

# Edwards Hall Primary School: Pupil Premium Strategy Statement



1. Summary information					
School	Edwards Hall Primary School				
Academic Year	2017/18	Total PP budget	£98,260	Date of most recent PP Review	13.07.17
Total number of pupils	406	Number of pupils eligible for PP	74	Date for next internal review of this strategy	

2. Current attainment			
Attainment for: 2016-2017	All (national)	Eligible for PP (15-16)	Not eligible for PP (15-16)
% achieving expected standard or above in reading, writing and maths	68% (61%)	50% (25%)	72% (60%)
% achieving expected standard or above in reading	72% (71%)	63% (50%)	74% (65%)
% achieving expected standard or above in writing	89% (77%)	88% (75%)	90% (88%)
% achieving expected standard or above in maths	85% (75%)	63% (42%)	90% (69%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Language and Vocabulary Skills
B.	Aspirations
C.	Social and emotional skills – being able to get along with others, discuss differences, make compromises, being able to use strategies to manage emotions such as anger and anxiety.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance

<b>E.</b>	Parental Involvement / Engagement	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Outcomes for PP children are in line with FFT targets for the whole cohort.	<ul style="list-style-type: none"> <li>• At National: Reading 87%, Writing 90%, Maths 89%, Reading, Writing and Maths combined 81%</li> <li>• Above National: Reading 46%, Writing 45%, Maths 47%, Reading, Writing and Maths combined 27%</li> </ul>
<b>B.</b>	Children understand the meanings of a wider range of vocabulary and are able to formulate coherent written responses to reading comprehension questions.	<ul style="list-style-type: none"> <li>• Children are able to use a wide range of strategies to help them to read and understand the meanings of new and unfamiliar words.</li> <li>• Children can use a range of reading comprehension skills – predicting, summarising, questioning, inferring and clarifying with confidence.</li> <li>• Children are able to use their improved reading comprehension skills to structure coherent written responses to reading comprehension questions.</li> <li>• PP children make improved/accelerated progress in their reading.</li> </ul>
<b>C.</b>	Children develop high aspirations which may include pursuing academic qualifications and professional careers in the future.	<ul style="list-style-type: none"> <li>• Children recognise their own areas of strength and the key skills they have.</li> <li>• Children are able to set themselves high aspirations (which may include academic qualifications and professional careers)</li> <li>• Children know what they need to do in their own learning in order to achieve their aspirations.</li> <li>• Children can make self and peer assessments in order to reflect on their learning and understand what they need to do next to improve.</li> </ul>
<b>D.</b>	Children are happy in school and are able to deal with any problem they meet with resilience.	<ul style="list-style-type: none"> <li>• Children make and maintain friendships.</li> <li>• Children are able to make attempts to resolve differences without loss of temper or involving an adult.</li> <li>• Children have higher self-esteem and are able to self-manage their behaviour and emotions using a range of different strategies.</li> <li>• Children meet challenge with confidence.</li> </ul>
<b>E.</b>	The attendance of PP children improves/parental involvement increases.	<ul style="list-style-type: none"> <li>• Attendance for PP children is in line with rest of the school and with national.</li> <li>• Parents/carers read with their children regularly at home.</li> <li>• Parents and carers attend more school events and support children in their learning (homework etc.)</li> </ul>

5. Planned expenditure					
Academic year	2017/18				
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.					
i. 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?
A. Outcomes for PP children are in line with FFT targets for the whole cohort.	<p>The progress of PP children will be tracked and additional support will be provided where necessary.</p> <p>PP focus children will be identified and their work will be reviewed weekly to ensure that teachers are providing verbal feedback and support both in and out of the classroom in order to close the gaps.</p> <p>PP funding will allow us to provide a higher staff: pupil ratio, which will enable us to provide:</p> <ol style="list-style-type: none"> <li>1. Small group support within the classroom.</li> <li>2. Small group interventions.</li> <li>3. 1:1 evidence based interventions.</li> </ol> <p>PP funding will allow us to implement small group booster clubs, tutoring and revision clubs to close the gaps between PP and other pupils in <b>reading and maths</b>. This may also include a 'holiday study club' later in the year.</p>	<p>Quality First Teaching is provided for all children. Teaching is monitored by the Head and Deputy Head.</p> <p>PP focus children's work is scrutinised weekly by SLT to ensure that Quality First Teaching is taking place and that PP focus children are gaining access to quality feedback and support within lessons.</p> <p>Additional small group support or intervention is offered when necessary.</p> <p>Interventions and subsequent progress are monitored to ensure the additional support is effective.</p> <p>Evidence based interventions are implemented for PP children who are working significantly below age related standards in order for those children to make accelerated progress. Daily evidence based interventions have been proven to support children with poor working memory skills.</p> <p>Additional after school club interventions are offered to PP pupils so that they will make accelerated progress in reading and maths. This provision is in addition to the Quality First Teaching provided in school hours.</p>	<p>Children's progress is monitored within the classroom.</p> <p>Pre- and post-intervention assessments are carried out. Interventions are monitored by the Inclusion Leader and the Phase Leaders.</p> <p>Members of SLT meet to scrutinise the books of PP focus children and ensure teachers receive feedback.</p> <p>Booster sessions, small group interventions and tutoring to be organised / led by Inclusion Leader.</p>	Inclusion Leader	<p>July 2018</p> <p>Plus:</p> <p>Interventions are reviewed termly.</p> <p>Staffing is reviewed at the end of the financial year.</p>

	PP funding will allow us to plan and deliver opportunities to increase the involvement of parents in their child's progress.	Using data collected from School Development Plan actions, key areas will be targeted such as PP attendance, parental involvement in reading at home, attendance at school workshops, parent literacy and numeracy skills. Using this information we will develop a range of strategies to increase involvement such as incentives, coffee mornings, parent learning schemes.	SDP team will implement parent involvement actions throughout the year and monitor their effectiveness.	SDP team – parental involvement.	
B. Children know the meanings of a wider range of vocabulary and are able to formulate coherent written responses to reading comprehension questions and understand	<p>PP funding will allow us to provide a higher staff: pupil ratio, which will enable us to provide:</p> <ol style="list-style-type: none"> <li>1. Talk Boost;</li> <li>2. Social Use of Language Programme (SULP);</li> <li>3. Small group reading and writing interventions;</li> <li>4. In-class support during literacy lessons</li> <li>5. Small group pre-teaching of curriculum vocabulary and key comprehension texts.</li> <li>6. Regular guided reading sessions using the Reciprocal Reading approach so that children have daily opportunities to practise key reading skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk Boost KS1 is a targeted and evidence-based intervention programme, which supports language delayed children in Reception and KS1 to make progress with their language and communication skills.</li> <li>2. SULP has shown a statistically significant increase in children's communication and socialisation scores compared with control groups.</li> <li>3. Children are given opportunities to experience, find the meanings of and use new vocabulary. Support in arranging their thoughts into complete sentences while in a small group gives them the confidence to transfer skills.</li> <li>4. As for 3.</li> <li>5. Children are introduced to new curriculum vocabulary and key texts that the class are studying in a small group situation, to give them confidence before hearing and using this vocabulary during the whole class sessions. This gives children the confidence to comment on a wider, richer and more challenging range of texts.</li> <li>6. Through Reciprocal Reading activities, children have the opportunity to discuss and comment on texts with the support of their peers and additional adults. This process allows them to verbalise their thoughts before structuring them into a written response.</li> </ol>	Pre- and post-intervention assessments. Interventions are monitored by the Inclusion Leader and the Phase Leaders. Children's progress is monitored within the classroom.	Inclusion Leader  Phase Leaders	<p>July 2018</p> <p>Plus:</p> <p>Interventions are reviewed termly</p> <p>Staffing is reviewed at the end of the financial year.</p>

<p>C. Children develop high aspirations which may include pursuing academic qualifications and professional careers in the future.</p>	<p>PP funding will allow us to provide a higher staff: pupil ratio, which will enable us to provide:</p> <ol style="list-style-type: none"> <li>1. 1:1 and small group support within the classroom.</li> <li>2. Small group interventions.</li> </ol> <p>PP funding will allow us to engage in activities that will develop aspirations such as:</p> <ol style="list-style-type: none"> <li>3. Visitors coming in to school to share information about their chosen careers.</li> <li>4. Links with university programmes for pupils in the upper school - 'Brilliant Club'</li> <li>5. Visits to local grammar schools and universities for taster sessions and tours.</li> <li>6. Computer Science Workshops for upper school.</li> <li>7. VI form mentor from a local grammar school to begin work in Years 4 and 5.</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group support gives children the opportunity to discuss their work with an adult and identify ways in which they can improve further. Adults will support children and facilitate self and peer assessment in order to encourage children to learn from their mistakes and find ways to develop their skills further.</li> <li>2. Small group interventions such as pre-teaching give children the confidence to participate in class. This raises self-esteem thus encouraging children to feel they are able to achieve and make good progress alongside their peers.</li> <li>3. Visitors enrich the experiences children already have in the classroom. They give children something to aspire to and provide them with information about careers that they may not have considered before.</li> <li>4. University programmes such as 'Brilliant Club' encourage children to think about further education opportunities. Children have the opportunity to engage in academic writing through the production of a dissertation.</li> <li>5. Visits to local grammar schools and universities for taster sessions and tours gives children the opportunities to experience what grammar and further education might be like. This will give them the incentive to apply themselves to their academic work and consider options that they might not have considered such as preparing for and sitting the 11+ examination.</li> <li>6. Experience of a range of different careers (such as computer science) will allow children to consider alternative options for their future. Hands on experiences should engage and enthuse children.</li> <li>7. Positive role models in the form of mentors give children someone to aspire to be.</li> </ol>	<p>Pre- and post-intervention assessments. Interventions are monitored by the Inclusion Leader and the Phase Leaders.</p> <p>Children's progress is monitored within the classroom.</p> <p>University 'Brilliant Club' programme led and monitored by the Deputy Head Teacher as part of SDP actions.</p> <p>SDP aspirations actions will be implemented and monitored by the Deputy Head Teacher</p>	<p>Inclusion Leader</p> <p>Phase Leaders</p> <p>Deputy Head Teacher</p>	<p>July 2018</p> <p>Plus:</p> <p>Interventions are reviewed termly</p> <p>Actions from SDP reviewed at the end of the year.</p> <p>Staffing is reviewed at the end of the financial year.</p>
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<p>D. Children are happy in school and are able to deal with any problem they meet with resilience</p>	<p>PP funding will allow us to provide a higher staff: pupil ratio, which will enable us to provide:</p> <ol style="list-style-type: none"> <li>1. Small group SEMH interventions.</li> <li>2. Play Therapy (1:1)</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group interventions give children the opportunity to develop their social skills, to learn about sharing and compromise. Specific groups support children with anger and anxiety issues. These groups give children the opportunities to set themselves targets and self-manage their own behaviour and emotions.</li> <li>2. Blocks of Play Therapy are purchased for pupils experiencing SEMH issues. This therapy will support both the child and their family in reducing barriers to learning.</li> </ol>	<p>SEMH interventions are monitored by the Inclusion Leader. Parents, teachers and children will monitor the impact the SEMH interventions have on their child's behaviour and emotions. The Behaviour Lead will monitor the number of behaviour incidents during lunchtimes to ascertain if improved quality and quantity of play equipment leads to calmer, happier lunchtimes.</p>	<p>Inclusion Leader  Behaviour Lead</p>	<p>July 2018</p> <p>Plus:</p> <p>Interventions are reviewed termly</p> <p>Staffing is reviewed at the end of the financial year.</p>
<p>E. The attendance of PP children has improved from 2016-17 to 2017-2018</p> <p>Parental involvement and engagement increases for identified PP children.</p>	<p>PP funding will go towards buying in the services of the Local Authority's Early Help Family Support Service (EHFSS).</p> <ol style="list-style-type: none"> <li>1. EHFSS will work with the Inclusion Leader to oversee whole school and individual attendance.</li> <li>2. Rewards for class and individual attendance.</li> </ol> <p>PP funding will also be spent on implementing strategies that will increase parental involvement such as coffee mornings, parent learning schemes and family incentives for improved attendance.</p>	<ol style="list-style-type: none"> <li>1. This follows national and local authority guidelines in a supportive way, offering help and advice where needed.</li> <li>2. Children are keen for their class to earn reward vouchers for 100% weekly attendance. Children earn certificates and book tokens for individual 100% termly / yearly attendance.</li> </ol> <p>Planned actions through the SDP to increase parental involvement should have a positive impact on the attendance of PP children.</p>	<p>The Inclusion Leader and EHFSS will track attendance half termly, aiming to deal with issues before they become a problem.</p> <p>SDP team will implement strategies to improve parental involvement and review this regularly throughout the year.</p>	<p>Inclusion Leader</p> <p>SDP team – parental involvement.</p>	<p>July 2018</p>

ii. Targeted support					
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?
A. Outcomes for PP children are in line with FFT targets for the whole cohort.	<p>1. The progress of PP children will be tracked and additional support will be provided where necessary.</p> <p>2. PP focus children will be identified and their work will be reviewed weekly to ensure that teachers are providing verbal feedback and support both in and out of the classroom in order to close the gaps.</p> <p>3. Additional intervention through booster groups, tutoring and possible 'holiday clubs'. This will provide support in <b>reading and maths</b> for identified pupils.</p> <p>4. Strategies will be implemented to increase parental involvement and engagement for identified PP children and families.</p>	<p>1. Quality First Teaching is provided for all children. Teaching is monitored by the Head and Deputy Head.</p> <p>Additional small group support or intervention is offered when necessary.</p> <p>Interventions and subsequent progress are monitored to ensure the additional support is effective.</p> <p>2. Leadership time is utilised to monitor the quality of feedback and additional support for PP children both in and out of the classroom.</p> <p>3. Additional after school club interventions are offered to PP pupils so that they will make accelerated progress in reading and maths. This provision is in addition to the Quality First Teaching provided in school hours.</p> <p>4. Data collected from SDP actions will inform us about which strategies to increase parental involvement will be most effective. Improving parent involvement (such as offering literacy and numeracy skills sessions and incentives for improved attendance or support at home) should have a direct impact on the attainment of PP children</p>	<p>Children's progress is monitored within the classroom. Pre- and post-intervention assessments are carried out. Interventions are monitored by the Inclusion Leader and the Phase Leaders.</p> <p>Deputy Head Teacher and Inclusion Leader to identify focus children</p> <p>Deputy Head Teacher and Inclusion Leader to identify which children will be offered this additional support.</p> <p>SDP team will implement strategies to improve parental involvement and review this regularly throughout the year.</p>	<p>Inclusion Leader</p> <p>Inclusion Leader and Deputy Head Teacher</p> <p>SDP team – parental involvement.</p>	<p>July 2018</p> <p>Plus:</p> <p>Interventions are reviewed termly</p> <p>Staffing is reviewed at the end of the financial year.</p>

<p>B. Children know the meanings of a wider range of vocabulary and are able to formulate coherent written responses to reading comprehension questions and understand</p>	<ol style="list-style-type: none"> <li>1. One-to-one and small group pre-teaching of curriculum vocabulary and key comprehension texts.</li> <li>2. Reciprocal Reading activities – one to one and small group support.</li> </ol>	<ol style="list-style-type: none"> <li>1. Children are introduced to new curriculum vocabulary and key texts that the class are studying in a small group situation, to give them confidence before hearing and using this vocabulary in a whole class situation. This preparation also gives children to confidence to comment on a wider, richer and more challenging range of texts.</li> <li>2. Through Reciprocal Reading activities children have the opportunity to discuss and comment on texts with the support of their peers. This process allows them to verbalise their thoughts before structuring them into a written response</li> </ol>	<p>Class teachers, Deputy Head Teacher and Inclusion Leader will identify children who need one-to-one and small group support/pre-teaching and will monitor their progress.</p>	<p>Inclusion Leader</p>	<p>July 2018</p> <p>Plus:</p> <p>Interventions are reviewed termly</p> <p>Staffing is reviewed at the end of the financial year.</p>
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<p>C. Children develop high aspirations which may include pursuing academic qualifications and professional careers in the future.</p>	<ol style="list-style-type: none"> <li>1. Small group support within the classroom.</li> <li>2. Small group interventions.</li> <li>3. Visitors coming in to school to share information about their chosen careers.</li> <li>4. Links with university programmes for pupils in the upper school.</li> <li>5. Visits to local grammar schools and universities for taster sessions and tours.</li> <li>6. Computer Science Workshops for upper school.</li> <li>7. VI form mentor from a local grammar school to begin work in Years 4 and 5.</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group support gives children the opportunity to discuss their work with an adult and identify ways in which they can improve further. Adults will support children and facilitate self and peer assessment in order to encourage children to learn from their mistakes and find ways to develop their skills further.</li> <li>2. Small group interventions such as pre-teaching give children the confidence to participate in class. This raises self-esteem thus encouraging children to feel they are able to achieve and make good progress alongside their peers.</li> <li>3. Visitors enrich the experiences children already have in the classroom. They give children something to aspire to and provide them with information about careers that they may not have considered before.</li> <li>4. University programmes encourage children to think about further education opportunities. Children have the opportunity to write a mini dissertation.</li> <li>5. Visits to other educational establishments such as grammar schools and universities foster curiosity and encourage children to explore options for their future that they may not have considered.</li> <li>6. Computer Science Workshops demonstrate the importance of Careers in technology/use of technology in the workplace. Children have the opportunity to see technology being used real life situations.</li> <li>7. Positive role models give children someone to aspire to be like. They can gain information about what it is like to attend grammar schools and VI forms from a person who they know in school.</li> </ol>	<p>Pre- and post-intervention assessments.</p> <p>Interventions are monitored by the Inclusion Leader and the Phase Leaders.</p> <p>Children's progress is monitored within the classroom.</p> <p>University programme monitored and led by Deputy Head Teacher.</p> <p>SDP aspirations actions will be implemented and monitored by the Deputy Head Teacher</p>	<p>Inclusion Leader</p> <p>Phase Leaders</p> <p>Deputy Head Teacher</p>	<p>July 2018</p> <p>Plus:</p> <p>Interventions are reviewed termly</p> <p>Actions from SDP reviewed at the end of the year.</p> <p>Staffing is reviewed at the end of the financial year.</p>
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D. Children are happy in school and are able to deal with any problem they meet with resilience	<ol style="list-style-type: none"> <li>1. One-to-one SEMH interventions</li> <li>2. Play therapy or individual counselling</li> <li>3. Subsidised places on school learning experiences</li> <li>4. Subsidised extended schools or extra-curricular activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Children receive support for anxiety, self-esteem and anger management. They appreciate this one-to-one time for them to share their feelings and to learn strategies to help them deal with their worries and emotions.</li> <li>2. Pupil Premium has been used to buy-in a Play Therapist or counsellor to help children with particular needs develop their emotional literacy.</li> <li>3. Children can take part in activities with their friends without cost being a prohibitive factor.</li> <li>4. As 3.</li> </ol>	Parents or staff may identify pupils who would benefit from one-to-one intervention and will monitor the impact this intervention has. SEMH interventions are monitored by the Inclusion Leader.	Inclusion Leader	Reviewed termly
E. The attendance of PP children has improved from 2016-17 to 2017-18	<ol style="list-style-type: none"> <li>1. Early Help Family Support Service will work with individual families to support them as necessary.</li> <li>2. Parental involvement and engagement will be closely monitored as part of SDP actions to encourage 'harder to reach' parents to ensure their children attend school regularly.</li> </ol>	<ol style="list-style-type: none"> <li>1. EHFSS and the Inclusion Leader will meet with parents at school to identify barriers and to identify ways we can help. EHFSS may also work with parents in the home if this is considered helpful.</li> <li>2. Planned actions through the SDP to increase parental involvement should have a positive impact on the attendance of PP children.</li> </ol>	<p>The Inclusion Leader and EHFSS will track the attendance to monitor the impact of support.</p> <p>Regular contact with parents through telephone calls and letters will ensure that supportive relationships are developed and attendance is not a barrier to learning.</p>	Inclusion Leader	July 2018

6. Review of expenditure			
<b>Previous Academic Year</b>			
<b>i. Quality of teaching for all &amp; Targeted support</b>			
<b>Desired outcome</b>	<b>Estimated impact:</b>	<b>Actions for following year</b>	<b>Cost</b>

