

St Edmund's Pupil Premium Strategy Statement 2019-20

1. Summary information					
School	St Edmund's RC Primary School				
Academic Year	2019-20	Total PP budget	£21,120	Date of most recent PP Review	Sept 2019
Total number of pupils	201	Number of pupils eligible for PP	11	Date for next internal review of this strategy	September 2020

2. Current attainment			
AS=achieved expected standard in 2019	<i>Pupils eligible for PP (number of children)</i>	<i>Pupils eligible for PP (national average)</i>	<i>All Pupils (national average)</i>
% reaching GLD in Reception	66% (2 of 3)	51%	72%
Year 1 Phonics	100% (3 of 3)	TBC	81%
KS1 % expected or above reading	33% (1 of 3)	63%	79%
KS1 % expected or above writing	33% (1 of 3)	55%	74%
KS1 % expected or above maths	66% (2 of 3)	63%	80%
KS2 % at AS or above in reading, writing & maths	25% (1 of 4)	65%	65%
KS2 % at AS in reading	25% (1 of 4)	51%	73%
KS2 % at AS in writing	75% (3 of 4)	64%	78%
KS2 % at AS in maths	75% (3 of 4)	64%	79%

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	A number of children eligible for PP also have complex SEN/D resulting in lower attainment for PP pupils in Reading, Writing & Maths.	
B.	Many children eligible for PP have reduced literacy experiences which impacts on reading attainment.	
C.	Many children eligible for PP can be affected by social, emotional and mental health issues.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lower attendance for some PP pupils	
E.	Some children eligible for PP do not experience a range of enrichment experiences outside of school because of the additional costs attached.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Gap between % PP pupils achieving age related expectations in Reading, Writing and Maths compared to the % of non-PP pupils achieving age related expectations in Reading, Writing and Maths to have narrowed by the end of the academic year.	Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings with the Headteacher and individual strategies to enhance learning will be planned with support from the SENCO and English and Maths Lead teachers.
B.	All children eligible for PP with SEN/D will make expected progress in Reading, Writing and Mathematics.	Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings with the Headteacher and individual strategies to enhance learning will be planned with support from the SENCO and English and Maths Lead teachers.

C.	All children eligible for PP will attain expected levels in the Y1 phonic screening and Year 2 Reading assessments.	Early intervention strategies and parental engagement will support children to make expected progress in reading and phonics ensuring that there is no gap for disadvantaged children. Targeted interventions in EYFS and Year 1 will support all children, particularly those who are at risk of falling behind.
D.	All children who are eligible for PP will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	Pupils will experience residential trips and educational visits. All of the children will learn an instrument in Year 4 and there will be opportunities for Key Stage 2 children to access music tuition if an aptitude is shown. Children will be encouraged to participate in a range of extra-curricular activities and funding will be provided to ensure all are included.

5. Planned expenditure				
Academic year	2019-20			
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	How will you ensure it is implemented well?	Staff lead	When will you review?

A	Disadvantaged pupils will know and understand the immediate Next Steps in their learning through teacher feedback and self-reflection as a result of the whole school Quality First Teaching approach. Extra TA time allows pupils to discuss their Next Steps in greater detail with an adult and to consider ways they can make additional progress.	Closely monitor evidence in pupils' work that indicates good or better progress through regular book scrutinies. Focus on PP pupils for all observations, work scrutiny, pupil interviews. Close analysis of progress and attainment for PP vs non-PP pupils using school data tracking system.	MDW	Ongoing throughout the academic year. Termly
Total budgeted cost				£5343
ii. Targeted support				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review?
A & B	Individual and small group English and/or Maths support/interventions for targeted children.	Assessment data will be monitored to ensure that progress is made after each targeted intervention. Learning plans will be reviewed each term. Pupil progress meetings will be held each term with the Head Teacher and Class Teachers.	MDW	Termly
A & B	Arch Readers 2x weekly 1:1 reading with a trained adult	Close analysis of Reading progress and attainment for PP vs non-PP pupils using school data tracking system.	MDW	Termly

C	ELSA intervention and nurture support	Individual children in need of nurture and emotional support will be identified and monitored during the year. NS will keep class teacher, SENCO and HT informed of pupil well-being and ongoing issues/concerns.	NS	On going
A & B	Third Space Maths	Close analysis of Maths progress and attainment for PP vs non-PP pupils using school data tracking system.	CHa	Termly
Total budgeted cost				£16,474
iii. Other approaches				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review?
E	Support with funding for residential trip and school educational visits	Children engaging in a range of enrichment opportunities will be logged and tracked on individual PP Case Studies. Case Studies will be completed termly in order to build up the impact over time and the parent and pupil voice will be used to help inform the ongoing program of events and activities on offer.	MDW	Sept 2019
E	Support with cost of music lessons			
E	PP pupils will be given priority for places in after school clubs.			
Total budgeted cost				TBC

6. Review of expenditure				
Academic Year				
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
A				
ii. Targeted support				
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

iii. Other approaches				
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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.