



Edwards Hall Primary School: Pupil Premium Strategy Statement

1. Summary information

School	Edwards Hall Primary School				
Academic Year	2016/17	Total PP budget	£83,380	Date of most recent PP Review	n/a
Total number of pupils	390	Number of pupils eligible for PP	64	Date for next internal review of this strategy	Feb 2018

2. Current attainment

Attainment for: 2015-2016	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths	25%	51% / 53%
% achieving expected standard or above in reading	50%	65% / 66%
% achieving expected standard or above in writing	75%	88% / 74%
% achieving expected standard or above in maths	42%	69% / 70%

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.	Language skills
B.	Thinking skills
C.	Social and emotional skills – being able to get along with others, discuss differences, make compromises, being able to use strategies to manage emotions.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Outcomes for PP children are in line with FFT targets for the whole cohort.	<ul style="list-style-type: none"> • At National: Reading 78%, Writing 82%, Maths 79%, Reading, Writing and Maths combined 68% • Above National: Reading 31%, Writing 26%, Maths 28%, Reading, Writing and Maths combined 9% •
B.	Children are able to verbalise answers to questions; they are able to verbalise where or why they are finding things difficult.	<ul style="list-style-type: none"> • Children are able to put their ideas into words; they can explain their thinking. • Children can explain to adults and peers why and where they need help. • They are able to use their improved language skills to further develop their writing. • PP children make improved progress in their writing.
C.	Children are able to think critically, make inferences, apply their learning, make links and make predictions.	<ul style="list-style-type: none"> • Children are able to discuss what they have read, make predictions and inferences and understand cause and effect. • Children can make links in their mathematical learning and apply what they have learnt in a new situation. • PP children make improved progress in reading and maths.
D.	Children are happy in school and are able to deal with any problem they meet with resilience	<ul style="list-style-type: none"> • Children make and maintain friendships. • Children are able to make attempts to resolve differences without loss of temper or involving an adult. • Children have higher self-esteem and are able to deal with anxieties. • Children meet challenge with confidence.
E.	The attendance of PP children has improved from 2015-16 (PP / whole school 96.3%) to 2016-17.	<ul style="list-style-type: none"> • Attendance for PP children is in line with rest of the school and with national.

5. Planned expenditure

Academic year

2016/17

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 funding will allow us to provide a higher staff:pupil ratio, which will enable us to provide:</p> <ol style="list-style-type: none"> 1. Small group support within the classroom. 2. Small group interventions. 	<p>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>Children's progress is monitored within the classroom.</p> <p>Pre- and post-intervention assessments are carried out.</p> <p>Interventions are monitored by the Inclusion Manger and the Phase Leaders.</p>	Inclusion Manager	<p>July 2017</p> <p>Plus:</p> <p>Interventions are reviewed termly</p> <p>Staffing is reviewed at the end of the financial year.</p>
B. Children are able to verbalise answers to questions; they are able to verbalise where or why they are finding things difficult.	<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"> 1. Talk Boost; 2. Social Use of Language Programme (SULP); 3. Small group writing interventions; 4. In-class support during literacy lessons 5. Small group pre-teaching of curriculum vocabulary. 	<ol style="list-style-type: none"> 1. Talk Boost KS1 is a targeted and evidence-based intervention programme, which supports language delayed children in Reception and Key Stage One (KS1) to make progress with their language and communication skills. 2. SULP has shown a statistically significant increase in children's communication and socialisation scores compared with control groups. 3. Children are given opportunities to experience and use new vocabulary during planning and modelling of different sentence types and genres of writing. Support in arranging their thoughts into complete sentences while in a small group gives them the confidence to transfer their skills to a 	<p>Pre- and post-intervention assessments.</p> <p>Interventions are monitored by the Inclusion Manger and the Phase Leaders.</p> <p>Children's progress is monitored within the classroom.</p>	<p>Inclusion Manager</p> <p>Phase Leaders</p>	<p>July 2017</p> <p>Plus:</p> <p>Interventions are reviewed termly</p> <p>Staffing is reviewed at the end of the financial year.</p>

		<p>whole class situation.</p> <p>4. As for 3.</p> <p>5. Children are introduced to new curriculum vocabulary in a small group situation, to give them confidence before hearing and using this vocabulary in a whole class situation.</p>			
<p>C. Children are able to think critically, make inferences, apply their learning, make links and make predictions.</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"> 1. Small group support in maths lessons. 2. Small group reading comprehension interventions; 	<p>Developing the Characteristics of Learning is the foundation of all of our teaching and learning from Reception to Year 6. Creative and Critical Thinking is part of this.</p> <ol style="list-style-type: none"> 1. Our way of teaching maths builds on what children know in order to develop their relational understanding, using a concrete-pictorial-abstract approach. An evaluation of this approach reported that 9 out of 10 schools participating in the project saw improvements in teacher subject knowledge and pupil attainment. Teaching and support staff have all received training on this approach. 2. Children are given opportunities to explore and analyse carefully chosen texts. Teaching and support staff have all received training on developing questioning in the teaching of reading comprehension, so that children become familiar with answering higher level questions which require them to apply what they already know, analyse and evaluate information and create and justify their own ideas. 	<p>Pre- and post-intervention assessments. Interventions are monitored by the Inclusion Manger and the Phase Leaders. Children's progress is monitored within the classroom.</p>	<p>Inclusion Manager Phase Leaders</p>	<p>July 2017 Plus: Interventions are reviewed termly Staffing is reviewed at the end of the financial year.</p>

<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"> 1. Small group SEMH interventions. <p>PP funding will go towards providing a variety of play equipment for:</p> <ol style="list-style-type: none"> 2. Lunchtime Playleaders. 	<ol style="list-style-type: none"> 1. Small group interventions give children the opportunity to develop their social skills, to learn about sharing and compromise. 2. Lunchtime Playleaders serve a dual function: Firstly, they make sure that nobody is left out; everybody can have someone to play with or a game to join. Secondly, taking on the role of a playleader gives responsibility to a child who may otherwise lack self-confidence. Purchasing equipment that children are keen to play with is vital to the success of the Playleaders' role. 	<p>SEMH interventions are monitored by the Inclusion Manager. 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>Behaviour Lead</p>	<p>July 2017</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 2015-16 to 2016-17</p> <p>2015-16: PP - 94.5% Non PP - 96.6% Whole school – 96.3%</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"> 1. EHFSS will work with the Inclusion Manger to oversee whole school and individual attendance. 2. Rewards for class and individual attendance 	<ol style="list-style-type: none"> 1. This follows national and local authority guidelines in a supportive way, offering help and advice where needed. 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. 	<p>The Inclusion Manager and EHFSS will track attendance half termly, aiming to deal with issues before they become a problem.</p>	<p>Inclusion Manager</p>	<p>July 2017</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>The progress of PP children will be tracked and additional support will be provided where necessary.</p> <p>PP funding will allow us to provide a higher staff:pupil ratio, which will enable us to provide 1:1 support for individual children in areas where they are having difficulties.</p>	<p>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>Children's progress is monitored within the classroom.</p> <p>Pre- and post-intervention assessments are carried out.</p> <p>Interventions are monitored by the Inclusion Manger and the Phase Leaders.</p>	Inclusion Manger	<p>July 2017</p> <p>Plus:</p> <p>Interventions are reviewed termly</p> <p>Staffing is reviewed at the end of the financial year.</p>
B. Children are able to verbalise answers to questions; they are able to verbalise where or why they are finding things difficult.	One-to-one pre-teaching of curriculum vocabulary.	1. Children are introduced to new curriculum vocabulary in a small group situation, to give them confidence before hearing and using this vocabulary in a whole class situation.	Class teachers and Inclusion Manger will identify children who need one-to-one support and will monitor their progress.	Inclusion Manger	Reviewed termly
C. Children are able to think critically, make inferences, apply their learning, make links and make predictions.	1. Opportunities for one-to-one reading and discussion of texts.	<p>1. Children are given opportunities to explore and analyse carefully chosen texts. Teaching and support staff have all received training on developing questioning in the teaching of reading comprehension, including different types and levels of questioning.</p> <p>A one-to-one situation gives children the security of trying out their ideas when they are nervous about sharing in front of others.</p>	Class teachers and Inclusion Manger will identify children who need one-to-one support and will monitor their progress.	Inclusion Manger	Reviewed termly

<p>D. Children are happy in school and are able to deal with any problem they meet with resilience</p>	<ol style="list-style-type: none"> 1. One-to-one SEMH interventions 2. Play therapy or individual counselling 3. Subsidised places on school learning experiences 4. Subsidised extended schools or extra-curricular activities. 	<ol style="list-style-type: none"> 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. 2. Pupil Premium has been used to buy-in a play therapist or counsellor to help children with particular needs develop their emotional literacy. 3. Children can take part in activities with their friends without cost being a prohibitive factor. 4. As 3. 	<p>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 Manager.</p>	<p>Inclusion Manger</p>	<p>Reviewed temly</p>
<p>E. The attendance of PP children has improved from 2015-16 to 2016-17</p> <p>2015-16: PP - 94.5% Non PP - 96.6% Whole school – 96.3%</p>	<ol style="list-style-type: none"> 1. Early Help Family Support Service will work with individual families to support them as necessary 	<ol style="list-style-type: none"> 1. EHFSS and the Inclusion Manger 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. 	<p>The Inclusion Manager and EHFSS will track the attendance to monitor the impact of support.</p>	<p>Inclusion Manger</p>	<p>July 2017</p>