# Annex 2c: Pupil premium strategy statement (primary)

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| 1. **Summary information**
 |
| **School** | Edenthorpe Hall Primary Academy |
| **Academic Year** | 2018-19 | **Total PP budget** | £55,440 | **Date of most recent PP Review** | Sept 18 |
| **Total number of pupils** | 179 | **Number of pupils eligible for PP** | 42 (23.4%) | **Date for next internal review of this strategy** | Jan 19 |
| 1. **Current attainment**
 |
|  | ***Pupils eligible for PP (school)*** | ***Pupils not eligible for PP (school)***  |
| ***Met***  | ***Not met*** | ***Met***  | ***Not met*** |
| **% Good Levels of Development (GLD) in Foundation Stage TOTAL GLD = 82%** | 80% | 20% | 82% | 18% |
| **% Y1 phonics screening TOTAL Y1 pass = 91%** | 80% | 20% | 90% | 10% |
| **% Y2 (retake) phonics screening TOTAL Y2 retake pass = 50% 50%50%91%** | 0 | 100% | 100% | 0 |
| **Whole school – Year 1 – 6 data;** |  |  |
| **% at age related expectation in reading**  | 46% | 89% |
| **% at age related expectation in writing** | 63% | 91% |
| **% at age related expectation in maths** | 49% | 86% |
| **% achieving end of year expectation in reading, writing and maths (combined)** | 40% | 83% |
|  | **Reading** | **Writing** | **Maths** | **Reading** | **Writing** | **Maths** |
| **% at age related expectation in current Y2** | 40% | 100% | 40% | 95% | 89% | 84% |
| **% at age related expectation in current Y3** | 0 | 0 | 0 | 85% | 85% | 80% |
| **% at age related expectation in current Y4** | 67% | 67% | 67% | 100% | 93% | 100% |
| **% at age related expectation in current Y5** | 25% | 75% | 25% | 75% | 100% | 88% |
| **% at age related expectation in current Y6** | 50% | 50% | 50% | 91% | 91% | 73% |
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| 1. **Barriers to future attainment (for pupils eligible for PP)**
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| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | WRITING skills below age related impacts across all areas of learning |
|  | MATHS MASTERY below age related expectations |
| **C.** | Inconsistent quality of teaching – staff not effectively meeting individual needs or targeting for intervention, curriculum and experiences not engaging |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | Attendance |
| **E.** |  |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)*
 | **Success criteria**  |
|  | Improvement in year progress and attainment in writing (ensuring consistency across the curriculum) | Children will meet at least age related expectations by the end of the school year. |
|  | Improve maths mastery and progress towards end of year, age related expectations | Pupils will improve and have an impact on progress and attainment |
|  | Numbers of pupils accessing clubs and experiential learning activities to increase. | Children will have access to and participate in experiential learning activities (e.g. trips, residential) and participate in at least 1 extracurricular activityQuality of teaching will be consistently at least good across school. |
|  | Improve attendance and punctuality rates ensuring all meet school target. | Attendance and persistent absence, will be improved across school |

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| 1. **Planned expenditure**
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| * **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 |
| 1. **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?** |
| 1. Improve in year progress and attainment
2. Improve learning behaviours in all children
 | To continue to provide quality marking and feedback which celebrates success and explains how to improve.Provide opportunities for children to respond to marking and feedback.Ensure the following are used effectively within classrooms;* Working walls
* Checking activities
* Modelling
* Questioning
* Ongoing, daily assessment/ evaluation
* Text led approach in English lessons
 | Research from EEF and other sources – high quality feedback raises attainment<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/> Collaborative learning (peer mentoring) has positive impact. Use of cornerstones curriculum in all year groups to enhance and make meaningful links with reasons for writing and to incorporate effective assessment systems. <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring/>  | monitored regularly;* Teachers and TAs, daily
* Pupil progress meetings
* SLT drop ins
* book scrutiny
* data analysis each half term
 | SLT | Jan 19 |
| **Total budgeted cost** | £4000 |
| 1. Improve in year progress and attainment
2. Improve learning behaviours in all children
 | Text led approach through ‘Literacy Tree’ in English lessons – ensure high quality text led discussion and linked activities to improve understanding and vocabulary acquisition, higher attainment in reading and particularly writing.* In lesson discussion
* Questioning
* Dictionaries/ thesauruses bought and old stock replaced
* Audit school library, replace out dated stock with high quality books
* Ensure working walls include topic vocab in addition to English and Maths
 | Research shows the impact of phonics<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/> Year 1 Phonics screening results have increased by 11% due to RWI programme. **2017 = 80% total pass****2018 = 91% total pass**Reading has improved across school – although inconsistent approaches in different classes. School must develop reading comprehension strategies including higher order thinking<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/> Writing ability is not at age related expectations across English and the curriculum as a whole. Further development on feedback as research shows the impact of high quality, relevant feedback is crucial; <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>  | Purchase quality texts and scheme for every year groupSupport staff, particularly NQTs and those less confident with delivery of this new approach.monitored regularly;* Teachers and TAs, daily
* Pupil progress meetings
* SLT drop ins – check learning environment is of high quality
* Ensure dictionaries/ thesauruses are used
* book scrutiny
* data analysis each half term
* children using a range of strategies to understand the meaning of words and use ambitious vocabulary in speaking/ written activities.
* Pupil voice
 | SLTNQT mentorsSLT | Half termly along with data analysis |
| **Total budgeted cost** | £3000 |
|  | Mastery approach to maths curriculum to ensure embedding of basic skills and **Audit resources and purchase new resources suitable to ensure mastery is progressive and age related** | Research shows that children involved in mastery learning has high impact on attainment<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/> Attainment across all year groups shows a gap in pupil knowledge/ basic skills/ recall. Resources outdated and tired.PUMA results -  | * Training of key staff on maths mastery and work with mastery specialist
* Buy additional training for a key teacher and TA to implement maths intervention programme 1st class at number to target lower KS2 and ensure they ‘keep up’.
* Book scrutiny
* Data analysis each half term
* Learning walks – working walls
* Drop in observations
 |  | Cost £80 per pupil (EEF research) |
| **Total budgeted cost** | £13,000 |
|  | Smaller class size – particularly in Year 6 | Research shows that reducing class sizes, along with quality feedback has high impact.<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/> large year group with some difficult dynamics | * Planning is collaborative
* Intervention/small group work more viable with additional staff
* Book scrutiny
* Working walls/ learning environment
* Pupils settled in smaller classes with higher ratio of teacher support/feedback
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| **Total budgeted cost** | £31000 |
| 1. Improve in year progress and attainment
2. Improve learning behaviours in all children
3. Numbers of pupils accessing clubs and experiential learning activities to increase
 | Extracurricular activities to include;* drama, music clubs.
* Participation in speech and drama festival
* participation in musical concerts
* Book awards
* Outdoor activities
* Sporting activities including competitions

Playground improvements for Health and Wellbeing. E.g. Playground markings – fitness trail  | EEF research -children participating in clubs showed ‘improved outcomes’ by having positive impacts on confidence.Arts participation; -<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/> Outdoor learning - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/> sports participation - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/>  | Pupil engagement and involvement. Skills will transfer to class based lessons e.g. team work, reading improved (drama influenced), self belief improved. | All staffSLT |  |
| **Total budgeted cost** | £5000 |
| 1. **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?** |
| 1. Improve in year progress and attainment
2. Improve learning behaviours in all children
3. Numbers of pupils accessing clubs and experiential learning activities to increase
4. Improved attendance
 | Breakfast club – attendance to this should improve punctuality and raise self-esteem. Also basic needs are met ensuring chn are ready to learn and providing opportunities for chn to socialise. Lunchtime clubs to raise self-esteem.  | Responding to poor levels attendance raises attainment – attending breakfast club means that chn are on time for school and ready to learn. | Breakfast club staff take registers – monitored by admin staff and SLTAttendance monitored by learning mentor – late marks reported and tracked. | SLT | Termly Weekly in line with attendance tracking data |
| Provide access to experiential learning opportunities e.g. trips/visits/ after school activities to PPchn. Also instrumental lessons given to whole class with a view to chn continuing with individual instrumental lessons. | OFSTED - Ensuring all chn have access to a broad curriculum and experiences has a high impact on learners. We feel that chn need to broaden their experiences. | Registers taken at all clubs. Attendance recorded on PP trackers. |  | Termly  |
| **Total budgeted cost** | **£1300** |

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| 1. **Review of expenditure**
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| **Previous Academic Year** | **2017-18** |
| 1. **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** |
| Improve in year progress and attainmentImprove learning behaviours in all children | To continue to provide quality marking and feedback which celebrates success and explains how to improve.Provide opportunities for children to respond to marking and feedback.Ensure the following are used effectively within classrooms;* Working walls
* Checking activities
* Modelling
* Questioning
* Ongoing, daily assessment/ evaluation

Text led approach in English lessons | Research from EEF and other sources – high quality feedback and feedback raises attainment<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>Some quality feedback given across school – low impact whole school as inconsistent. Results in data of age related expectations still show significant gaps between PP and non PP pupil attainment. | CPD delivered by Chris Quigley highlighted;* Inconsistent across classes
* **Complete overhaul of policy needed – September 2018**
* Slimming down of curriculum to key skills
* Staff wellbeing and work load
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| 1. **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** |
| Improve in year progress and attainmentImprove learning behaviours in all children | Text led approach in English lessons – ensure high quality text led discussion and linked activities to improve understanding and vocabulary acquisition, higher attainment in reading and writing.* In lesson discussion
* Questioning
* Dictionaries/ thesauruses bought and old stock replaced
* Audit school library, replace out dated stock with high quality books

Ensure working walls include topic vocab in addition to English and Maths | High quality texts were bought and pupil discussion showed interest and enthusiasm for them in many classes.Some improvements across school although inconsistency and effectiveness (quality of teaching and learning) affected impact on pupil progress.End of year figures show significant gaps between PP and Non PP attainment. | * Text led has made an impact when taught well and consistently
* New staff in post from September to be trained in use of text led through ‘Literacy Tree’.
* Working walls not always consistent and complementary of the current topic/ theme/ skills
* Library has been audited and more literature loaned.
 | 15000 |
| 1. Improve in year progress and attainment
2. Improve learning behaviours in all children
 | Specific, targeted group work for children who show poor social/emotional literacy. Use of THRIVE and other specific programmes run by learning mentor. | Research shows that children with low social/emotional literacy are unable to learn effectively and make slow progress. <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/> Several strategies in place to raise self-esteem and promote positive behaviours* New reward system
* Development of Edenthorpe Hall experiences
* Raising the profile of the Astrea Dispositions and ensure pupils have role models and are part of this e.g. head boy/ girl, disposition leaders, school council
* Targeted intervention to match need (EEF toolkit) is effective
* P4C being developed across school
 | * Attendance tracked efficiently - continue
* Class teachers taking action re: pupil absence – continue
* Reward system accessed by most pupils – continue and ensure ALL staff are consistent with giving of rewards
* P4C not embedded across school – new coordinator in post from September
 | 5000 |
| 1. Improve in year progress and attainment
2. Improve learning behaviours in all children
3. Numbers of pupils accessing clubs and experiential learning activities to increase
 | Extracurricular activities to include;* drama, music clubs.
* Participation in speech and drama festival
* participation in musical concerts
* Book awards
* Sporting activities including competitions
 | EEF research -children participating in clubs showed ‘improved outcomes’ by having positive impacts on confidence. <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/> <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/> All pupils eligible for PP funding were able to access at least 1 free club and also participate in the holiday sports club free of charge.Some key PP pupils did not access any clubs. | * Ensuring parents are fully aware of what is on offer re: clubs
* Many PP pupils accessed at least one club
* Staffing proved an issue for speech and drama festival participation
* Quality of some clubs inconsistent – new staff in post from September – monitor and evaluate impact.
 | 8000 |
| 1. **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** |
| 1. Improve in year progress and attainment
2. Improve learning behaviours in all children
3. Numbers of pupils accessing clubs and experiential learning activities to increase

Improved attendance | Breakfast club – attendance to this should improve punctuality and raise self-esteem. Also basic needs are met ensuring chn are ready to learn and providing opportunities for chn to socialise. After school/ lunchtime clubs to raise self-esteem.  | Responding to poor levels attendance raises attainment – attending breakfast club means that chn are on time for school and ready to learn. | * Environment, provision and resources for breakfast club need auditing for quality – September 2018
* New room made available to house resources and groups
* Outside area to be overhauled and used effectively – more adult led games rather than free play to ensure team collaboration and fairness
* PE shed cleared and resourced effectively for easy access
 | 1500 |
| Provide access to experiential learning opportunities e.g. trips/visits/ after school activities to PPchn. Also instrumental lessons given to whole class with a view to chn continuing with individual instrumental lessons. | OFSTED - Ensuring all chn have access to a broad curriculum and experiences has a high impact on learners. We feel that chn need to broaden their experiences.Every class accessed offsite visits. Y3 accessed samba for 1hr per week all year.Y4 accessed brass (wider opportunities) – not take up of pupils to continue into Y5 (PP can access funding to pay for individual music tuition)100% pupils attending pantomime (of which % = PP)85% pupils attending ‘smile trip’ | Registers taken at all clubs. Attendance recorded on PP trackers. | 5000 |

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| 1. **Additional detail**
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| In this section you can annex or refer to **additional** information which you have used to support the sections above. |