



# Pupil Premium Strategy Statement

## Edith Cavell Primary School

Academic Year	2019 - 2020	Total PP budget	£93,720	Amount of PP received per child	£1,320
Total number of Pupils	272	Number of pupils eligible for PP	71	Review of PP strategy	July 2020

### 1. Strategy Statement

All members of staff and governors at Edith Cavell Primary are committed to meeting the pastoral, social and academic needs of disadvantaged pupils within the school environment. We are committed to 'Closing the Gap' between vulnerable pupils and their peers; the pupil premium funding forms a vital part of this process.

The Government believes that the Pupil Premium Funding, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers, by ensuring that the fund to tackle disadvantage reaches the pupils who need it most.

This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

### 2. Current attainment

	KS2 – 2019	KS2 – 2019
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	<b>Pupils eligible for PP - 9</b>	<b>Pupils not eligible for PP - 20</b>
	% achieved expected level or above	
Reading	78%	50%
Writing	67%	45%
Maths	33%	65%
GPAS	78%	70%
RWM combined	33%	40%

  

	<b>KS1 – 2019 Pupils eligible for PP - 7</b>	<b>KS1 – 2019 Pupils not eligible for PP - 37</b>
	% achieved expected level or above	
Reading	57%	59%
Writing	43%	46%
Maths	43%	65%
RWM combined	13%	46%

<b>3. Barriers to Future Attainment (for pupils eligible to PP)</b>	
<b>In school barriers</b>	
<b>A</b>	The gap between PP children and their peers within school and nationally
<b>B</b>	A higher percentage of pupils with EAL/SEND within this group than the non PP eligible
<b>C</b>	% of children who are PP eligible are working significantly lower in the areas of communication and language on entry than their peers, with low levels of vocabulary
<b>D</b>	Pupils and their families have a lack of aspirations for their futures reducing their motivation and commitment to learning
<b>E</b>	Pupils not being 'ready to learn' in class (pupils are not in a secure place mentally/emotionally) and demonstrate poor learning skills such as difficulties with organisation, commitment and resilience.
<b>External barriers</b>	
<b>A</b>	The home learning environment is not always conducive for effective learning for some pupil premium children and there are a lack of regular routines including home reading, homework, spellings and having correct equipment in school such as a PE kit.
<b>B</b>	Parental engagement with school and perceptions of education.

C	Lack of engagement from parents for home reading and home /school learning as well as parental ability to support learning at home and the need for parents to help children with their daily reading, phonics development, writing and number skills.
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4. Desired outcomes		Success Criteria
A	Pupils receive the support within school to narrow the gap between PP and NPP nationally in all year groups.	<ul style="list-style-type: none"> <li>• The gap between PP and NPP Nationally will narrow so that at least 65% of PP children are working at ARE by the end of the academic year 2020.</li> <li>• Termly assessment by SLT and Teachers via various assessment methods including formal and informal.</li> <li>• SLT and Teachers will have a greater awareness of the PP pupils in their class and hold more accountability for PP outcomes for themselves and as a year group.</li> <li>• PP pupils known to all staff within the year group and across the school.</li> <li>• PP pupils closely monitored for attainment/progress/attendance by class teachers/TA's and SLT.</li> <li>• Consistent implementation of excellent practice and high expectations across the school, with all teaching to be consistently good.</li> <li>• Highly effective teaching leading to good/outstanding progress of PP pupils.</li> <li>• Increased % of pupils working at or above age related expectations across the school in reading, writing and maths.</li> <li>• Increased parental engagement, through supporting parents to help their child with their home learning.</li> </ul>
B	Pupils coming into school that are PP with weak language levels and restricted vocabulary have daily communication-rich opportunities	<ul style="list-style-type: none"> <li>• Identified EYFS staff to complete word level language training to be disseminated down to other staff in the phase.</li> <li>• Identified EYFS staff to complete on-going training for oral language interventions.</li> <li>• Pupils taught SoundsWrite will gain clear pronunciation and word semantics when reading</li> <li>• Pupils taught Talk for Writing will gain more expressive writing skills</li> <li>• All staff encouraged to speak using grammatically correct language and re-shape children's responses where necessary so that children's language skills will be increased.</li> </ul>
C	All pupils are encouraged and those that want to take part will participate in school trips and other	<ul style="list-style-type: none"> <li>• All pupils' who eligible for PP funding will access half price costs for any trips or visits. Some may access full costs of visits and trips.</li> </ul>

	trips that extend their personal experience including after school clubs and other extra-curricular activities.	<ul style="list-style-type: none"> <li>• A greater number of Reception and KS1 parents will complete the forms necessary to enable PP funding.</li> <li>• A greater number of PP pupils will have access to residential, school trips and after school clubs.</li> </ul>
D	All pupils eligible for PP will receive support in reading at school and support with comprehension of texts. This support will develop a culture for reading for enjoyment.	<ul style="list-style-type: none"> <li>• Improvements in the provision or reading for PP pupils.</li> <li>• Teacher and TA intervention for reading to be consistent across the whole school.</li> <li>• Consistent implementation of excellent practice and high expectations across the school for reading.</li> <li>• Increased % of PP pupils working at ARE or above across the school in reading.</li> </ul>
E	Parents are able to support children with home learning, including reading, writing and maths development and remain active partners in their children's learning.	<ul style="list-style-type: none"> <li>• On-going letters and handouts for parents explain the curriculum and learning opportunities for their children.</li> <li>• On-going letters and handouts for parents on how they can help with their child's learning.</li> <li>• Sharing of children's termly targets</li> <li>• If PP children are SEN, Provision Maps will support parents on focused targets</li> <li>• Open day events and year group learning workshops.</li> <li>• Homework clubs for each phase for children to attend</li> </ul>

## 5. Planned Expenditure

The three headings below demonstrate how we are using Pupil Premium to improve classroom pedagogy, provide targeted support and enrichment and experiences.

Review of the impact of spending and strategies used has been significantly impacted by the lockdown and closure of schools in March 2020. Effective evaluation of long term impact of strategies is not feasible.

Desired Outcome	Chosen Action/Approach	Cost	Success Criteria	Impact Review – Lessons Learned – approach to continue ?
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and key stage; those who have	Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all lessons [focus of all lesson observations] Half termly book trawls by Phase lead and half termly assessment data analysis.	£40,000	Disadvantaged pupils are either; at least maintaining their previous year/KS1 position; making accelerated progress to at least return to this standard or making accelerated progress to	Book scrutinies took place each half term. Data analysis focused on progress of disadvantaged pupils. TA support in class offered emotional and learning needs.

'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.	Provision of teacher led [wherever possible] interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up. Half termly book trawls by Phase lead and half termly assessment data analysis.		improve on the previous year/KS1 position as this was low.	Strategies to continue.
	Maintain pupil to adult ratios to support PP children by deploying TAs to identified areas of need. Half termly review of deployment			
Disadvantaged pupils who are also EAL learners maintain at least the standard of attainment they achieved at the end of the previous year and key stage	Small group TA intervention with EAL Learning village programme – Half termly review to assess level of progress Small group and 1-1 work with EAL TA to support identified gaps in knowledge and understanding, rapid acquisition of English and pre teaching of subject specific vocabulary. – Half termly reviews of progress with Inclusion lead	£15,000	EAL learners who are also part of the disadvantaged group are either; at least maintaining their previous year/KS1 position; making accelerated progress to at least return to this standard or making accelerated progress to improve on the previous year/KS1 position as this was low.	On Line Learning Village resource was ideally placed to continue to support EAL learners at home during lockdown. Some restricted by availability of IT equipment at home. Subscription to continue. Allocated TA to continue 1-1 and group work in school. Participants to be regularly reviewed Strategy to continue
Concentration levels for disadvantaged pupils are boosted by rehydration and protein.	Children qualifying for pupil premium funding are provided with 189ml of milk (one third of a pint) each day.	£2,000	Pupils are fed and rehydrated so they are better able to concentrate for the second half of the morning.	Some children do not like milk, so not all have milk each day. Strategy to continue
Booster sessions for eligible and targeted Year 6 pupils to support, reinforce learning and develop assessment craft in preparation for Y6 SAT's.	Teacher led targeted group booster sessions focus on identified areas for development to ensure identified gaps in knowledge and understanding are addressed so that pupils may feel confident in their knowledge and skills when approaching Y6 SAT tests. Half termly reviews with phase lead	£5,000	Disadvantaged pupils are either; at least maintaining their previous year/KS1 position; making accelerated progress to at least return to this standard or making accelerated progress to improve on the previous year/KS1 position as this was low.	Booster teacher led session took place until Lockdown in March. Sessions were supporting disadvantaged pupils. Strategy to continue
	Provide a basic breakfast for identified pupils accessing targeted additional self-directing maths booster sessions.	£220		
All pupils attend during SATS week and can perform to their best ability.	Breakfast during SAT's week and to encourage attendance at booster sessions	£500	Pupils have a calm and measured start to the day that gives the best opportunity to approach SAT's papers.	No SAT tests took place Strategy to continue
The sensory needs of identified pupils are met to enable them to better concentrate in lessons.	Sensory circuit activities provided for identified disadvantaged pupils with sensory needs each morning Sensory tent sessions and activities provided at identified times and on a needs basis to disadvantaged pupils identified with sensory needs. Half termly reviews with Inclusion Lead	£8,000	Disadvantaged pupils with sensory needs have the opportunity to have their sensory needs met so that they can better access their learning, concentrate and achieve their potential through narrowing the gap in achievement between them and their peers.	Sensory circuits took place 4 days a week. Identified pupils who took part, more settled when going in to class and ready to learn Strategy unable to continue in current format due to Covid restrictions. Alternative organisational format to be developed
Pupils with additional well-being and mental health needs are supported effectively.	Learning mentor will support individuals or groups to meet their emotional and well-being needs. Learning mentor develops relationship with parents of identified pupils to ensure that any home issues raised	£10,000	Pupils who experience a barrier to learning, a dip in well-being or mental health have the opportunity to explore their feelings and address the barriers to learning. This will lead to improved	As pupils mature, they are able to identify that they would benefit from a session with LM and request a meeting.

	by pupils can be addressed and parental skills to support learning at home and engagement are increased. Half termly review with Inclusion lead		learning and attainment and a narrowing of the gap in achievement to their peers.	Strategy to continue
	Additional TA support in Early years to target early oracy, literacy and reading skills to ensure disadvantaged pupils are ready for the next stage of their education. Half termly review of development	£6,000	The gap in achievement is narrowed between identified disadvantaged pupils and their peers.	Strategy to continue
All children will experience and be included to attend school residential trips with their peers, should they wish to. Other residential or trips made available in order to improve resilience and self-esteem along with team building and cooperation skills.	To continue to provide financial support for PP pupils to enable them to attend school trips, residential and after school clubs. Residential and school trips ensure that we are developing the whole child and providing them with opportunities they may not have at home. Financial circumstances should not be a barrier to these experiences. The learning surrounding the school trips is valuable and is an important part of the curriculum.	£2,000	PP Pupils will access visits and residential that they would not otherwise experience. These visits build cultural capital and opportunities to access experiences outside those of family interest which will open experience and understanding of diverse future employment opportunities.	All pupils benefit greatly from learning experiences offered by educational visits  Strategy to continue
Raised aspiration and opportunities leading to inspired pupils engaging with activities they may not otherwise be able to afford.	Disadvantaged pupils targeted to attend After School Clubs that are on offer in the school. Identified pupils accessing crash course swimming lessons developing life skills, healthy life styles and enjoyment. Targeted identified pupils to access holiday activity clubs Attendance at clubs monitored each half term	£2,500	Children have accessed, enjoyed and developed new skills that they would not have otherwise experienced leading to improved self-esteem, developing healthy life styles and improved life chances.	Attendance at holiday activity clubs, breakfast and after school clubs increased positive enjoyable experiences at school.  Strategy to continue
	Member of teaching staff to access Forest School Training with a view to establishing A Forest School at Edith Cavell on completion of training.	£2,500	Identified children will have opportunity to access Forest school activities next year to enable learning in the outdoors, raised aspirations, attendance and children's experiences broadened.	Training completed. Children's attendance at Forest school to commence in Sept 2020  Strategy to continue
<b>Total Budget Cost £93,720</b>				