

Pupil premium strategy / self-evaluation

1. Summary information					
School	St Edward's CE Primary School				
Academic Year	2018-19	Total PP budget	£38,880	Date for next internal review of this strategy	Oct 2019
Total number of pupils	200	Number of pupils eligible for PP	22		

2. 2018 attainment of Year 6 pupils – 4 pupils were eligible for PP		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	25%	61%
Average progress score for reading	1.32	0.31
Average progress score for writing	-2.07	0.24
Average progress score for mathematics	-6.62	0.31

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Low parental engagement
B.	Lower vocabulary range than non PP pupils
C.	Poor oral language skills

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Pupils will make similar or better progress than non PP pupils.	To be in line with or higher than National progress data
B.	PP pupils will attain similar or better in all three subjects than non PP pupils.	To be in line with or higher than National data for all three subjects.

5. Review of expenditure			
Previous Academic Year		2017-18	
i. Quality of teaching for all			
Action	Intended outcome	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)
Gaps in learning clearly identified to ensure pupils are on track to attain ARE	All pupils make accelerated progress to reach ARE.	25% of pupils made ARE in all three subjects at the end of KS2, compared to 62% of non-PP.	Progress in reading and writing was stronger than maths over the key stage. More of a focus has now been implemented on problem solving and reasoning. This priority will continue this year.
Greater focus on developing vocabulary through reading and spelling lessons	Range of vocabulary is widened.	100% of PP made it to EXP in reading at the end of KS2, compared to 83% of all pupils. 75% of PP made it to EXP in writing by the end of KS2 compared to 80% of all pupils.	Yes, the same approach will be continued this year.
ii. Targeted support			
Action	Intended outcome	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)
Pupils given financial support to attend extra-curricular activities including breakfast and after-school club.	Pupils are involved in the wider opportunities that school provides.	More PP children took part in the wider opportunities of school than in the previous year.	Yes, the same approach will be continued this year.

Pupils given financial support to attend residential and non-residential trips and any uniform costs that are required.	Pupils are involved in the wider opportunities that school provides	All PP children were supported financially in attending residential and day trips.	Yes, the same approach will be continued this year.
-------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------	------------------------------------------------------------------------------------	-----------------------------------------------------

Total expenditure 2017-18: £36,360

6. Planned expenditure:

Academic year	2018-19
---------------	---------

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Gaps in learning clearly identified to ensure pupils are on track to attain ARE Teachers plan for opportunities to close identified	All pupils make accelerated progress to reach ARE	Essential gaps in learning need to be secured in order for pupils to reach ARE EEF Toolkit Mastery Learning (+5 months)	Monitoring of teaching and learning	SLT/Class Teachers	Termly pupil progress meetings
Pupils given specific support and time in school to ensure tasks are completed if no support given at home.	Pupils complete home learning tasks to practice key skills.	Key skills are essential to gaps closing. EEF Toolkit Homework (+2 months)	Monitoring of home learning	SLT/Class Teachers	Termly pupil progress meetings

Greater focus on developing vocabulary through reading and spelling lessons.	Range of vocabulary is widened.	Pupils with wider vocabulary perform consistently higher than others. EEF Toolkit - Small group tuition + 4 months	Monitoring of teaching and learning	SLT/Class Teachers	Termly pupil progress meetings
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Those pupils not keeping in line with progress from previous key stage to be identified in planning and given intervention where appropriate. For Years 4-6, This will include 1-1 online tuition from Third Space Learning.	Pupils make accelerated progress to reach ARE	Pupils receiving extra intervention made good progress last year. EEF Toolkit - Small group tuition + 4 months	Interventions closely monitored.	SLT/Class Teachers	Termly pupil progress meetings
iii. Other approaches					
Action	Intended outcome	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 given financial support to attend extra-curricular activities including breakfast and after-school club.	Pupils are involved in the wider opportunities that school provides.	Pupils who take part in extra-curricular activities perform better at school. EEF Toolkit - Sports Provision + 2 months	Pupils invited to join clubs where appropriate.	SLT	Termly

Pupils given financial support to attend residential and non-residential trips and any uniform costs that are required.	Pupils are involved in the wider opportunities that school provides.	Pupils have the same opportunities as other pupils who are financially more secure. <i>EEF Toolkit - Outdoor Adventurous Learning + 3 months</i>	All pupils attend trips and are suitable dressed for school.	SLT	Termly
Pupils displaying significant social and emotional difficulties that are hindering their learning will be given access to a counsellor in school to support them further.	Pupils become emotionally more stable and can develop strategies for resilience.	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions. EEF Toolkit – Social and emotional learning +4 months	Pupils are identified at termly screening meetings and parents will be involved with the process to support too.	SENCo	Termly
Total budgeted cost					£38,880