



The Edenham CE Primary School

Review of 2017-18 Pupil Premium Strategy Statement



Due to low numbers of pupils eligible for FSM pupil premium funding detailed performance measures 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.

This is the Premium Strategy for 2017 – 2018

Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

- A. Lower rates of self-motivation and resilience when faced with challenges or difficulties; more firmly fixed view of their own 'ability' to learn.
- B. Fewer opportunities for sharing books and regular reading at home, resulting in reduced range of expressive vocabulary/ fewer experiences of 'other worlds'/ lack of experience to inform own writing/ reduced rate of fluency in Reading
- C. Reduced 'readiness' for learning and lower levels of independence in 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.

External barriers

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| D. | In some cases, harder-to-reach parents have lower rates of involvement in their children's learning – impact includes; reduced support for homework (impacting on recall/ skills practise including mental maths/ regular reading/GPS), pupils not 'ready' for in-school events or initiatives, lack of attendance at Parent-Teacher or SEN review meetings |
| E. | High number of PP pupils reliant on school transport (parents with no transport) ; risks around missing transport to school in the mornings or not collected from the bus at end of the day. |

Priorities for 2017-2018

Priority 1; Develop the effective use of Assessment for learning within and beyond lessons (assess, plan, do, review). Ensure pupil progress information and data inform teaching and learning that is sharply focussed on the specific learning needs of PP pupils

Priority 2; In-class provision and additional interventions for PP pupils built into a rigorous monitoring programme, which is specified within the school's monitoring and evaluation cycle. Governors should build focussed PP monitoring visits / evaluation into their termly monitoring schedule.

Priority 3; Ensure that the skills and experience of TAs are utilised to meet the precise differentiated learning / targeted teaching needs, including explicitly PP pupils vulnerable to not making at least typical progress.

Priority 4; Teachers' feedback and marking strategies enable identified pupils to learn with increasing independence and confidence that they can improve and learn new things.

Priority 5; Provide intervention for individuals, on an individual basis where necessary in order to enable good progress for PP pupils.

| Success Criteria | Strategies/ Actions | Timescales | Person Responsible | |
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| <p>SLT / core subject leaders to complete triangulation activities over each full term to enable SLT to effectively develop targeted strategies for PP pupils at all levels of attainment. Governors to ensure impact of PP funding is integral part of their monitoring activities.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Assessment cycle tailored to identify key evaluation points in the year for staff and gobs to review PP pupils' progress and attainment. <input type="checkbox"/> Range of strategies implemented – booklooks, pupil interviews, obs of learning experience etc. | <p>Ongoing</p> <p>From Sept 2017 Conferencing from (March 2018?)</p> <p>Governor reporting and monitoring in line with academy charters (at least termly monitoring activity in school/ termly governor meetings)</p> | <p>SLT Governors</p> | <p>Support enhanced teaching and learning strategies via staff CPD;</p> <p>£500 replacement, responsive and it for purpose; tracking system – Otrack</p> <p>£1000 – training time for teachers (data analysis and identification of vulnerable groups)</p> <p>£2000 Teacher attendance at moderation workshops (inhouse or external); over teaching/ course cost</p> |
| <p>Targets support plans are clearly informed by accurate and timely assessment data, ensuring that PP pupils falling behind at any level are quickly identified and their needs acted upon.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Inhouse data systems are used routinely by teaching staff. <input type="checkbox"/> Judgements moderated inhouse and externally to ensure tracking is accurate. <input type="checkbox"/> Targeted support plans developed for each year group so that they more precisely identify the learning needs of any vulnerable groups, including those who are PP. <input type="checkbox"/> Progress against needs identified in targeted support plans is closely monitored and further developed where progress is slower than peer groups. <input type="checkbox"/> PP Pupil/parent conferences with class teacher | <p>From Sep 2017, updated termly(T1-6)</p> <p>At least termly inhouse. Three times per year, externally – partnership schools/ TSA workshops/ LAAT assessment AQA</p> <p>Termly following tracking updates and progress meetings.</p> | <p>KR - class teachers</p> <p>MP - Hub team (Maths)</p> <p>EYFS/ Y2 and Y6 teachers</p> <p>SENCO for those PP with additional SEN.</p> | <p>£5000 – specific training (core subjects and age related expectations) for staff in key positions EYFS/ Y2/ Y6/SENDco; course costs/ class cover</p> <p>£1250 teacher time – pupil/parent conferences</p> |
| <p>Skill and experience of all staff contributes to the vast majority of PP pupils achieving typical progress or better in all year groups, in core subjects.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> TAs continue to ensure that they develop the independence of pupils providing the least amount of help first. <input type="checkbox"/> TAs ensure that they continue to work closely alongside class teachers, developing ability to observe and note teacher strategies for support and applying them in intervention with targeted pupils. <input type="checkbox"/> Teacher-talk is reduced at the beginning of lessons ensuring children have more learning time. <input type="checkbox"/> Teachers develop strategies such as swap-plenaries and pre-assessment tasks in order to inform focussed planning in core subjects – particularly Maths and Writing. <input type="checkbox"/> Teachers develop strategies such as workshoping and miniplenaries in order to address misconceptions quickly by targeting teaching for pupils who most need their support. <input type="checkbox"/> Teachers and TAs work closely together to followup learning needs as quickly as possible through targeted intervention; identifying pupils in any lesson who struggled or need challenge and acting on it promptly (same-day, as far as practically possible) | <p>TA CPD – at least termly training sessions. From March 18</p> | <p>TAs – SLT/ SENCO</p> <p>Class teachers</p> | <p>£2000 additional professional development for TAs, to include paired obs of teacher modelling and TAs intervention groups/ CPD during school day.</p> |

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| <p>All staff work consistently to ensure that pupils have every opportunity to develop confidence in their learning</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Feedback on learning to pupils clearly focussed on how to improve and what next steps are required of pupil. <input type="checkbox"/> Ensure dedicated time for reflection and making improvements built-in as part of regular class routines. | <p>Continuing from T5/6 2017 – induction of new staff in principals. Weekly planning</p> | <p>SLT Class teachers TA</p> | <p>No additional costs (training in previous year) – dedicated team development time during teacher/ TA meetings</p> |

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| ability. | <ul style="list-style-type: none"> <input type="checkbox"/> Growth-mindsets statements and language habitually used and displayed in classrooms. <input type="checkbox"/> Explicit active learning strategies, enabling pupils to structure their responses, will be taught consistently and modelled routinely (eg. (FAIL – First Attempt in Learnin/ APE – Answer it, Prove it, Explain it.) <input type="checkbox"/> Celebration of success across the school for pupils explicitly identify resilience in learning or where pupils have improved and will be communicated to parents. | <p>overviews and timetables adapted</p> <p>From Sep 2017 (GMS)</p> <p>Jan 2018 (FAIL/APE)</p> | | |
| All pupils to be enabled to participate fully in a broad and rich curriculum, alongside their peers. PP attendance will be as good as that of other groups of pupils. | <ul style="list-style-type: none"> <input type="checkbox"/> Subsidies for trips/ visits/ uniform or transport to school where required. <input type="checkbox"/> Investment in instrumental tuition and provision of an instrument for all 5/6 pupils for 32 weeks per year; initial access and continuation programme (Brass) | Sept 2017 ongoing | Admin team SLT | £3000 |
| All PP pupils will make good progress in their learning will following tailored additional support as and when required. | <p>For example;</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1:1 or 1:2 tuition, core subjects, 1 hour per week workshops for at least 10 weeks (Lev 3 TA with planning support by class teacher) – Y5/6 <input type="checkbox"/> Precision teaching for reading and maths – planning and implementation (Y2-6) <input type="checkbox"/> Additional Paired Reading at least 3 times per week – (Y3-6) <input type="checkbox"/> Booster Phonics, supervision and implementation, 10 mins per day – (Y2-4) <input type="checkbox"/> Small group, same-day, workshops addressing misconceptions identified in lessons, class teachers or TAs – as and when required. | Sept 2017 ongoing | As appropriate; SENDco Class teachers TAs | £6000 – staff costs and resources where required (licensing/IT) |
| Total planned expenditure 2017-2018 | | | | £20,750 |
| Contingency for 2017-2018/ potential carryforward | | | | £1030 |

4. Additional detail

Our full strategy document can be found online at: www.edenham.lincs.sch.uk or by request from the school office: enquiries@edenham.lincs.sch.uk
