

East Dene Primary Pupil premium strategy statement

1. Summary information					
School	East Dene Primary School				
Academic Year	2020/21	Total PP budget	£153,600	Date of most recent PP Review	Feb 2019
Total number of pupils	304 (Excluding F1s)	Number of pupils eligible for PP	120 39%	Date for next internal review of this strategy	Feb 2021

2. Current attainment – based on 2018/19 data due to Covid-19 pandemic		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	40%	71%
Reading progress score	-1.98	0.32
Writing progress score	-1.22	0.27
Maths progress score	-0.44	0.37

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.	Baseline entry scores are well below age related
B.	Pupil attendance and punctuality (although rising) is below National
C.	Retention of previous learning in Maths and English
C.	Limited vocabulary acquisition
D.	Social and Emotional intelligence issues such as low self-esteem and behaviour can have a detrimental effect on the academic progress of pupils eligible for PP.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Missed learning due to school closures (Covid-19 pandemic)
F.	PP pupils may have less learning support from home and levels of reading at home may be lower for some PP children. Parental engagement with school may also be lower. Some pupils eligible for PPG have limited access to good language role models in the home environment.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	To ensure the difference between PP and Others is diminishing across school.	The gap between progress scores are below 1.0
B.	Improve the rate of progress for eligible children.	Rapid progress made from low starting points.
C.	Improve the rate of attendance for PP children.	Increase the number of families (pupils) who engage with family support services Attendance % increases
D.	Increase the % of PP children passing the Y1 phonics screen	% of PP Y1 pupils passing the phonics screen increased and in line with others nationally.

5. Planned expenditure					
Academic year		2020/21			
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?
Improved reading ability across school for all children, improving reading outcomes for end of KS2, both at EXS and GDS.	<p>To run reading interventions in all phases.</p> <p>Whole class guided reading lessons planned each week, focus on DERIC skills.</p> <p>Support from SLT on objectives identified from gaps analysis during pupil progress reviews.</p> <p>Additional phonics/early reading support from interventions.</p> <p>1:1 increased reading opportunities.</p> <p>Staff CPD from teaching and learning consultant.</p>	<p>Reading results 2018 - 2019 show it is essential for school to target reading as a focus to improve outcomes in KS2 for all children including those eligible for PP. Reading is a key priority on SIP. Children have also missed phonic skill development and early reading skills due to Covid-19.</p> <p>KS2 - % achieving EXS – 60% V 73% National GDS – 10% V 27%</p> <p>National</p> <p>Disadvantaged – EXS – 52% V 78% National GDS – 12% V 31%</p> <p>National</p> <p>Small group intervention work has proved successful in previous years.</p>	<p>Observations of intervention sessions.</p> <p>Monitoring the impact of the interventions.</p> <p>Feedback from pupils at Pupil Progress meetings.</p> <p>Pupil interviews</p>	SLT	Termly PPM – half termly for key year groups.
<p>PP children achieve in line with Others nationally in Reading, Writing and Maths.</p> <p>To ensure high quality support for vulnerable children.</p>	<p>Additional adult support (CTs/TAs) targeted across phases. DHT & SLT targeted support for PP children.</p>	<p>EEF Toolkit shows that feedback is one of the most successful strategies (+8 months) – targeted support provided to small groups will allow for more detailed and more immediate feedback.</p> <p><u>2018 – 2019 End of KS2 Outcomes:</u> Combined (All) 52% V 65% (National) Combined (PP) 40% V 71% (Others National)</p>	<p>Through the monitoring of summative data, termly pupil progress meeting to analyse progress and attainment and through quality first teaching.</p>	SLT	At each data collection point – 3 x per academic year 6 x for Y6, Y2, EYFS
All teachers delivering excellent teaching and learning	CPD targeted for the needs of staff, including joint planning and peer observations	EEF research shows that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds – equivalent to 1.5 years worth of learning.	Using data and whole school action plan to provide appropriate CPD. Monitoring for compliance and impact.	SLT	At each data collection point – 3 x per academic year 6 x for Y6, Y”, EYFS

Develop resilience and independence in all children following period of school closure due to Covid-19	Growth Mindset / Mindfulness Peer Review – Spring Term – staff to focus on developing metacognition skills. Spotlight Days – focus on mental health and wellbeing, including mindfulness.	Education Endowment Foundation research – ‘Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months’ additional progress.’ Further develop Growth Mindsets across school as evidence shows children in our school are less resilient so that they may meet life and learning challenges more readily.	Pupil Voice Assessment Information Lesson Observations Pupil baseline questionnaire and re-evaluation at end of project	SLT	Summer 2021
Total budgeted cost					£135,165 additional staffing + non-teaching Deputy £3500 – Staff CPD £500 – RWI resources £124,165
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?
ARE reading attainment and above National average progress for PP pupils at the end of KS1 & KS2. Increased attainment in the phonics screen for PP children in Y1	1:1 Reader timetables in place to improve speed and fluency. Daily phonic interventions – EYFS/KS1/KS2 Regular phonics masterclasses for staff teaching RWI Targeted reading interventions linked to outcomes from assessments. Increased opportunities for reading at home through Epic Reading.	EEF Toolkit shows that 1:1 Tuition is an effective strategy (+5months). Data from 2018/19 shows that we need to impact upon PP in order to make rapid progress.	Data monitoring in line with school assessment schedule. QA calendar – detailing actions across the year.	SLT	At each data collection point – 3 x per academic year 6 x for Y6, Y2,

	<p>Ongoing staff CPD re: teaching & learning of reading</p> <p>All children in F2 to receive a high quality reading book each half-term.</p> <p>Support to be given to parents/carers as to how to share this book with the children and to provide them with a range of activities linked to the text to carry out at home.</p>				
<p>PP pupils meeting ARE and making at least good progress in Reading, Writing and Maths at the end of KS2.</p>	<p>Quality first teaching – CPD to be targeted to address staff needs.</p> <p>Class teachers to deliver interventions to identified pupils from F2 – Y6</p> <p>Pre and Post Unit assessments to be used to inform planning and teaching.</p> <p>Timetables to be adapted to ensure 'catch-up' time for all is built into the school day.</p> <p>School to work alongside the NTP to provide additional targeted support.</p> <p>After school curriculum clubs to be delivered to Y6 pupils and offer focused support.</p> <p>Additional resources to supplement home learning to be purchased.</p> <p>Opportunities to be provided across the year for parent/carers to learn how to better support their</p>	<p>EEF Toolkit shows that small group tuition and feedback have significant impact on attainment (+4 months and +8 months respectively)</p> <p>Interventions to be used to address misconceptions/consolidate learning.</p>	<p>Data monitoring in line with school assessment schedule.</p> <p>QA calendar – detailing actions across the year.</p>	<p>SLT</p>	<p>At each data collection point – 3 x per academic year 6 x for Y6, Y2,</p>

	children's learning at home.				
To raise standards in spoken language/vocabulary	Targeted support and intervention to raise attainment in spoken language/vocabulary acquisition. (particularly in EYFS/Y1)	Addressing research into '30 Million Word Gap' In-house baseline assessment shows early intervention is needed in EYFS/Y1. CPD linked to Alex Quigley 'Closing the vocabulary gap.'	Through monitoring of summative data. Monitoring the impact of interventions	SLT – JV/KLM	At each data collection point – 3 x per academic year 6 x for Y6, Y2, EYFS
Interventions ensure that PP pupils across school make accelerated progress in the core subject areas.	Class teachers to be released in order to deliver time limited interventions to identified pupils – termly RAPs to be recorded for each class. SENDCo to plan/deliver interventions for identified pupils. Post Unit assessments to be used to inform planning and teaching. Purchase intervention/support programmes to enhance teaching and learning. Phase timetables to be adapted to ensure 'catch-up' time for all is built into the school day.	EEF Toolkit shows that small group tuition and feedback have significant impact on attainment (+4 months and +8 months respectively) Interventions to be used to address misconceptions/consolidate learning.	Data monitoring in line with school assessment schedule. QA calendar – detailing actions across the year.	SLT	At each data collection point – 3 x per academic year 6 x for Y6, Y2, Intervention on-entry and exit assessments to be undertaken and then analysed.
Total budgeted cost					£2500 (including purchasing of resources for interventions,
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?
PP pupils improved attendance ensuring	Attendance Officer and Head of Pastoral Care will	Regular school absence impacts upon attainment.	Through the monitoring of attendance data and attainment tracking (EMAGs).	JF/BT SLT	Half Termly attendance tracking

they are in line with National expectations.	track the attendance of PP pupils. Regular contact with key families to be made. Support for identified families offered.	2019 / 20 (Sept – March 20) shows that PP attendance was below that of non PP pupils.	Weekly attendance monitoring Monthly Hub attendance meetings		
Ensure curriculum enrichment for all pupils. Increase the number of PP pupils accessing residential visits.	Residential visits to be subsidised for PP Pupils.	Residential visits and curriculum enrichment supports social and emotional development. Ensure access for all pupils to allow cultural knowledge to be enhanced.	Monitor the number of pupils attending these.	LR/JF	July 2021
To improve attainment outcomes by increasing the number of children who have access to a healthy breakfast. To impact positively on attendance and reduce the number of 'lates'	Breakfast club provision to be free for PP pupils. Range of activities to be delivered during breakfast club to enhance social interactions/communication . Sporting and wellbeing activities to be offered as well as support in core subject areas.	EEF research suggests that providing before school breakfast club provision can impact positively on KS1 pupils attainment (+2 months) and although it stats no impact on the outcomes of KS2 pupils it is our belief that pupils learn better when their basic needs are met.	Monitoring the number of PP pupils attending. Weekly attendance monitoring Tracking progress/attainment of PP pupils through EMAGs.	LR/JF/BT	Termly
Increase parental involvement and engagement pf PP Pupils.	Increased opportunities for parents to access learning workshops run by school staff (virtual/in-house dependant on Government guidance). Provide opportunities for parents to develop their own skill set – liaise with Unity Centre (as and when Government guidance permits)	EEF Toolkit shows that increased parental involvement is an effective strategy to raise attainment (+3)	Register of parent's attendance at learning workshops.	SLT	Termly
To ensure children's social and emotional needs are met so that learning can take place. PP pupils to make accelerated progress/progress in line with their peers.	2 x Learning Mentors to be released each afternoon to support the running of mental health and wellbeing interventions. CPD for Learning Mentors to enable them to deliver		On entry and Exit SDQ completed for children accessing Nurture Support. Monitoring of CPOMS Weekly attendance monitoring.	CR/JF	

Pupils eligible for PP are able to regulate their emotions.	effective interventions for identified pupils. Additional resources to be purchased to support the running of these groups.				
Total budgeted cost					£26,935

The plan is indicative of proposals made at the beginning of the academic year. These plans may change as the year develops and information will be updated throughout the year.