

Primary School's Pupil Premium Strategy Statement 2018/19

1. Summary information for 2018/19			
School	Edenham CofE		
Academic Year	2018-2019	Total PP budget	£20,580
Total number of pupils	105	Number of pupils eligible for PP	10

2a) Historic PP attainment and progress (17/18 outcomes summary)

2b) Current cohorts attainment and progress in (17/18)

Due to low levels of pupils eligible for FSM pupil premium funding detailed performance documents are not provided in this document as this would result in a breach of pupil confidentiality. A more detailed pupil by pupil analysis is undertaken by the school and presented to the Local Board who challenge findings.

3. Barriers to future attainment (for pupils eligible for PP)

A.	In some cases lower rates of self-motivation and resilience when faces with challenges or difficulties; more firmly fixed view of the own 'ability' to learn
B.	In some cases fewer opportunities for sharing books and regular reading at home, resulting in reduced range of expressive vocabulary / fewer experiences to inform own writing/ reduced rate of fluency in Reading.
C.	In some cases reduced 'readiness' for learning and lower levels of independence I learning behaviours; need for more explicit guidance required/ support for self – evaluation and high quality modelling of learning strategies as well as knowledge based activities.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>For the very few individuals whose attainment is below EXS to take it to EXS.</p> <p>For the very few individuals whose progress is below typical to raise this to be at least typical.</p> <p>To maintain the number of individuals who are making better than typical progress.</p> <p>For PP children to make progress that is at least the same as NonPP children with the same starting point.</p>	<p>For each pupil premium eligible child to attain their individual end of 2018 – 2019 target in reading, writing and maths. (See individual target document, which Head of School has)</p>
B.	<p>To maintain the improvements in PP attendance that were achieved in the previous academic year.</p>	<p>Pupil Premium absence to remain below 4.0% (national average for all pupils)</p> <p>Pupil Premium persistent absence to remain below 8.3% (national average for all pupils)</p>
C.	<p>Pupils eligible for disadvantaged Pupil Premium funding have full access to the very wide range of enrichment activities available in school.</p>	<p>School records show that all pupil premium pupils have been involved in extra-curricular and enrichment activities</p>

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?
Ensure high quality breadth and depth of curriculum	Clarity of curriculum entitlement and balance. Provide staff with CPD on adding rigour and challenge to Maths teaching. (LAAT CPD program for middle leader to then share back with staff)	Ensuring all children can share our whole school vision and have a range of experiences	Monitoring planning Lesson observations Pupil interviews	MP	Every half term
All PP children to make at least 'typical' progress in reading writing and maths	Targeted intervention within lessons to be developed by providing CPD on: <ul style="list-style-type: none"> • Deployment • Preparedness • Professional practice 	Lesson observations Data analysis EEF shows <p>One to one tuition <small>Moderate impact for high cost, based on extensive evidence.</small></p>  <p>Within-class attainment grouping <small>Moderate impact for very low cost, based on limited evidence.</small></p>  <p>Individualised instruction <small>Moderate impact for very low cost, based on moderate evidence.</small></p>  <p>Reading comprehension strategies <small>High impact for very low cost, based on extensive evidence.</small></p> 	Lesson observation Pupil interview Book looks	MP and JA	Every half term
For children to attain at least 'expected' standard in reading writing and maths	Assessment tools are in place to ensure accurate assessment and targeting of individuals to ensure strong progress.				

<p>Pupils show ownership of their own learning being aware of the steps that need to be taken in order to achieve an intended outcome</p>	<p>CPD for teachers ensuring learning objectives are clear, and the steps to attain each objective has been explained to children, enabling them to also self-assess.</p>	<p>EEF shows</p>  <p>Feedback <small>High impact for very low cost, based on moderate evidence</small></p>	<p>Lesson observation Pupil interview Book looks</p>	<p>MP and JA</p>	<p>Every half term</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£13837</p>

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 self esteem	Small group work Regular 'meetings' with designated member of staff Whole School Ethos Supporting 'the arts' i.e music etc with specialist teachers	Current DFE research surrounding the link between self-esteem and attainment The impact of this last year was positive	Regular communication with involved staff Pupil Progress Meetings Pupil Interviews	SLT	Every short term
Ensure children attain at least expected standard	Small group teaching focusing on individuals' specific areas for development to ensure progress is strong. Engaging materials	Children to become more active and engaged in their learning, and be willing/want to progress. The impact of this last year was positive EEF shows <small>Within-class attainment grouping</small> <small>Moderate impact for very low cost, based on limited evidence.</small> 	Regular communication with class teachers Pupil Progress Meetings	SLT	Every short term
Children have access to resources at home as well as school	Provide opportunities for children to continue learning at home i.e. Mathletics Ensure they have quality texts to read	Children to be able to continue their learning at home as well in school and raise/maintain engagement with parents. EEF shows <small>Parental engagement</small> <small>Moderate impact for moderate cost, based on moderate evidence.</small> 	Monitoring the use of Mathletics Communication in home/school diaries	Class teachers	Ongoing
Total budgeted cost					£6171

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?
Raise aspirations	Provide children with the opportunity to speak to / listen to a range of positive / successful visitors School trips	The impact of this last year was positive EEF shows Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small> 	Pupil interviews Regular monitoring of school events	MP	Ongoing
Improved 'life skills'	Residential trips	The impact of this last year was positive EEF shows Outdoor adventure learning <small>Moderate impact for moderate cost, based on moderate evidence.</small> 	Pupil interviews Regular monitoring of school events	MP	Ongoing
Total budgeted cost					£572