



## Edison Primary School Pupil Premium Strategy 2020 - 2021

### SUMMARY INFORMATION

<b>Date of most recent pupil premium review:</b>	October 2020	<b>Date of next pupil premium review:</b>	October 2021
<b>Total number of pupils:</b>	273	<b>Total pupil premium budget :</b>	£112,980 (£41,310 underspend 2019-2020)
<b>Number of pupils eligible for pupil premium:</b>	94 (31%)	<b>Amount of pupil premium received per child:</b>	£1345 per pupil

### EYFS

	Edison Pupils 2019 official EYFS data		2019 Local Hounslow Data 2020 No data due Covid-19	2019 National average data 2020 No data due Covid-19
	Pupils eligible for pupil premium (PP) 14 pupils 2019	All Pupils 51 pupils 2019	Local Average 2019	National Average 2019
<b>Good level of development (GLD)</b>	60%	80%	74%	72%
<b>Reading</b>	60%	80%	78%	77%
<b>Writing</b>	60%	80%	76%	74%
<b>Number</b>	60%	80%	80%	80%
<b>Shape</b>	60%	82%	81%	82%

**YEAR 1 PHONICS SCREENING CHECK**

Edison Pupils 2019 official Year 1 phonics data		2019 Local Hounslow Data 2020 No data due Covid-19	2019 National average 2020 No data due Covid-19
Pupils eligible for pupil premium (PP) 10 pupils 2019	All 47 Pupils 2019	Local Average 2019	National Average 2019
70%	91%	85%	82%

**END OF KS1**

	Edison Pupils 2019 official Year 2 KS1 data		2019 Local Hounslow Data 2020 No data due Covid-19	2019 National average 2020 No data due Covid-19
	Pupils eligible for pupil premium (PP) 16 pupils 2019	All 58 pupils 2019	Local Average 2019	National Average 2019
% achieving expected standard or above in reading, writing and maths	31%	74%	71%	65%
% making expected progress in reading	50%	79%	78%	75%
% making expected progress in writing	31%	74%	74%	69%
% making expected progress in maths	50%	79%	79%	76%
% making expected progress in science	69%	90%		82%
% making greater depth in reading	6%	26%	31%	25%
% making greater depth in writing	6%	14%	20%	15%
% making greater depth in maths	6%	24%	29%	22%

## BARRIERS TO FUTURE ATTAINMENT for pupils eligible for PP

### Academic barriers: (issues addressed in school such as low levels of literacy/maths)

1.	<ul style="list-style-type: none"><li>• 72% of children are PP &amp; EAL</li><li>• 4% of children are PP &amp; SEN</li><li>• 2% of children are PP, EAL &amp; SEN</li></ul> <p>Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge</p>
2.	<ul style="list-style-type: none"><li>• Poor oral language/literacy skills and lack of reading opportunities for PP group outside of school</li><li>• Precision teaching to ensure accelerated progress for PP pupils</li><li>• The number of children with social and emotional, mental health issues</li></ul>

### ADDITIONAL BARRIERS

#### External barriers (issues which require action outside school such as home learning environment and low attendance)

1.	<p>Low attendance and persistent absenteeism of PP/disadvantaged children.</p> <p>*No official data for attendance due to Covid 19 Autumn 2020</p> <ul style="list-style-type: none"><li>• Average rates of attendance for PP children is 96% compared to a school average of 97% (for non-PP children 2019).</li><li>• 27% of PP children have attendance below 95% (Autumn 2019)</li><li>• 15% of PP children have attendance below 90% (Autumn 2019)</li></ul>
2.	<p>Pupils have limited experiences beyond their home life and immediate community. They also have limited access to books, libraries and technology (such as iPad, Wi-Fi etc.)</p>
3.	<p>Pupils and their families have social &amp; emotional difficulties, including medical and mental health issues</p>

INTENDED OUTCOMES		
Specific outcomes		Success criteria
1.	To ensure the gap caused by lockdown for PP children is decreased. In addition to diminish attainment gap between PP and non PP children. Ensure PP group make progress from their starting points taking into account those with combined additional needs.	<ul style="list-style-type: none"> <li>• Targets for individual pupils met</li> <li>• Progress gap to narrow between PP and non PP students Gaps close in attainment, for EYFS &amp; KS1) Teaching all recorded as good or better in triangulated learning walks.</li> <li>• Evidence of impact of intervention programmes</li> </ul>
2.	Greater number of PP pupils achieving expected levels at the end of: <ul style="list-style-type: none"> <li>• KS1 in Reading, writing and maths</li> <li>• EYFS GLD</li> </ul>	<ul style="list-style-type: none"> <li>• Gap closes between Non PP and PP achieving expected in KS1 and GLD in the EYFS</li> </ul>
3.	To improve phonics and reading skills (KS1)	<ul style="list-style-type: none"> <li>• Phonics results in Autumn 2020 ( year 2 ) and June 2021 ( Year 1) will continue to close the gap to national for all pupils and pupil premium pupils</li> <li>• Use of talk during Read Write Inc sessions will be evidenced through learning walks and observations.</li> <li>• Reading skills thread through the curriculum with quality texts.</li> <li>• Supplementary reading across KS1 to embed decoding strategies.</li> </ul>
4.	Targeting PP children for attendance mtgs. Meetings with parents will take place. Involving External agencies where appropriate.	<ul style="list-style-type: none"> <li>• Reduce the 27 % of PP children who have attendance below 90%.</li> <li>• Reduce the number of PAs amongst PP group</li> </ul>
5.	To provide additional emotional support enabling children to be resilient and successful learners.	<ul style="list-style-type: none"> <li>• Individual children have a clear support plan in place with clear targets set by Inclusion team</li> <li>• The rate of reoccurring incidents logged for PP vulnerable children will decrease.</li> </ul>

**PLANNED EXPENDITURE**

**ACADEMIC YEAR SEPTEMBER 2020 – JULY 2021** \*Certain action have moved over from last year’s report due to Covid-19

The headings below help you to demonstrate how you plan to use the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**Quality of teaching for all**

Action	Intended outcome	What’s the evidence and rationale for this choice?	How will you make sure it’s implemented well?	Staff lead	When will you review this?
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.	The school is still growing school, we recruit new teachers every year and it is essential to embed good practice. Analysis of school data indicating diminishing the gap between PP and Non PP	All teachers including new members of staff are 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	The quality and impact of teaching and learning is reviewed each half-term.  Progress and next steps are discussed in team meetings.  Planning feedback is given weekly. Support includes focussing on improving outcomes for PP children.
All children to receive Quality First Teaching	Increase Percentage of PP children at the expected standard in reading, writing and maths (combined) compared to Non PP.	Improving the impact of teachers on pupil achievement in the UK - interim findings,	Tracking by DHT, including use of prior attainment data to track progress. Pupil progress meetings will include a focus on PP children. Observations and Work sampling	Deputy and CTs	Termly through pupil progress meetings Observations

<p>Improve progress for pupils in reading and phonics</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>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>Tracked grouping for phonics based on termly assessments</p> <p>Daily pm intervention for pupils requiring accelerated progress in phonics.</p>	<p>English Lead / Phonics lead/ DHT</p>	<p>Learning walks and Pupil Progress Meetings will provide evidence of progress towards this objective.</p> <p>Ongoing Teaching &amp; Learning support will identify staff confidence</p>
<p>Improve progress in writing</p>	<p>Close the gap of PP v Non PP in writing. Provide children with a variety of opportunities to write for a range of purposes in different subject areas.</p>	<p>2019 data in EYFS and KS1 has illustrated that many disadvantaged children are reluctant writers.</p>	<p>Writing is incorporated into daily English lessons Science and Topic provide additional opportunities for children to write for a range of purposes.</p> <p>Provision in EYFS incorporates English lead /DHT will review the range of opportunities to write (including cross-curricular and in free-flow), quality of writing in books and monitor progress.</p>	<p>EYFS lead English Lead DHT</p>	<p>Learning walks and Pupil Progress Meetings will provide evidence of progress towards this objective.</p> <p>Ongoing Teaching &amp; Learning support will identify staff confidence</p>
<p>Mastery approach to learning through Inspire Maths</p>	<p>Proportions of PP children attaining expected or above at KS1 and EYFS ELG</p>	<p>Mastery learning provides children with an opportunity to develop reasoning skills to apply knowledge in a range of contexts. 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 Teachers to be supported in understanding how challenge &amp; support can be provided within the Inspire Maths scheme. Supplementary resources from NCTEM, White Rose and power maths additionally support with challenge for children in lessons</p>	<p>DHT and CT</p>	<p>Learning walks and Pupil Progress Meetings will provide evidence of progress towards this objective. Ongoing Teaching &amp; Learning support will identify staff confidence Overview of the Inspire Maths curriculum</p>

All teachers to develop skills to monitor the impact of their teaching on pupil outcomes.	Teachers improve outcomes for SEN, PP & EAL, Speech & Language enables pupils to progress	The proportions of EAL pupils are increasing in the school. The Intake of EAL has increased, 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.	CPD training will help teachers understand strategies to support vulnerable groups.  Teachers are able to refer to Deputy for additional support to tailor strategies to meet the needs of staff and pupils	HT/DHT	Progress of pupils will be monitored within Pupil Progress Meetings. Moderation and Pupil voice
RWI online training, curriculum support, CPD for all staff, release time to support peer observations and coaching/mentoring				Total budgeted cost:	£80,000
<b>Targeted support</b>					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
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 Map, if intervention 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	Catholic Children's to support targeted vulnerable group and offer play therapy to these children. LSA trained in a range of different social and emotional interventions to support the pupils.  LSA support to be offered to the most vulnerable pupils.	DHT SENDCo/ LSA lead	Teachers to report engagement and wellbeing in lessons.  Pupil voice forms record progress
Training for all support, additional support for targeted year groups linked to National tutoring initiative, Play therapy and additional resources for PP/SEN				Total budgeted cost:	£40,000

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To increase the attendance and punctuality of persistent absentee of PP children	Attendance of PA /PP group increases to at least 95%. Parents recognise the importance of attendance and make additional efforts to bring children to school.	Attainment cannot improve if children if they are not in school. NFER briefing for school leaders identifies addressing attendance as a key step. Parental involvement to help shape and define the project to ensure parental buy in and maximise engagement.	Thorough analysis of the attendance officer tracks progress in attendance and punctuality issues. Letters and reports are sent to parents to notify them of low attendance and/or lateness concerns. HT Meets with key families to address concerns. Key families are offered breakfast club to reduce the number of lates.	HT	Headteacher and Attendance officer meet weekly to track attendance and lateness. Meetings with the Attendance Governor monitors processes are being followed. Reports detail impact.
To ensure all PP children have access to the wider curriculum opportunities, including trips and visits, allow children to learn through first hand experiences	School will fund enrichment activities (including trips) for PP children thus increasing participation.	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. Equal opportunity to widen curriculum activities thus raising expectations.	Access to trips and visits monitored, ensuring engagement with targeted families. 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.	HT, DH & Finance Admin	Each term, HT reviews club allocations prior to parents being notified and monitors the percentage of PP children accessing clubs.
To increase parental Home-School partnerships to encourage parents to participate in supporting their child's learning	Parents are targeted and encouraged to attend workshops and/or teachers meet with parents to offer personalised strategies.	EEF research supports school belief that parental engagement can support children's learning (suggested progress 3 months).  Feedback from parents following Parent Workshops indicate that the strategies discussed enables them to help the children at home, thus increasing attainment and motivation.	Staff are informed of forthcoming workshops/events so they can remind parents.  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.	SLT/CT	This strategy will be ongoing and reviewed ahead of each parent event.
Setting up clubs, contributions towards clubs, trips				Total budgeted cost:	£25,000