

Pupil premium strategy web statement

1. Summary information					
School	Edale Rise Primary School				
Academic Year	2020-2021	Total PP budget	109.000	Date of most recent PP Review	Every term in standards meeting
Total number of pupils	210+60PT nursery (once full)	Number of pupils eligible for PP	61 YR1-6 35%	Date for next PP Strategy Review	PP spending is reviewed each term in governors' meetings and progress data is reported to Transform Trust each term

2. Current attainment July 2020 results
<p>Due to school lockdown linked to Covid 19 no formal assessments have been completed this year</p> <p>Internal mid –year assessments (December/March 2020) highlighted that –</p> <p>EYFS – Whole school GLD prediction 63% compared to 60% for PP</p> <p>YR1 – Whole cohort phonics prediction 80% compared to 88% for PP</p> <p>YR2 – Reading for whole cohort 76% secure and 28% greater depth compared to PP 67% secure and 17% greater depth</p> <p style="padding-left: 40px;">Writing for whole cohort 69% secure and 14% greater depth compared to PP 67% secure and 17% greater depth</p> <p style="padding-left: 40px;">Maths for whole cohort 62% secure and 17% greater depth compared to PP 83% secure and 33% greater depth</p> <p>YR6 – Reading for whole cohort 76% secure and 27% greater depth compared to PP 60% secure and 13% greater depth</p> <p style="padding-left: 40px;">Writing for whole cohort 76% secure and 24% greater depth compared to PP 60% secure and 13% greater depth</p> <p style="padding-left: 40px;">Maths for whole cohort 80% secure and 23% greater depth compared to PP 70% secure and 20% greater depth</p>
3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	46% of PP children come from backgrounds where the home language is not English. Children receive interventions in the form of pre and post teaching and groups to promote accelerated language development.
B.	23% of children PP have additional needs in terms of either a special educational need. The school therefore uses some of the funding to employ part of a teachers' wage and teaching assistants for those with the most severe needs. 58% of SEN PP children are also speaking English as a second language
C.	A high number of children begin at our setting with communication skills that are below age expected rates. This requires schools to put early interventions in to place and provide high quality teaching in this area.
D.	Children need to attend school daily and on time in order to access their learning. Attendance is crucial to improve outcomes for PP children.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
A	<p>Covid lockdown. All schools in England were closed (except for certain children) from March until June. Schools were then open for certain year groups but the 2m social distancing meant very limited numbers could attend. Children were all given home learning resources and support. All children were also spoken to each week.</p> <p>Children, including PP pupils, are now in school (from September 2020) and teachers are addressing any gaps in learning. Over the autumn term some PP funding will be used to ensure pupils have access to remote learning through purchases of additional devices and insurance. There will also be funding required for ensuring children have well-being support in terms of additional staff to provide interventions as well as ensuring leaders have release time to set home learning remits and training in case of a further lockdown</p>

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	To ensure all children receiving pupil premium funding make at least expected progress in all areas of learning	100% of children make expected progress particularly in reading, writing and mathematics
B.	To ensure the attainment of all children receiving pupil premium funding is closing the gap between their peers	There is a continuing trend of pupil premium children attaining results similar too their peers to close the gap to zero

C.	To expose children receiving pupil premium funding with a rich curriculum to enable all aspects of their development to be fulfilled	Children have a variety of enrichment opportunities which promotes areas of learning other than core subjects
D.	To provide a tailored curriculum for pupil premium children with additional needs such as learning delays and English acquisition to ensure accelerated progress	Quality teaching ensure children show accelerated progress – to gain 100% secure
E.	To provide assistance to pupil premium children to ensure the lockdown does not have a long term adverse effect on their learning	

5. Planned expenditure					
Academic year		2020-2021			
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?
Increased progress in reading, writing and maths	Intervention for children on the cusp of attaining secure progress Quality first teaching- ensure teaching is good and outstanding	End of year data for July 2020 showed increased data sets throughout school with some accelerated progress. However, the gap between PP and non-PP needs further work	Use end of year data to allocate children to booster groups. Track progress throughout the year Monitoring of teaching and CPD to ensure good to outstanding provision	S.O’Connor DM Crosby	Each half term
Enhance provision by providing staff with CPD to ensure all teaching remains good or better	Staff training as appropriate	If staff are exposed to relevant training their practice will continue to remain at a good or better level and this will have the greatest impact on outcomes for children	By ensuring staff attend training which suits their needs and to monitor impact in school	S O,Connor	Each term

Total budgeted cost					£5K
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?
Children to reach the required standard in reading	EYFS – Talk boost intervention KS1 - reading intervention KS2 – Fluency interventions. digismart and switch on projects. Year six	The rationale is that reading is essential to access all subjects in the curriculum. Evidence shows that exposure to reading with a trained staff member increases attainment These interventions have proven to accelerate progress in the past	Use of end of year data to ensure the correct children are targeted Regular monitoring and data analysis to include benchmarking	Lucy Dolby	Each half term – talk boost is baselined and tested at the end of the sessions
Pupils' wellbeing is promoted in order for them to be able to focus on learning	Think children support package Learning mentor for one to one support Breakfast club staffing	Children's learning is maximised when they are positive and happy . Evidence shows children learn better when they have had breakfast	Think children – weekly sessions and liaison with staff Ensuring the learning mentor has a timetabled session each week Monitor uptake for breakfast club Staff members to be released in order to provide post-lockdown well-being support and catch up sessions	Sharon O'Connor/ Sue Pawluk	Each term Each half term in class conferences for general wellbeing
Pupils have devices that can be used at home for learning in case of a second lockdown. Pupils have knowledge of how to use devices to continue being taught.	Devices to be purchased and insured for children to take home as required. Teachers and leaders to be released to develop a home learning remit/CPD	Children need to continue to be taught to a high standard if a second lockdown occurs or a class bubble has to isolate	Device audit and new devices bought as required Release time for leaders to enable a remit to be developed CPD for all staff, pupils and parents on use of Showbie	DM Crosby Kirsty Reynolds Sue Pawluk	End of September 2020 – this is urgent
Total budgeted cost					87K (with 20K for remote learning)
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?
Children receiving pupil premium funding attend school regularly	School to employ an attendance officer Rewards to be purchased for good attendance	Children need to come to school regularly in order to access lessons and make progress	Half termly meetings with the attendance officer Monitoring of attendance data	Carol Arnold Tom Buckmaster Zoe Pieniazek	Each half term
Families of children receiving pupil premium are given support	School to employ a family support worker to work on family groups, adult learning and home visits	It is important to ensure children's home life is stable to ensure they can focus on learning Also adult learning can lead to employment opportunities	Half termly meetings Parent questionnaires	Zoe Pieniazek	Each half term
Engage children in a rich variety of opportunities to increase self-confidence and positivity	YR4 music session RE, music and SEND trips Resources to enhance progress such as books Swimming provision	The rationale is that children who are exposed to a wide range of opportunities are more equipped to move to secondary education. Also children get a chance to succeed if they find more academic subjects difficult which enhances self-esteem	Monitoring Pupil interviews	Sharon O'Connor Sarah Brittain Marie Gallagher	Each half term
Total budgeted cost					17k

6. Review of expenditure	
Previous Academic Year	<ul style="list-style-type: none"> 2019-2020 whole school = £109.560K <p>Data shows that for EYFS, Phonics and KS1 the gap was closing and, in some cases, equal or above whole cohort. KS2 data showed a greater gap between whole cohort and pupil premium. In February 2020 a new initiative was put in to place using funding to enable teachers to work with small groups of cusp children on maths and reading fluency whilst the rest of the class were taught fluency by our SENDCO (who is an outstanding teacher). This showed early signs of impact but was only in place for a few weeks before lockdown occurred. This initiative is to be continued this year.</p>

