

## Strategy for St Edward's CE Primary School Use of Pupil Premium Funding

<b>Academic Year: 2016-17</b>	<b>Total PP budget: £40,320</b>
<b>Total Number of Pupils: 182</b>	<b>Number of pupils eligible for PP: 22</b>

### Attainment of PP Pupils July 2016:

Year Group	Reading Attainment at ARE		Writing Attainment at ARE		Maths Attainment at ARE	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
<b>Current Year 1 (2 pupils)</b>						
<b>Current Year 2 (4 pupils)</b>	75%	89%	75%	82%	75%	85%
<b>Current Year 3 (4 pupils)</b>	25%	74%	25%	61%	50%	65%
<b>Current Year 4 (8 pupils)</b>	63%	71%	25%	67%	38%	67%
<b>Current Year 5 (4 pupils)</b>	75%	63%	0%	22%	25%	56%

### Progress of PP Pupils July 2016:

Year Group	Reading Progress against non- PP	Writing Progress against non- PP	Maths Progress against non- PP
<b>Current Year 1 (2 pupils)</b>			
<b>Current Year 2 (4 pupils)</b>	Lower	Lower	Similar
<b>Current Year 3 (4 pupils)</b>	Lower*	Lower*	Lower* <small>(But good progress)</small>
<b>Current Year 4 (8 pupils)</b>	Lower	Lower <small>(But good progress)</small>	Better
<b>Current Year 5 (4 pupils)</b>	Similar	Similar	Lower

\*See Head teacher for additional notes for these pupils

## Barriers to future attainment (for pupils eligible for PP)

<b>A</b>	Low parental engagement
<b>B</b>	Lower vocabulary range than non PP pupils
<b>C</b>	Poor oral language skills
<b>D</b>	Poor home learning environment

## Outcomes and how these will be measured:

Pupils will make similar or better progress than non PP pupils.  
 PP pupils will attain similar or better than non PP pupils.  
 Parents will be more engaged by supporting homework practice and meeting teachers regularly throughout the year.

## Planned Expenditure 2016-17:

£40,320 will be spent on intervention by teaching staff and support staff; contributions towards trips, after-school activities and breakfast club fees; general learning resources and school uniform where needed.

Quality of teaching for all					
Desired Outcome	Chosen action/approach	Evidence and rationale for this choice	How will we ensure it is implemented well?	Staff Lead	Review Dates
All pupils make accelerated progress to reach ARE.	Gaps in learning clearly identified to ensure pupils are on track to attain ARE Teachers plan for opportunities to close identified gaps.	Essential gaps in learning need to be secured in order for pupils to reach ARE <b>EEF Toolkit Mastery Learning (+5 months)</b>	Monitoring of teaching and learning	SLT/Class Teachers	Half termly
Pupils complete home learning tasks to practice key skills. <b>Barriers A and D</b>	Pupils given specific support and time in school to ensure tasks are completed if no support given at home.	Key skills are essential to gaps closing. <b>EEF Toolkit Homework (+2 months)</b>	Monitoring of home learning	SLT/Class Teachers	Half termly

Range of vocabulary is widened. <b>Barriers B and C</b>	Daily grouped spelling/vocabulary lessons	Pupils with wider vocabulary perform consistently higher than others. <b>EEF Toolkit - Small group tuition + 4 months</b>	Monitoring of teaching and learning	SLT/Class Teachers	Half termly
<b>Targeted Support</b>					
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Evidence and rationale for this choice</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Review Dates</b>
Pupils make accelerated progress to reach ARE	Those pupils not making 6+ levels of progress to be identified in planning and given intervention where appropriate.	Pupils receiving extra intervention made good progress last year. <b>EEF Toolkit - Small group tuition + 4 months</b>	Interventions closely monitored.	SLT/Class Teachers	Half Termly
<b>Other Outcomes</b>					
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Evidence and rationale for this choice</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Review Dates</b>
Pupils are involved in the wider opportunities that school provides. <b>Barriers A and D</b>	Pupils given financial support to attend extra-curricular activities including breakfast and after-school club.	Pupils who take part in extra-curricular activities perform better at school. <b>EEF Toolkit - Sports Provision + 2 months</b>	Pupils invited to join clubs where appropriate.	SLT	Termly
Pupils are involved in the wider opportunities that school provides. <b>Barriers A and D</b>	Pupils given financial support to attend residential and non-residential trips and any uniform costs that are required.	Pupils have the same opportunities as other pupils who are financially more secure. <b>EEF Toolkit - Outdoor Adventurous Learning + 3 months</b>	All pupils attend trips and are suitable dressed for school.	SLT	Termly

## Review of expenditure for 2015-16

<b>Total Funding for 2015-16: £43,240</b>			
This funding was spent on intervention by teaching staff and support staff; contributions towards trips, after-school activities and breakfast club fees; general learning resources and school uniform where needed			
<b>Quality of teaching for all</b>			
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b>
All pupil premium pupils make accelerated progress to reach ARE.	Gaps in learning clearly identified to ensure pupils are on track to attain ARE Teachers plan for opportunities to close identified gaps.	With the exception of writing in Year 4 and maths in Years 4 and 5, pupils receiving pupil premium funding have broadly similar attainment to non-pupil premium pupils, although the progress they make is lower in areas.	Pupil premium pupils not making good progress are now identified more clearly in pupil progress meetings and targets are identified and highlighted on weekly plans. SLT are to monitor these pupils closely in all monitoring activities.
Pupils complete home learning tasks to practice key skills.	Studies on homework have found that it is only beneficial if it is directly linked to next steps the pupils needs to make.	Parents will be more engaged with the teaching their child is having at school and pupils will make better progress if key number facts, spellings/phonics and reading is practiced regularly.	Not all pupil premium pupils were given the opportunity to complete homework at home, so adult support and time in the school day will be provided weekly.
<b>Targeted Support</b>			
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b>
Pupils make accelerated progress to reach ARE	PP Pupils were monitored closely in pupil progress meetings and amount of progress they made was tracked.	Some pupils made good or better progress than non-pp pupils but this wasn't the case for all PP pupils.	Need to be more specific about the intervention pupils need and ensure time is planned in each week for this.
<b>Other Approaches</b>			
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b>
Pupils are involved in the wider opportunities that school provides	Pupils given financial support to attend extra-curricular activities including breakfast and after-school club	Pupils who take part in extra-curricular activities perform better at school. Pupil Premium pupils were given priority for a percentage of places in each club.	Still not reaching all pupil premium pupils so more liaison required between parents and staff to ensure opportunities are there for all.
Pupils are involved in the wider opportunities that school provides.	Pupils given financial support to attend residential and non-residential trips and any uniform costs that are required.	Pupils were financially supported for both residential trips that took place last year and also other day trips that classes took.	Funding to continue with these pupils where required.