

Pupil premium strategy statement - Edgar Sewter Primary

1. Summary information					
School	Edgar Sewter Primary School				
Academic Year	2019-20	Total PP budget	£81092 includes EYFS PP (£1510)	Date of most recent PP Review	06/08/19
Total number of pupils	273	Number of pupils eligible for PP	48	Date for next internal review of this strategy	15/02/20

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		
Progress score in reading		
Progress score in writing		
Progress score in maths		

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.	Insufficient pupils are achieving ARE. Pupils need to make accelerated progress and achieve ARE in all phases.
B.	Many pupils require pastoral support and restorative approaches and care in order to fully access their learning.
C.	Pupils lack wider experiences. This restricts their knowledge and understanding of the world.
D.	Self esteem and emotional literacy can be an issue and this restricts access to the curriculum
E.	Historically there has been a lack of aspiration amongst some of the PP families and a lack of parental engagement in children's learning and in the wider school community.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance rates for disadvantaged pupils is at 93.93% compared to other pupils, which is at 96.50%, this is not significantly lower, due to the support provided by pastoral support worker, but needs to be monitored. Reduction of persistent absence amongst disadvantaged children - currently 30% of children with persistent absence are PP.
G.	Rural and coastal locations restrict access to external support and family support limiting wider opportunities for children and families to network within the community, ultimately limiting children's opportunities to develop social and cultural capital.

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 through early diagnosis of concerns such as SEN and pastoral concerns.	The % of disadvantaged pupils achieving ARE will continue to increase in response to pupils having their learning gaps directly and rapidly addressed. For more able disadvantaged pupils to achieve greater depth. Targeted, rapid and personalised intervention will continue to positively impact pupils attainment and emotional stability. Progress of PP children to continue to be a standing agenda item on pupil progress meetings.- (see assessment timetable)
B.	To ensure our disadvantaged children have good access to high quality pastoral support, enabling pupils' readiness to learn is at its optimum.	Children will have an increased confidence in managing both their learning and emotional needs. THRIVE approach will be used to diagnose and support gaps in the children's emotional development. Paul Dix - restorative approaches to behaviour support will be used to manage behaviour in a positive manner, allowing children to take responsibility for their actions, whilst preserving their dignity. Teachers will continue to report an increase in pupil readiness to learn and good learning behaviours as a result of this support. Reduction in behaviour incidents and exclusions amongst disadvantaged children
C.	To provide disadvantaged pupils with an increasing range of wider opportunities after and throughout the school day.	The % of disadvantaged pupils involved in 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 during the school day will continue and pupils will gain key skills to transfer to all areas of their learning
D.	To ensure that disadvantaged pupils have the necessary reasoning skills and self awareness when solving problems around well-being, friendships and behaviour, whilst maintaining and raising self-esteem	Reduction in disadvantaged children accessing additional support for well-being through pastoral support worker and Thrive. Improved attendance as children have a more positive experience of school. Reduction in behaviour incidents and exclusions amongst disadvantaged children.Reduction in behaviour incidents and exclusions amongst disadvantaged children. For staff to report that children are using check in circles and the Jigsaw approach to problem solve emotional and behavioural concerns. Pupil survey will report positively on behaviour and support within school.
E	To ensure our disadvantaged families have the aspiration for the children and the motivation to engage both with their childrens' learning and with the wider school community.	Parents / carers and families will continue to access the wide range of support offered by our support team. Children will have opportunities through the curriculum to develop their social and cultural capital, developing their aspirations through trips, visits, visitors, curriculum coverage, real life outcomes and experiences. Pupil perception survey will show wider aspirations for the future.

		<p>Staff will have a group of key families to engage with, encouraging participation in wider events, sharing 'good news' and informal discussions.</p> <p>Low key/ low threat events will be planned to engage parents.</p> <p>Parent perception survey shows that they feel able to engage with school.</p>
F.	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>To increase our % for attendance and punctuality, particularly for our disadvantaged and vulnerable families</p> <p>To provide rapid follow up to absence or lateness</p> <p>To provide tailored intervention for those families that need support to reach 100% attendance</p> <p>Improved attendance as children have a more positive experience of school.</p> <p>Reduction in persistent absences.</p>
G	For location to not be an issue when accessing wider opportunities and support.	<p>Transport to be provided to events and meetings etc as appropriate.</p> <p>Parents to be made aware of availability locally of wider support networks.</p> <p>School to develop greater knowledge of what is available in the local area.</p> <p>School making outside links for families.</p> <p>Informal coffee mornings run at start or before end of day to encourage parents to engage with school network.</p> <p>Parent perception shows that they feel that school is a place where they can access wider support and is a 'listening ear'.</p>

5. Planned expenditure					
Academic year		2019-20			
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,, SENCo - are released to ensure that there is quality first teaching and consistent implementation of practice and expectations within each phase.	Releasing key staff is crucial 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	Key staff 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. Senior Leadership Team will monitor regularly. Subject leaders will support staff in ensuring good practice is shared and staff are able to participate in regular targeted CPD PP children will be a standing agenda item on pupil progress meetings	SLT Subject leaders SENCO	Ongoing Feb 2020 July 2020
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. Diagnostic screening to be used when concerns arise in order to inform intervention planning. Basic literacy and numeracy skills will be gained, developed and extended	Subject Leads and SLT	Ongoing Termly with key assessments Nov 2019 Feb 2020 July 2020

			<p>along with self and subject confidence.</p> <p>Class teachers will continue to report that pupils are transferring skills. Evidence will be found of the effectiveness of these interventions through book scrutinies, pupil progress meetings and analysing data.</p>		
Total budgeted cost					£29,833
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?
B To ensure our disadvantaged children have good access to high quality pastoral support, enabling pupils' readiness to learn is at its optimum.	<p>Pastoral support offered by Pastoral support worker</p> <p>THRIVE approach</p> <p>ELSA</p> <p>Paul Dix - Restorative approaches</p>	<p>This year we will continue to support the engagement of 'disadvantaged pupils' and their well-being at school and ensure that attendance remains in line with non PP children 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 in their learning through targeted provision. Attendance and punctuality will increase, especially among our targeted cohort. THRIVE used as a diagnostic and support</p> <p>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. Behaviour/ will improve of disadvantaged children through targeted support on managing thoughts and feelings. Incidents recorded on Scholarpack will reduce.</p>	<p>Pastoral support worker</p> <p>SLT</p>	July 2020
C To provide disadvantaged pupils with an increasing range	To subsidise educational visits	Educational visits are important to both the pupils and their families. Educational visits are subsidised in order to make them affordable for families.	The evidence and impact of this will be monitored and shown through an increase in school visits / visitors	Educational visit coordinator	July 2020

of wider opportunities before, after and throughout the school day.		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.	being planned and accessed by all disadvantaged pupils. Data and pupil perceptions will be kept to show impact. As part of the school risk assessment each visit / visitor / experience will be evaluated. This will be monitored.		
C To provide disadvantaged pupils with an increasing range of wider opportunities before, after and throughout the school day.	After school clubs Residential visits Visitors Workshops Theatre visits Provide children with a range of experiences and skills to support their wider learning.	Both the NFER and EEF toolkit recognise this as an important strategy – overcoming barriers and extending school hours	Pupils' participation in high quality experiences 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 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	SLT	July 2020
D.To ensure that disadvantaged pupils have the necessary reasoning skills and self awareness when solving problems around well-being, friendships and behaviour, whilst maintaining and raising self-esteem	To implement the Jigsaw mindfulness approach to PSHE throughout the school Targeted support for individual children through ELSA	This year one of the main areas is to concentrate on developing the self esteem and emotional literacy of disadvantaged pupils in order to increase engagement and well-being at school and ensure that attendance remains in line with non PP children at school and incidents of poor behaviour and exclusions decrease. 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.	We will see an increase in the engagement through increased self esteem and self awareness. Attendance will improve as a result of a more positive experience of school. Incidences of poor behaviour and exclusion will decrease due to the development of the appropriate problem-solving skills.	Humanities coordinator	Termly with key assessments Nov 2019 Feb 2020 July 2020
E To ensure our disadvantaged families have the aspiration for	Staff will have a group of key families to engage with, encouraging	Pupil premium audits across the Trust. Trust priority.	Parents / carers and families will continue to access the wide range of support offered by our support team.	SLT	Termly with key assessments Nov 2019

<p>the children and the motivation to engage both with their children's learning and with the wider school community.</p>	<p>participation in wider events, sharing 'good news' and informal discussions.</p> <p>Low key/ low threat events will be planned to engage parents.</p>	<p>John West Burnham - 'Reframing school and community leadership'</p>	<p>The curriculum will be monitored to ensure there are opportunities to develop their social and cultural capital, developing their aspirations through trips, visits, visitors, curriculum coverage, real life outcomes and experiences.</p> <p>Pupil perception survey will show wider aspirations for the future. Staff will have a group of key families to engage with, encouraging participation in wider events, sharing 'good news' and informal discussions. Low key/ low threat events will be planned to engage parents. Parent perception survey shows that they feel able to engage with school.</p>		<p>Feb 2020 July 2020</p>
<p>F. 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>	<p>Attendance lead in school</p> <p>Key person to monitor and follow up attendance</p> <p>First day calling</p> <p>Support from EWO during the term</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>Attendance will improve as a result of a more positive experience of school.</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>SLT</p>	<p>Termly with key assessments</p> <p>Nov 2019 Feb 2020 July 2020</p>
<p>G For location to not be an issue when accessing wider opportunities and support.</p>	<p>Pastoral support offered by Pastoral support worker</p> <p>THRIVE approach</p> <p>Transport to be provided to events and meetings etc as appropriate.</p> <p>Parents to be made aware of availability locally of wider support networks.</p> <p>School to develop greater knowledge of what is available in the local area.</p>	<p>John West Burnham - 'Reframing school and community leadership'</p>	<p>PP children and their families are accessing opportunities across the wider community, to the same degree as non PP children.</p> <p>School can access support and advice as necessary.</p> <p>Parent perception shows that they feel that school is a place where they can access wider support and is a 'listening ear'.</p>	<p>SLT</p>	<p>Termly with key assessments</p> <p>Nov 2019 Feb 2020 July 2020</p>

	School making outside links for families.				
Total budgeted cost					£28,103