

Pupil premium strategy statement (primary)

1. Summary information					
School	Edgar Sewter Primary School				
Academic Year	2017-18	Total PP budget	£77,808	Date of most recent PP Review	
Total number of pupils	280	Number of pupils eligible for PP	47	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	60	60%
Progress score in reading	-1.8	0
Progress score in writing	0.6	0
Progress score in maths	-1.6	0

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Baseline assessments show that pupils start school lower than pupils nationally. Pupils need to make accelerated progress.
B.	Many pupils require pastoral support and care in order to fully access their learning.
C.	Pupils lack wider experiences. This restricts their knowledge and understanding of the world.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for disadvantaged pupils are 93.12% which is below the target for all pupils, which is at 96%. This reduces their school hours and causes them to fall behind.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve access for all to quality first teaching and provide targeted and precise intervention, enabling pupils to make accelerated progress.	The % of disadvantaged pupils achieving ARE will continue to increase in response to pupils having their learning gaps directly and rapidly addressed Targeted, rapid and personalised intervention will continue to positively impact pupils attainment The % of lessons observed to be outstanding will continue to rise

B.	To ensure our disadvantaged families have good access to high quality pastoral support, enabling pupils' readiness to learn is at its optimum.	Parents / carers and families will continue to access the wide range of support offered by our support team Families will have an increased confidence in supporting their child/ren's learning and emotional needs. Teachers will continue to report an increase in pupil readiness to learn and good learning behaviours as a result of this support.
C.	To provide disadvantaged pupils with an increasing range of wider opportunities after and throughout the school day.	The % of disadvantaged pupils involved in b after school clubs will continue to rise and teachers will continue to report a positive impact on pupils learning / readiness for learning / learning attitudes. This involvement will be sustained rather than short term. Access to wider opportunities and specialist teaching during the school day will continue and pupils will gain key skills to transfer to all areas of their learning
D.	To ensure our attendance policy is upheld, particularly for our disadvantaged and vulnerable pupils, ensuring that pupils are in school for as many sessions as physically possible.	To increase our % for attendance and punctuality, particularly for our disadvantaged and vulnerable families To provide rapid follow up to absence or lateness To provide tailored intervention for those families that need support to reach 100% attendance

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 To improve access for all to quality first teaching and provide targeted and precise intervention, enabling pupils to make accelerated progress.	Key staff- subject leaders, phase leaders, SENCo - are released to ensure that there is quality first teaching and consistent implementation of practice and expectations within each phase.	Releasing key staff was crucial last year in ensuring and maintaining quality first teaching across and within each phase through monitoring, coaching and support. This approach is identified as an effective strategy in the NFER document to support the attainment of disadvantaged pupils – ensuring access to high quality teaching. The effectiveness of this strategy is also recognised in the NIESR toolkit: Improving outcomes for disadvantaged pupils	Phase leaders will identify the individual needs of teachers, provide direct action, and follow up support as appropriate - team teaching, lesson modelling, team planning and frequent monitoring of planning, teaching and outcomes. Phase leaders will monitor and share outcomes with Senior Leadership Team regularly. Phase leaders will support staff in ensuring good practice is shared and staff are able to participate in regular targeted CPD	Phase leaders Subject leaders	Ongoing July 2018
A To improve access for all to quality first teaching and provide targeted and precise intervention, enabling pupils to make accelerated progress.	Staff are released to deliver intervention programmes.	This proved successful last year. This approach is identified as an effective strategy in the NFER document to support the attainment of disadvantaged pupils – Deploying best staff to teach disadvantaged pupils It is also identified in the EEF toolkit as an effective strategy and again in the NIESR toolkit: Improving outcomes for disadvantaged pupils	Data and associated data analysis, outcomes from learning review meetings and pupil progress meetings, findings from learning walks and book scrutinies will all be monitored closely to ensure that there has been a positive impact upon the learning of pupils who have received interventions / prescriptions.	Phase leaders	Termly alongside data analysis Feb 2018 July 2018
C To provide disadvantaged pupils with an increasing range of wider opportunities before, after and throughout the school day.	A specialist PE teacher has been employed to teach PE throughout the school to develop each pupil as a whole learner, giving them key skills to transfer to other subjects.	Giving children opportunities to participate in a wide variety of sports is crucial to our vision, and its impact is well supported with evidence from pupils. The NFER document highlights that it is best practice and an effective strategy to deploy the best staff to teach disadvantaged pupils. This strategy is also highlighted as good	Pupils' participation in high quality PE and their experiences of sporting activities within and beyond the school day will increase and be sustained. Wider opportunities for all children will be provided and documented. The impact of these experiences will be closely monitored through observing pupils' work, pupil	Head teachers	July 2018

		practice in the NIESR toolkit: Improving outcomes for disadvantaged pupils.	confidence, their readiness for learning, pupil attitudes and approaches to tasks. Learning walks, scrutinies and pupil perceptions will highlight the effectiveness of this approach in working to raise attainment and accelerate progress		
Total budgeted cost					£23,156
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 To improve access for all to quality first teaching and provide targeted and precise intervention, enabling pupils to make accelerated progress.	Using non-teaching staff for interventions across the school.	Interventions run by non-teaching staff enable us to top-up our provision across the school This is a strategy that is identified as an effective approach in the EEF and the NIESR toolkits. NFER highlights that making decisions based on data is an effective strategy.	The effectiveness of earlier and personalised intervention for pupils identified as underachieving will be seen through individual progress and attainment. Basic literacy and numeracy skills will be gained, developed and extended along with self and subject confidence. Class teachers will continue to report that pupils are transferring skills. Evidence will be found of the effectiveness of these interventions through book scrutinies and analysing data.	Phase leaders	Ongoing Termly with key assessments Feb 2018 July 2018
A To improve access for all to quality first teaching and provide targeted and precise intervention, enabling pupils to make accelerated progress.	Providing 1:1 support for specific disadvantaged pupils	A number of our disadvantaged pupils have benefitted from 1:1 adult support in the past and continue to do so. This is an effective strategy as highlighted in the EEF toolkit – Behaviour interventions, mentoring and 1:1 – all areas showing moderate impact, with some areas showing more of an impact when used to support disadvantaged pupils.	The impact of this will be evidenced through learning walks, assessments showing good academic and social progress and through annotated IEPs.	SENCo	Ongoing –class assessments Termly with key assessments Feb 2018 July 2018

Total budgeted cost	£31,238
----------------------------	----------------

iii. 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?
<p>B To ensure our disadvantaged families have good access to high quality pastoral support, enabling pupils' readiness to learn is at its optimum.</p> <p>D To ensure our attendance policy is upheld, particularly for our disadvantaged and vulnerable pupils, ensuring that pupils are in school for as many sessions as physically possible.</p>	Pastoral support offered by family liaison team	<p>Evidence from the last 2 years has highlighted the importance of this service and the overwhelming benefits for our pupils and their families. This year one of the main areas for this team to concentrate on will be increasing disadvantaged pupils' attendance at school.</p> <p>The EEF toolkit recognises that this is an effective strategy. It is also supported in the NFER document, which places support for overcoming barriers and pupils' emotional needs as a highly effective approach to raising attainment. It is also a key theme from the NIESR toolkit.</p>	<p>We will see an increase in the engagement of parents in their child's learning through targeted family work and the provision of family learning opportunities Attendance and punctuality will increase, especially among our targeted cohort. Family / pupil referrals to outside agencies as appropriate / necessary will continue with rigor. Families will continue to be supported to overcome all barriers to learning.</p> <p>The evidence and impact of this will be seen and monitored through pupils' readiness to learn, improved behaviour for learning, increased attendance rates and decrease in persistent lateness and non-attendance.</p>	<p>Family liaison team</p> <p>Pupil Premium lead</p>	July 2018
<p>A To improve access for all to quality first teaching and provide targeted and precise intervention, enabling pupils to make accelerated progress.</p> <p>C To provide disadvantaged pupils with an increasing range of wider opportunities before, after and</p>	To subsidise educational visits	<p>Pupil perceptions, parental voice and book scrutinies from last year all showed how important educational visits are to both the pupils and their families. Educational visits are heavily subsidised in order to make them affordable for families.</p> <p>The importance of this as an effective strategy is highlighted in the EEF toolkit – outdoor learning and is mentioned in the NIESR toolkit – engagement and enrichment activities.</p>	<p>The evidence and impact of this will be monitored and shown through an increase in school visits / visitors being planned and accessed by all disadvantaged pupils.</p> <p>Data and pupil perceptions will be kept to show impact.</p> <p>As part of the school risk assessment each visit / visitor / experience will be evaluated. This will be monitored.</p>	Educational visit coordinator	July 2018

throughout the school day.					
<p>C To provide disadvantaged pupils with an increasing range of wider opportunities before, after and throughout the school day.</p> <p>B To ensure our disadvantaged families have good access to high quality pastoral support, enabling pupils' readiness to learn is at its optimum.</p> <p>D To ensure our attendance policy is upheld, particularly for our disadvantaged and vulnerable pupils, ensuring that pupils are in school for as many sessions as physically possible.</p>	Subsidising the after school clubs to ensure all disadvantaged pupils can access it without charge.	<p>Pupil perceptions taken last year clearly highlight the positive impact that the after school club is having on pupils at school. Attendance figures reflect the popularity of this provision.</p> <p>Both the NFER and EEF toolkit recognise this as an important strategy – overcoming barriers and extending school hours</p>	<p>The evidence and impact of this will be seen through pupil's readiness to learn, improved behaviour for learning, increased attendance and punctuality at school.</p> <p>The impact will be monitored through feedback from class teachers, pupil perceptions and work scrutinies.</p>	PP Lead	July 2018
Total budgeted cost					£23,414