled to PP are more appropriate to the situation and attainment and progress rate improves as a result of feeling more capable to access the curriculum
F.	Children's attendance percentages increase and lateness decreases, so they are able to access the quality first teaching from the class teacher.	Pupils eligible for PP attend school on time and regularly, so access the curriculum and make good progress.
F.	Children are given extra curricular opportunities, trips and residential visits	Pupils eligible for PP attend extra-curricular activities, trips and residential visits, building resilience and gaining valuable life experiences.

Planned expenditure Edwalton Primary School					
Academic year		2016-2017			
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?
Children communicate clearly and freely with peers and adults through a range of experiences	TA/teacher targeted groups in EYFS/KS1/KS2/ Use of S&L support farm/woodlands Rattle and roll	Many children entitled to PP have a range of vocabulary / speech issues and lack of experiences upon which to communicate. Edwalton Primary School is fortunate to have the farm and woodland as part of our learning environment, to provide opportunities for effective communication.	Monitoring soft as well as hard data, through anecdotal evidence from teachers ie increased engagement / offering responses in class and increased participation in discussion.	AH	Termly
Children make expected/exceed progress and improved attainment in reading and writing	TA/teacher targeted small groups within class	Decreased group size during in class quality first teaching has improved the quality of teaching in English so children working in small groups make accelerated progress.	Monitored by SLT, observations, book scrutiny and planning clearly identified learners from cohort list	AH	Termly monitoring
Children can articulate their thinking in maths and apply in a range of contexts	TA/teacher targeted small groups within class	Children who are not achieving ARE attainment and progress in maths are identified as having difficulties with reasoning, small group in class working with a TA / Teacher has shown accelerated progress and increased attainment.	CPD for staff led by Maths SLE to ensure reasoning strategies being implemented effectively. SLT to monitor.	DG	Half termly through learning walks, lesson observations and book scrutiny.
Improve reading and writing skills across the school	1:1 or small group targeted reading and writing with children	Small group support successful	Clear targets, use data before and after.	AH JLM Governor	Half termly through reading records and intervention data
Total budgeted cost					£43500

ii. Targeted support Edwalton Primary School					
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?
Children's engagement with writing improves, leading to a greater range of purposeful quality writing.	After school Small group writing group using range of stimuli to write for purpose	Writing at ARE at the end of KS2 was low compared to national average for children entitled to PP, using range of experiences and stimuli to write for purpose has proven effective in KS1.	Monitor progress- clear targets and gap analysis to make accelerated progress	AH LS Governor	Half termly through writing assessments/ small steps assessments and intervention data
Children's reading score increases	Switch on reading Reading volunteers 1:1/ small group after school	Previous success with Switch on / reading volunteers	Look at improvement in reading score.	AH LS Governor	Termly
Children's attainment / progress in maths improves	Third Space Learning 1:1 Maths teaching	Previous success with Third Space Learning, children engaged as the Tutors are in India and the children enjoy interacting through multimedia and achievement in maths improved. Previous success with 1:1 maths	Clear targets, use data before and after	AH CF Governor	End of block
Children communicate clearly and freely with peers and adults	In school Speech and Language Therapy	Previous success with SALT improving speech and language and having positive impact in KS1 attainment and progress.	PP lead to monitor delivery of S&L groups	AH JLM Governor	Half termly
Hard to reach children become more confident to engage in learning when emotional health improves.	Nurture type groups	Proven effectiveness of nurture / emotional health groups where increased mental wellbeing impacts on progress and attainment	Monitor of soft as well as hard data, through anecdotal evidence from teachers ie increased engagement / offering responses in class.	AH/TG JLM Governor	Termly monitoring 8
Total budgeted cost					£27496

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?
Children attend school and arrive on time, happy and ready to learn	Late Gate/ Attendance/ Liaison with parents Access to breakfast club provision Bus pass subsidy	Attendance is vital for good achievement. Engagement with parents to improve attendance has proved successful, access to a breakfast club provision or paying for a bus pass to enable a child to get to school.	Encourage children to access Breakfast club, liaise with provider. Measure attendance data throughout the year – work with parents to improve attendance rates.	TG JLM Governor	Half termly
Children’s experience and opportunity widens through a range of extra curricular activities including swimming, sport, circus skills and music	Extra curricular clubs and music lesson subsidy	Sports music and other activities have been proven to increase mental health and wellbeing, fitness, self esteem and provide lifelong skills / healthy habits. External, qualified staff are used where possible.	Monitor attendance at clubs/matches/ take up on music tuition	TG JK GA Governor	Half termly
All children have equal access to trips and residential, which provides opportunities for them to experience life outside of the classroom – as a result speaking and listening and writing improves	Trips/Visits subsidy	Wider experience increases aspiration and achievement and provides life experiences to talk / write / read about.	Monitor attendance on trips and residential.	AH GA Governor	Termly
Total budgeted cost					£8364

Previous academic Year 2015-2016	Chosen action / approach	Estimated impact	Lessons learned and will you carry on with this approach
Nature of Support	Impact		
Year 6 additional Teacher / interventions	<p>Raise attainment to ARE or close the gap for significantly below ARE targeted pupils.</p> <p>In 2016 standardised testing for Year 6, the average scaled score in all subjects for children who access pupil premium finding was 100 which is 'At' age related expectations (ARE).</p>		To continue
Breakfast club	<p>Our most vulnerable pupils in school had a breakfast and are fed and accounted for first thing in the school day. Attendance of targeted children improved as monitored through attendance books, decreased frequency of absence and lateness. Additional support with learning from Targeted support plans for children below ARE took place.</p>		To relocate to 'The Bungalow' after school club – school to subsidise
1:1 tuition	<p>Raise attainment to ARE or close the gap for significantly below ARE targeted pupils</p> <p>Children accessed 1:1 or small group support from a combination of teachers, Teaching assistants and Sixth form student reading buddy's.</p>		To continue – greater focus on writing as had least impact
Reading Recovery KS1/ Small group Support Y4 (KP)	<p>Raised attainment and closed the gap in Reading. 6 year 1 pupils made an average progress of 9 reading bands over 20 weeks. 4 year 2 pupils made an average of 16 reading bands progress.</p>		To continue, reading scores good in KS1
Spelling and grammar intervention	<p>Children made an average of 25% increase in performance scores using summative assessments pre and post intervention.</p>		To continue
Music lessons (Recorders, clarinet, flute)	<p>Enjoyment, enrichment and talent development for pupils who would otherwise not have the opportunity. 7 children entitled to pupil premium had music lessons / instrument hire funded.</p>		To continue

Clubs	51 Children attended clubs such as art, KS2 Athletics, Y1/2 Football, Y3/4 Cricket, Dance, Cross Country, Circus Club, Tag Rugby, Aerial gymnastics, Fitness club and swimming. Subsidy was provided to pay costs and provide enjoyment and enrichment for pupils who would otherwise not have the opportunity.	To continue
Residential visits and trips subsidised	<p>In 2015/16 residential visits were funded for nine children, where the children faced big challenges to build character and confidence and the lessons learned were taken back into the classroom. In addition to this, 60 class trips were paid for to provide first hand experiences for students in order to add richness and real life meaning to the curriculum and provide a way for all children to engage in classroom talk, no matter what prior experience they bring.</p> <p>Key skills of trips are: Confidence building; Team building/pastoral/ Nurture; Outdoor learning; Resilience; Environmental education; Science learning.</p>	To continue
Third Space Learning (Online Maths tuition)	Raised attainment and closed the gap in maths. 75% pupils in Year 6 who participated made ARE, from being below expectations at the end of year 5.	To continue
Target reading	Nurture and pastoral care for more vulnerable pupils. Increase in Reading attainment – targeted at pupils below ARE. Children engaged and increase in confidence, willingness to join in lessons / guided reading.	To continue
TA interventions	Interventions including Maths Blast, Switch On Reading, Switch On Writing and small group phonics teaching were used to raise the attainment of children across the school and to develop the expertise of staff. I.e. Pre and post intervention data for switch on reading showed increase in reading age (average of 7.4 months), and children’s confidence increased.	To continue
Nurture Activities	<p>Developed confidence and self-esteem, built friendships and developed listening and attention. Data showed an increase in ‘Wellbeing and Involvement levels’ (Leuven scales) in all children who participated.</p> <p>Children who were at risk of exclusion remained in mainstream primary school, they increased resilience, developed more positive behaviours and we had no permanent exclusions in 2015/16.</p>	To continue