



Edmondsley Primary and Nursery School



Pupil Premium Allocation Report 2018 - 2019

Overall Aims and Objectives in Spending Pupil Premium Grant

- ☑ To ensure that the proportions of children who receive pupil premium are making expected and/or exceeding the progress made by other pupils in the school.
- ☑ To diminish the difference by addressing inequality and raising the attainment of children from low-income families and children who are looked after.

School Information

Total number of children on roll	177
Total number of children eligible for Pupil Premium	31
Total Amount of PPG Received	£33,000 £9,200 £600 Total £42,800
Amount of PPG received per Child	25 @ 1320 4 @ 2,300 2 x £300

Reviewed Termly with Senior Leaders and Link Governor. Reviewed Summer 2019
Date next reviewed: Autumn 2019





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<u>Area for Development</u> <u>Barrier</u> <u>Proposed Impact</u>	<u>Strategy including rationale</u>	<u>Amount</u>	<u>Evaluation and Impact</u>
<p><u>SEMH</u></p> <p>To increase knowledge of Social, Emotional and Mental Health barriers to learning.</p> <p>Social, Emotional and Mental Health Needs are preventing children from achieving.</p> <p>Wellbeing and relationships will improve. Number of Behaviour Incidents will decrease.</p>	<p>Specialised programme - Listening Matters CPD and resources 2016/2017 suggests this intervention is successful in our school. Still required by other children.</p> <p><i>Evidence from EEF Teaching and Learning Toolkit suggests impact of +4 months.</i></p>	<p>£350</p>	<p><u>Autumn Term 2018</u> Increased the number of staff able to deliver Listening Matters.</p> <p><u>Spring Term 2019</u> The number of children who are able to access Listening Matters has increased as a result of more staff being able to deliver Listening Matters.</p> <p><u>Summer term 2019</u> Intervention carried out with numerous children.</p>
<p><u>SEMH</u></p> <p>To increase staff knowledge of social, emotional, mental Health barriers to learning.</p> <p>Social, Emotional and mental health needs are preventing children from achieving.</p> <p>Wellbeing, relationships and engagement in learning will improve. Number of Behaviour Incidents will decrease.</p>	<p>School Level Approach - Staff Training</p> <p><i>Evidence from EEF Teaching and Learning Toolkit suggests impact of +4 months.</i></p>	<p>£360</p>	<p><u>Autumn Term Training</u> – Attachment (See in school CPD evaluations)</p> <p><u>Spring Term Training</u> – Anxiety (See in school CPD evaluations)</p>
<p><u>Social and Emotional Needs</u></p> <p>To support individual children’s Social and Emotional Needs.</p> <p>Social and Emotional Needs are preventing children from achieving.</p> <p>Specific intervention is required.</p> <p>Update Staffing skills.</p> <p>Wellbeing, relationships and engagement in learning will improve.</p>	<p>Early Behaviour Intervention Programme</p> <p>20 sessions (10 sessions per pupil) as a result of further development needed with Children’s social needs.</p>	<p>£2,250.</p>	<p>Behaviour Analysis Information held in school by SENCO.</p>
<p><u>Social and Emotional Needs</u></p> <p>To support individual children’s Social and Emotional Needs through</p>	<p>Restorative Approach training implemented by whole school</p>	<p>£250.</p>	<p>Children’s views beginning of Spring Term (One full term of implementation) “It’s good to solve problems”</p>





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<p>whole school approach Social and Emotional Needs are preventing children from achieving. Specific intervention is required. Update Staffing skills. Wellbeing, relationships and engagement in learning will improve.</p>	<p>(twilights summer term '18)</p>		<p>"Everyone is listened to" "Makes me feel better" "I understand better how other people feel and why they did or said something" "Adults listen to our ideas of how to put things right" "It calms me down" Summer Term 2019 Restorative Approach written into School Lunchtime Policy and reviewed by Lunchtime Supervisors.</p>
<p><u>Speech and Language</u> To enable children to reach Good Level of Development in Speech and Language. Specific area of difficulty. To enable child to reach Good Level of Development in Speech and Language.</p>	<p>SALSP Speech and Language Programme due to low levels of ability on entry to Reception.</p>	<p>£350 x 10 sessions (2 children) Total £700</p>	<p><u>Spring 2019 (now 4 children in total eligible for Pupil Premium)</u> All 4 children are on track to reach a Good Level of Development. Spring 2019 data shows all are 40 – 60 months Secure. Summer 2019 All 4 children achieved GLD</p>
<p><u>Speech and Language</u> To enable children to reach Good Level of Development in Speech and Language. Specific area of difficulty. To enable child to reach Good Level of Development in Speech and Language.</p>	<p>BLAST package and training</p>	<p>£250.00</p>	
<p><u>Reading</u> To enable children to reach age related expectations Specific area of difficulty. To enable children to reach age related expectations</p>	<p>Refurbished reading area and provision</p>	<p>£2000</p>	<p><u>Autumn Term</u> - All children are accessing the area well and engaging with books/resources and each other. <u>Spring Term 2019</u> All children are accessing the area well and engaging with books/resources and each other. Summer Term 2019 All children are accessing the area well and engaging with books/resources and each other.</p>
<p><u>Reading</u> To enable children to reach age related expectations Specific area of difficulty. To enable children to reach age related expectations</p>	<p>Books with no words.</p>	<p>£1000</p>	<p><u>Autumn Term</u> – observations show children are engaging in 'story telling' language whilst using books individually and with friends. Summer Term – 3 out of 4 children achieved expected level.</p>





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<p><u>Motivation/Engagement in metacognition and cognitive skills</u> Staff observations show that children are passive learners. Children will become engaged in learning.</p>	<p>Visitors to school/class enrichment sessions. <i>Evidence from EEF Teaching and Learning Toolkit suggests impact of +7 months.</i></p>	<p>£4000</p>	<p><u>Autumn Term</u> Year 3 Stone Age Visitor Year 3 Forest Schools</p> <p><u>Summer Term</u> Forest School</p>
<p><u>Engagement in learning</u> Purchase resources to enable a higher level of engagement/Active Learning Staff observations show that children are passive learners. Children will become engaged in learning.</p> <p>Years 3 4 and 5</p>	<p>Children's preferred learning style will be exploited in order for them to reach Age Related Expectations.</p>	<p>£1,000</p>	<p>Spring Term observations show that a holistic approach to teaching is now employed; children are engaged.</p> <p>Summer Term observations show children are well engaged in their learning.</p>
<p><u>Metacognition and self-regulation</u> <u>Engagement in learning/calming resources/equipment to support concentration</u> Children's concentration is observed to be poor/fidgety. Children are not aware. Children will become engaged in learning/concentration span will increase.</p>	<p>Purchase resources to support vestibular processing (weighted lap cushions, Balance Cushions, Body Boards etc) Learning to learn. <i>Evidence from EEF Teaching and Learning Toolkit suggests impact of +7 months.</i></p>	<p>£1000</p>	<p><u>Autumn Term 2018</u> Weighted cushions and balance cushions used – observations show children are concentrating.</p>
<p><u>Motivation/Engagement in Learning</u> Forest School Programme Staff observations show that children are passive learners. Children will become engaged in learning with their family members.</p>	<p>An improvement in children's engagement was observed last year following the programme.</p>	<p>£1800</p>	<p>Autumn Term 2018 - Year 3 (£771.12)</p> <p>Summer Term 2019 – Nursery (3 day programme - £479.66)</p> <p>Planned for Autumn Term 2019 (Lunchtime Sessions children £720.00) To be confirmed</p> <p>Planned for Autumn Term 2019 Year 5/6 Class (£771.12)</p>
<p><u>Motivation/Engagement in Learning</u> Learning Outside the Classroom (LOtC) Passive learning/social and emotional skills Children will become engaged in learning</p>	<p>Learning outside the Classroom (LOtC) is proven to raise attainment, bolster social, emotional and personal development.</p>	<p>£3300</p>	





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<p><u>Writing</u> Specific area of difficulty Children will engage with ICT programme in order for them to reach Age Related Expectations.</p>	<p>Increase clicker licences. Children in Year 2 (2017 2018) were positively engaged in Clicker.</p>	<p>£120</p>	<p>Autumn Term 2018 – 1/9 children reached age related expectations Spring Term 2019 – 1/8 children reached age related expectations. Summer Term 2019 – 1/8 children reached age related expectations.</p>		
<p><u>Writing</u> To further increase the number of children reaching Age Related Expectations in <u>Writing</u> In Year 3 Specific gaps need addressing. More pupils reach and exceed Age Related Expectations when compared to Attainment on entry to year group. (End of previous years' results)</p>	<p>Read, Write Inc</p>		<p><u>End of Autumn Term '18</u></p>	<p><u>End of Spring Term '19</u></p>	<p><u>End of summer '19</u></p>
<p><u>Spelling</u> To further increase the number of children reaching Age Related Expectations in <u>Reading</u> Specific gaps need addressing. More pupils reach and exceed Age Related Expectations when compared to Attainment on entry to year group. (End of previous years' results)</p>	<p>Nessy</p>	<p>£236.50</p>	<p><u>End of Autumn Term '18</u></p>	<p><u>End of Spring Term '19</u></p>	<p><u>End of summer '19</u></p>
<p><u>Maths</u> To further increase the number of children reaching Age Related Expectations in <u>Maths</u> Specific gaps need addressing. More pupils reach and exceed Age Related Expectations when compared to Attainment on entry to year group. (End of previous years' results)</p>	<p>White Rose – Classroom Secret. Mastery Approach Training/supply cover</p>	<p>£150.00 £150.00</p>	<p><u>End of Autumn Term '18</u></p>	<p><u>End of Spring Term '19</u></p>	<p><u>End of summer '19</u></p>
			<p>23/42 pupils On track to reach End of year Age related expectations</p>	<p>25/42 pupils On track to reach End of year Age related expectations</p>	<p>22/42 On track to reach End of year Age related Expectations</p>





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<p><u>Phonics</u> Increase phonics good quality resources for Year 3. Number of children did not achieve Year 2 Phonics Test. Children will increase their phonics score. Achieving 32 by Summer Term.</p>	<p>Phonics/Reading And writing Year 3</p> <p><i>Evidence from EEF Teaching and Learning Toolkit suggests impact of +4 months.</i></p>	<p>£500</p>	<table border="1"> <thead> <tr> <th data-bbox="1451 284 1675 371">End of Autumn Term '18 Scores</th> <th data-bbox="1675 284 1899 371">End of Spring Term '18 Scores</th> <th data-bbox="1899 284 2141 371">End of Summer Term '18 Scores</th> </tr> </thead> <tbody> <tr> <td data-bbox="1451 371 1675 699"> Child A to score 20/40 achieved 28 Child B to score 25/40 achieved 27 Child C to score 30/40 achieved 33 Child D to score 25/40 achieved 22 Child E to score at least 32/40 (Achieve expected Standard) 28 </td> <td data-bbox="1675 371 1899 699"> Child A achieved 34 Child B achieved 33 Child C achieved 37 Child D achieved 29 Child E achieved 32 </td> <td data-bbox="1899 371 2141 699"> Child D achieved 30 </td> </tr> </tbody> </table>	End of Autumn Term '18 Scores	End of Spring Term '18 Scores	End of Summer Term '18 Scores	Child A to score 20/40 achieved 28 Child B to score 25/40 achieved 27 Child C to score 30/40 achieved 33 Child D to score 25/40 achieved 22 Child E to score at least 32/40 (Achieve expected Standard) 28	Child A achieved 34 Child B achieved 33 Child C achieved 37 Child D achieved 29 Child E achieved 32	Child D achieved 30
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<p><u>Reading</u> To increase the number of children reaching Age Related expectations in Reading Specific gaps in reading are preventing comprehension skills Children will reach targets set.</p>	<p>Sound Training</p>	<p>£3792</p>	<p>Reading gain average = 12 months.</p>						
<p><u>School Educational Visits</u> Not being present on visits would hinder further interest/lack engagement in following lessons. More pupils reach and exceed Age Related Expectations when compared to Attainment on entry to year group. (End of previous years' results)</p>	<p>School Educational Visits to spark interest and engagement in children.</p>	<p>£2,000 45 x £10 (x3 approximately 1 trip per term)</p>	<p>School Educational Visits are heavily subsidised for all. However, children who are eligible for Pupil Premium do not pay anything towards the total cost of the school trip.</p>						
<p><u>After School Clubs</u> Family are not able to pay for after school clubs. Children will feel sense of belonging.</p>		<p>£1000</p>	<p>Autumn Term 2018 – all children are able to access after school clubs. Spring Term 2019 – all children able to access after school clubs. Summer Term 2019 – all children able to access after school clubs.</p>						
<p><u>School uniform/PE kit/Book Bags/Water bottles</u> Family are not able to pay for school uniform</p>		<p>£500</p>	<p>Autumn Term 2018 Benevolent Fund was accessed for a Family</p>						





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Children will feel sense of belonging.			Autumn 2018, Spring and Summer Term 2019 Additional PE/swimming kit, water bottles and school uniform purchased. (Kept in school)								
<u>Residential Visit</u> Social and Emotional Needs are preventing children from achieving. Children will develop confidence and willingness to try new adventures.	Observations from Residential last year showed how confidence and resilience improved during visit and on return to school.	£600.00	<u>Spring Term 2019</u> - Total of 3 children								
<u>Breakfast Club</u>		£6000	<u>Summer Term 2019</u> 8 Children attend Breakfast Club								
<u>Milk</u>		£720	<u>Summer Term 2019</u> 11 Children access free milk.								
<u>Home Learning</u> To provide an opportunity for children to revise (without parental support) using excellent resources. Family unable to purchase resources. Children will be able to revise using self-help revision guides independently or as a group with friends.	CGP revision guides SATs Buster 10 minutes tests	£200.	Year 6 <u>Spring Term 2019</u> All children received packs to enable them to access revision.								
<u>Attendance</u> To reduce Persistent Absence from 20.00 Communication with parents. Persistent Absence is reduced.	Parent Support Advisor needed to support identified children and families.	£2000	<table border="1"> <thead> <tr> <th></th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Autumn Term</td> <td>17 pp persistent absent</td> </tr> <tr> <td>Spring Term</td> <td>15 pp persistent absent</td> </tr> <tr> <td>Summer Term</td> <td>15 pp Persistent absent</td> </tr> </tbody> </table>		Disadvantaged	Autumn Term	17 pp persistent absent	Spring Term	15 pp persistent absent	Summer Term	15 pp Persistent absent
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Autumn Term	17 pp persistent absent										
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Summer Term	15 pp Persistent absent										
TOTAL COST		£39,908.50									

Collaborative Learning forms part of our 'School Promise.' Children are congratulated and presented with a certificate during our weekly Celebration Assembly when pupils have worked together on activities or learning tasks. (Outdoor learning features highly)
Evidence from EEF Teaching and Learning Toolkit suggests impact of +5 months for collaborative learning.

