



The Edenham CE Primary School



Pupil Premium Strategy Statement

1. Summary information					
School	The Edenham CE Primary School				
Academic Year	2017-2018	Total PP budget	£18,480	Date of most recent PP Review	January 2018
Total number of pupils	106	Number of pupils eligible for PP	14 (Jan 17) 14 (Jan 18)	Date for next internal review of this strategy	March 2018

Current attainment end of 2017, KS2			Average Scaled Score
	Pupils eligible for PP (school) 2017	Pupils not eligible for PP (national average)	Pupils not eligible for PP (national average)
% attainment at or above in Reading, Writing and Maths	0	61% (61%)	
% attainment at or above in Reading	0	71% (72%)	105 (104)
% attainment at or above in Writing	0	90% (76%)	-
% attainment at or above in GaPS	0	90% (77%)	107 (106)
% attainment at or above in Maths	0	75% (75%)	108 (104)

Pupil Attainment - Success Criteria for PP Pupils in all Age Groups						
	Baseline – end of year, 2017 (13 of 14 pupils completed the year)				Target July 2018 (14 pupils Jan 2018 census)	
	Below ARE	Working towards ARE	Working At ARE	Working Above ARE	Num / % pupils At or Above ARE	Num / % pupils Above ARE
Reading	0/0%	3/23%	6/	4/31%	12/92%	4/31%
Writing	1/8%	4/31%	7/	1/8%	10/77%	1/8%
GaPS (from Y2)	1/8%	4/31%	6/	1/8%	10/77%	2/15%
Maths	0/0%	4/31%	6/	3/23%	12/92%	4/31%

2. 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	
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	Cost/ Resourcing
SLT / core subject leaders to complete triangulation activities	<ul style="list-style-type: none"> Assessment cycle tailored to identify key evaluation points in 	Ongoing	SLT Governors	

<p>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>	<p>the year for staff and gobs to review PP pupils' progress and attainment.</p> <ul style="list-style-type: none"> • Range of strategies implemented – booklooks, pupil interviews, obs of learning experience etc. 	<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>Support enhanced teaching and learning strategies via staff CPD;</p> <p>£500 replacement, responsive and it for purpose; tracking system – Otrack £1000 – training time for teachers (data analysis and identification of vulnerable groups) £2000 Teacher attendance at moderation workshops (inhouse or external); over teaching/ course cost £5000 – specific training (core subjects and age related expectations) for staff in key positions EYFS/ Y2/ Y6/SENDco; course costs/ class cover £1250 teacher time – pupil/parent conferences</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"> • Inhouse data systems are used routinely by teaching staff. • Judgements moderated inhouse and externally to ensure tracking is accurate. • 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. • Progress against needs identified in targeted support plans is closely monitored and further developed where progress is slower than peer groups. • 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 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>£1250 teacher time – pupil/parent conferences</p> <p>£2000 additional professional development for TAs, to include paired obs of teacher modelling and TAs intervention groups/ CPD during school day.</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"> • TAs continue to ensure that they develop the independence of pupils providing the least amount of help first. • 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. • Teacher-talk is reduced at the beginning of lessons ensuring children have more learning time. • Teachers develop strategies such as swap-plenaries and pre-assessment tasks in order to inform focussed planning in core subjects – particularly Maths and Writing. • Teachers develop strategies such as workshoping and miniplenaries in order to address misconceptions quickly by targeting teaching for pupils who most need their support. • 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>£1250 teacher time – pupil/parent conferences</p> <p>£2000 additional professional development for TAs, to include paired obs of teacher modelling and TAs intervention groups/ CPD during school day.</p>
<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"> • Feedback on learning to pupils clearly focussed on how to improve and what next steps are required of pupil. • 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</p> <p>Class teachers</p> <p>TA</p>	<p>No additional costs (training in previous year) – dedicated team development time during teacher/ TA meetings</p>

ability.	<ul style="list-style-type: none"> • Growth-mindsets statements and language habitually used and displayed in classrooms. • 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.) • 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 From Sep 2017 (GMS) Jan 2018 (FAIL/APE)</p>		
<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.</p>	<ul style="list-style-type: none"> • Subsidies for trips/ visits/ uniform or transport to school where required. • 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
<p>All PP pupils will make good progress in their learning will following tailored additional support as and when required.</p>	<p>For example;</p> <ul style="list-style-type: none"> • 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 • Precision teaching for reading and maths – planning and implementation (Y2-6) • Additional Paired Reading at least 3 times per week – (Y3-6) • Booster Phonics, supervision and implementation, 10 mins per day – (Y2-4) • 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