

Pupil premium strategy statement (primary)

1. Summary information					
School	St Edmunds RC Primary School				
Academic Year	2018-19	Total PP budget	£ 52,920	Date of most recent PP Review	Oct 2018
Total number of pupils	388	Number of pupils eligible for PP	36 + 17	Date for next internal review of this strategy	July 2019

2. Current attainment 2-17-18		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	33%	64%
Average progress score in reading	--4.1	-2.6
Average progress score in writing	-9.6	-3.1
Average progress score in mathematics	-8.7	-4.3

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.	Access to high quality reading material which increases vocabulary and wider cultural understanding
B.	sufficient opportunity to write at length in a range of subjects using content knowledge and subject specific vocabulary
C.	Fluency in number facts to aid application of calculation strategies
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are 90% (below the national target for all children of 95%). This reduces their school hours and causes them to fall behind on average.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP pupils will achieve EXP+ in RWM	Statutory testing May 2019 KS 1 & 2 disadvantaged pupils will achieve at least EXP+
B.	PP pupils will pass phonic screening in Year 1	all disadvantaged pupils achieve pass in phonic screening June 2019
C.	fluent recall of number facts	disadvantaged pupils will achieve EXP+ in Ma KS 1 & 2 statutory tests May 2019
D.	Increased attendance rates for pupils eligible for PP	disadvantaged pupils attendance improves from to 95+%(National 95%)

5. Planned expenditure					
Academic year	2018-19				
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?
Improve phonic screening results to be in line with NA of 85%	review of tracking and interventions	identify pupils at risk of not passing screening earlier and provide targeted intervention	Tracking shared with Leadership team half termly	DS & CB	Termly
Improved reading	Accelerated reader Whole School CPD	Has been used effectively in TSA who achieved PP award 2017 High Quality CPD improves teaching	Whole school CPD Half termly reports reviewed subject leader	DS, KMC, MK & SENDCo	Termly
Improved Maths	whole school focus on fluency thro MaST project focus	research from Mast CPD shows this will support pupils fluency	Monitoring of delivery through observations Use of Rising stars to inform planning and Maths hubs end of term assessments to track progress and attainment	KC, MK & GP	Termly
	Introduce use of Times Tables Rockstars across KS 2	Used successfully in partner school where results improved significantly	Maths lead to monitor and track pupils progress	GP	
	MaST CPD for maths leader	Well known professional qualification based on research into subject specific pedagogy	Whole school project led by Maths leader needed for successful completion and award of qualification	GP	July 2018
Total budgeted cost					Mast £1,800 TTR £123 Accelerated reader and CPD £3515 Total £5438
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?
Improved phonics attainment	Dancing Bears Toe by Toe	Previous data shows that these interventions have been successful in improving phonics	Analysis of entry and exit data Observations of delivery.	SENCo	Termly
Improved spelling attainment	Word Wasp	Used effectively in partnership school where KS 1 & 2 results were in line or above national	Analysis of entry and exit data Observations of delivery	SENCo	Termly
Improved attainment in Maths across the school	HoS to provide small group tuition to High performing PP to secure GDS & to PP at risk of not reaching EXS	HoS MaST trained specialist who can support pupils particular needs and ensure high attainment. This approach has external proven success eg EEF toolkit	Analysis of maths data Observations of delivery	SENCo, MK, KMC	Termly
Total budgeted cost					HoS £4374 TA support £61052

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 parental engagement in and support for learning	Workshops and drop ins Termly learning conversations with Teacher/Parent/Pupil	Opportunities for parents to work alongside their children help them to understand the curriculum and provides modelling of tasks. Specific tasks modelled by TAs ensure both child and parents understand and have the skills to complete the task.	Feedback from parent drop in sessions to evaluate attendance, satisfaction. Parent and pupil feedback from LC Staff feedback from LC	All staff	termly
Improved fluency in Maths	Provision of revision guides for year 2 & 6 to support preparation for SATs	Use at partner school increased pupil confidence and understanding of SATs format and expectations leading to outcomes in line or above national	Sharing of good practice Feedback from pupils	Yr 2 & 6 teachers and SLT	termly
Increased attendance rates	Absences followed up quickly Letters issued to parents who show a drop in attendance rate	Children's outcomes will improve if they attend school regularly. Attendance initiatives used previously across the school have contributed to a better attendance rate	Regular review of attendance data (HT weekly) Continuation of EWO Class awards termly Awards for full attendance annually	Admin/SLT/ SENCo	PP monitored half termly
Disadvantaged pupils are enabled to fully access curriculum	Funded school trips, peripatetic music for those continuing with peripatetic lessons, provision of uniform	Children will have access to a wider curriculum experience including the types of activities which provide cultural capital which is shown to have a positive impact on knowledge and engagement			Annually

	Total budgeted cost £7432
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6. Review of expenditure				
Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve phonic screening results to be in line with NA of 85%	Review of phonics teaching and increased use of assessment to track pupils	Results improved 86%	continue to use regular tracking & targeting of individual pupils to ensure	
Maths	Whole school CPD completed on use of Bar Modelling Sept 2017 Whole school CPD using reasoning strategies Jan 2018 Use of Ninja Maths to improve fluency & recall	Results improved by 10% point in KS2 SATs July 2018	Continue to use bar modelling and reasoning strategies Continue use of Ninja Maths Introduce TTRS in Key stage 2	£2,380
ii Targeted support				
Improved phonics attainment	Dancing Bears Toe by Toe	28 children in years 1-3 took part in the Dancing Bears intervention. All the children made progress resulting in some children stopping the intervention at the end of the autumn term as it was no longer required. The remaining children all made progress and reached the targets set.	SENCo to ensure the consistent use of entry and exit data across year groups and format for recording each session.	
Improved spelling attainment	Word Wasp	12 children in years 4-6 accessed the Word Wasp intervention. All the children made progress with their spelling age over the year with average increases of 7 months in year 6, 12 months in year 5 and 18 months in year 4	SENCo to ensure the consistent use of entry and exit data across year groups.	
Improvement in writing attainment	First Class @ Writing	One group of year 5 pupils took part in this intervention. All the children showed an improvement in their spelling and their attitude and confidence in writing. Teachers reported that their progress was faster in the following areas:	To continue next term with a new cohort. Aim to run two cohorts by end of the year.	

		transcription, composition, vocabulary, punctuation, grammar and writing as a whole.		
Improved attainment in Maths across the school with a focus on KS2	HoS to provide small group tuition to High performing PP to secure GDS & to PP at risk of not reaching EXS in KS 1 Use of Ninja Maths	Increase in number of pupils gaining GDS at end of KS 1 (22%) KS 2 results in Maths attainment up by 10% point and progress score improved from -0.4 to -2.4	continue in 2018-19 Continue and introduce times tables rockstars	Cost £28964
iii Other approaches				
Improve parental engagement in and support for learning	Workshops and drop ins Modelling of tasks by TAs for specific parents & pupils Termly learning conversations with Teacher/Parent/Pupil	TA modelled playing games with a child with SEND with their parent. This had some success but sessions were irregular. Learning conversations-Parents were clearer about ways in which to support their child at home and about year group expectations	TA modelling of tasks and games to continue in the Autumn term. Fixed times to be agreed with the parent, games / tasks to be sent home and feedback encouraged from home. Continue this year These will be continued.	
Improved GPS & Maths	Provision of revision guides for year2 & 6 to support preparation for SATs	Materials were provided for all pupils & used to revise and identify gaps which were then reviewed in class	Continue for 2018-19	
Improved progress and attainment of KS2 PP	Weekly learning conversations with class teacher to address misconceptions. PP to secure GDS	these were not utilised effectively and did not have the impact expected	discontinue	
Increased attendance rates	Absences followed up quickly Letters issued to parents who show a drop in attendance rate	Attendance is now @ 95.7%	continue	
Pupils will engage in and enjoy learning music in school.	Funded music for year 3 pupils (violin) optional music years 4-6.	Children participated in performance at the Apex. 5 disadvantaged pupils (yr 4 and above) accessed peripatetic music.	Change whole class tuition to year 4 for 2019/20	Cost £43437