



Edison Primary School: Pupil Premium Strategy

1. Summary information					
Academic Year	2018/19	Total PP budget (£1320 per pupil)	£38,280	Date of most recent PP Review	Oct 2018
Total number of pupils	147	Number of pupils eligible for PP	29 (20%)	Date for next internal review of this strategy	Oct 2019

2. Current attainment		
Based on the baseline of all pupils Y1-Y2 (October 2018)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing & maths	58 %	77%
% making expected progress in reading (as measured in the school)	69%	78%
% making expected progress in writing (as measured in the school)	64%	77%
% making expected progress in mathematics (as measured in the school)	69%	77%

3. Barriers to future attainment (for pupils eligible for PP) Year 1 & 2

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	27% of PP children have SEND. Of these: 0% Are behind in 1 area 0% Are behind in 2 areas 27% Are behind in 3 areas 0% of SEND PP children are working at GD
B.	74% of children have EAL of which 42% are behind in English (Reading or Writing) 37% are behind in Maths 11% of EAL are working at GD

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

C.	<p>Average rates of attendance for PP children is 90% compared to a school average of 95% (for non-PP children). This reduces their in school hours therefore they cannot access learning.</p> <p>25% of PP children have attendance below 95% (2018/19 baseline) 25% of PP children have had attendance below 90% (Persistent Absentees) during the course of the year (2017/18)</p>
D.	<p>42% of PP children have additional domestic needs (Social care, homeless, parental engagement) 21% of PP children have been identified as needing additional emotional support</p>

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria			
A.	Increase proportions of children ARE in Reading across all year groups	PP ARE + %	Year R	Year 1	Year 2
		Reading	66	85	60
B.	Increase proportions of children ARE in Writing across all year groups	PP ARE + %	Year R	Year 1	Year 2
		Writing	66	85	56
C	Increase proportions of children ARE in Maths across all year groups	PP ARE + %	Year R	Year 1	Year 2
		Maths	66	85	56
D	Increase proportions of children ARE in Reading, Writing and Maths across all year groups	PP ARE + %	Year R	Year 1	Year 2
		Combined	66	85	56
E.	Increase attendance rates for pupils eligible for PP	<p>Overall PP attendance rises from 90% to 95% in line with other pupils. Reduce the number of PAs amongst PP group to 10% or lower</p>			

5. Planned expenditure

Academic year

2018/19

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All teachers to be good or outstanding	Teaching strategies include effective questioning, addressing misconceptions, feedback and personalised learning strategies to enable pupils to make strong progress.	As a growing school, we recruit new teachers every year and it is essential to embed good practice. Research shows that effective teaching improves the learning potential for children. Additional research from the EEF suggests that feedback can make 8 months progress.	Each new teacher is supported by the deputy who monitors progress. Clear induction and CPD program leads to staff development. NQT's also attend CPD organised by LB of Hounslow. Support from experienced teachers, subject leaders and deputy to improve planning of lessons and next steps.	Deputy & Phonics lead	The quality and impact of teaching and learning is reviewed each half-term. Progress and next steps are discussed in weekly team meetings. Planning feedback is given weekly. Support includes focussing on improving outcomes for PP children.

<p>Improve progress for pupils in reading</p>	<p>Children read for pleasure Continue RWI scheme Children read daily to an adult GDS in reading increases</p>	<p>The speed of reading can significantly impact pupils' ability to access the curriculum.</p> <p>Observations, pupils' work and discussions between teachers show that children need to develop inference skills. Challenging texts and precise questioning will further reading ability.</p> <p>EEF evidence suggests that reading comprehension strategies can improve progress by 6 months, particularly benefitting disadvantaged pupils.</p>	<p>Phonics lead and English Lead will review the range of texts used across the curriculum in each Key Stage one</p> <p>Reading lead will monitor the frequency of children being heard to read.</p> <p>Learning walks will show the effectiveness of reading strategies</p> <p>Cross phase grouping for phonics</p> <p>Daily pm intervention for pupils requiring accelerated progress in phonics.</p>	<p>CT SR</p>	<p>Learning walks and Pupil Progress Meetings will provide evidence of progress towards this objective.</p> <p>Ongoing Teaching & Learning support will identify staff confidence</p>
<p>Embed a mastery approach to learning through Inspire Maths</p>	<p>Children develop confidence, fluency and improved outcomes in maths. Proportions of PP children attaining GDS increases</p>	<p>Mastery learning provides children with an opportunity to develop reasoning skills to apply knowledge in a range of contexts.</p> <p>EEF research shows that Mastery Learning can improve learning outcomes by 5 months. Mastery learning also develops collaborative skills (which in turn can improve pupil progress).</p>	<p>CPD and ongoing coaching ensures that mathematics work is providing a challenge for all pupils – developing Mastery</p> <p>Teachers to be supported in understanding how challenge & support can be provided within the Inspire Maths scheme.</p>		<p>Trust review of Inspire Maths Impact</p> <p>Learning walks and Pupil Progress Meetings will provide evidence of progress towards this objective.</p> <p>Ongoing Teaching & Learning support will identify staff confidence</p>

Improve progress in writing	Throughout each Key Stage, children are given opportunities to write for a range of purposes	Data in EYFS has illustrated that many disadvantaged children are reluctant writers. The writing curriculum is based on “Big Write” principles and providing pupils with pre-exposure to quality text.	Writing is incorporated into daily English lessons Science and Topic provide additional opportunities for children to write for a range of purposes. Provision in EYFS incorporates Writing lead will review the range of opportunities to write (including cross-curricular and in free-flow), quality of writing in books and monitor progress.		Learning walks and Pupil Progress Meetings will provide evidence of progress towards this objective. Ongoing Teaching & Learning support will identify staff confidence
Middle leaders develop leadership skills to monitor the impact of their leadership on pupil outcomes.	Middle Leaders improve their understanding of how to improve outcomes for SEND, GD & EAL, Speech & Language enables pupils to progress	The proportions of EAL pupils are increasing in the school. In EYFS more children are attending with little or no English. Increasing progress and attainment for vulnerable pupils and more able pupils is a key school target.	Leadership training will help leaders form a vision and develop leadership behaviours. Middle leaders are able to refer to Deputy for additional support to tailor strategies to meet the needs of staff and pupils	HT/DHT/Middle Leaders	Leaders will provide termly reports for Governors. Progress of pupils will be monitored within Pupil Progress Meetings.
Total budgeted cost					
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve progress to close the gap between PP pupils and their peers through precision teaching	To have all LSAs trained in the delivery of precision teaching which is an individualised 1:1 intervention	SEND tracking data from last year has shown that those who had precision teaching had impacted positively on their impact. EEF intervention review shows that it can support progress by 5 months	Termly review of those pupils on Provision teaching, if it has met their need and if progress is being made. Precision Teaching to become a key PP intervention.	DH SENDCo	Review of Edukey tracks the number and effectiveness of intervention. Pupil Progress Meetings monitor the impact of Precision Teaching on pupil outcomes.

Targeted Interventions improve progress to help children attain expected outcomes	Interventions, including pre-teaching and re-teaching enable progress to be made.	According to the EEF intervention review reading comprehension strategies and maths support can lead to 5 months progress.	Termly review of those pupils receiving interventions, to assess if progress has been made and gaps are closing.	DH SENDCo	Pupil Progress Meetings monitor the impact of targeted interventions.
To ensure that all pupils have the emotional support they need to focus on their learning	To have social and emotional interventions available to all pupils who need it.	Children are unlikely to take on new learning and close the gap, if they have social / emotional needs which are not being met. EEF evidence shows that social and emotional interventions can impact of 4 months	LSA trained in a range of different social and emotional interventions to support the pupils. ELSA support to be offered to the most vulnerable pupils.	SENDCo/ ELSA lead	Teachers to report engagement and wellbeing in lessons. Pupil voice forms record progress
Value for money closes the gap	Use Edukey to monitor the effectiveness of interventions to ensure that they enable pupils to make progress	Interventions should be tracked to ensure that the program offered to children is personalised and tailored to meet the individual needs of the child. The EEF toolkit shows that small group tuition can add 4 months onto learning. By monitoring the effectiveness of small group interventions we can be sure they are highly effective.	DH & SENDCo to review current intervention logs Clear and regular deadlines for uploading intervention information and reviewing interventions. SENDCo, DHT and HT will monitor the effectiveness of interventions half-termly.	HT (as PP lead) SENDCo SLT LSAs Teachers	Half termly interventions PP impact monitored via link Governor (termly)

Total budgeted cost

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>To increase the attendance and punctuality of persistent absentee of PP children</p>	<p>Parents recognise the importance of attendance and make additional efforts to bring children to school.</p> <p>Attendance of PP group increases to at least 95.5%. PA in PP group reduces to 10% or less.</p>	<p>Attainment cannot improve if children if they are not in school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Parental involvement to help shape and define the project to ensure parental buy in and maximise engagement.</p>	<p>Thorough analysis of the attendance officer tracks progress in attendance and punctuality issues.</p> <p>Letters and reports are sent to parents to notify them of low attendance and/or lateness concerns.</p> <p>HT Meets with key families to address concerns.</p> <p>Key families are offered breakfast club to reduce the number of lates.</p>	<p>HT Finance Admin</p>	<p>Headteacher and Attendance officer meet 3 weekly to track attendance and lateness.</p> <p>Meetings with the Attendance Governor monitors processes are being followed. Reports detail impact.</p>
<p>To ensure all PP children have access to the wider curriculum opportunities, including trips and visits, allow children to learn through fist hand experiences</p>	<p>School will fund enrichment activities (including trips) for PP children thus increasing participation.</p>	<p>As a Trust we believe, experiences underpin children’s imagination and ability to make sense of the world. Learning is enriched through first hand experiences.</p> <p>Equal opportunity to widen curriculum activities thus raising expectations.</p>	<p>Access to trips and visits monitored, ensuring engagement with targeted families.</p> <p>Spaces are reserved in extra-curricular clubs for PP children. Meetings with parents are held to encourage them to register their children to attend clubs and widen experiences.</p>	<p>HT, DH & Finance Admin</p>	<p>Each term, HT reviews club allocations prior to parents being notified and monitors the percentage of PP children accessing clubs.</p>

<p>To increase parental Home-School partnerships to encourage parents to participate in supporting their child's learning</p>	<p>Parents are targeted and encouraged to attend workshops and/or teachers meet with parents to offer personalised strategies.</p>	<p>EEF research supports school belief that parental engagement can support children's learning (suggested progress 3 months).</p> <p>Feedback from parents following Parent Workshops indicate that the strategies discussed enables them to help the children at home, thus increasing attainment and motivation.</p>	<p>Staff are informed of forthcoming workshops/events so they can remind parents.</p> <p>Workshop slides and additional information is emailed to all parents to ensure that anyone unable to attend can still access it. It is also uploaded on the school website.</p>	<p>SLT/CT</p>	<p>This strategy will be ongoing and reviewed ahead of each parent event.</p> <p>Data is collated and reported to the Local Governing Body.</p>
<p>Total budgeted cost</p>					