

Pupil premium strategy statement year 2020/2021

July 2021 for the

School overview

Metric	Data
School name	Edleston Primary School
Pupils in school	212
Proportion of disadvantaged pupils	28%
Pupil premium allocation this academic year	£45,415 2020/21 and for the year 2021/22 £58,990
Academic year or years covered by statement	2020/2021
Publish date	18/07/2021
Review date	July 2022
Statement authorised by	Emma Humphries [Chair of Governors]
Pupil premium lead	Rachael Bagni [Headteacher]
Governor lead	Emma Humphries

Disadvantaged pupil progress scores for last academic year-this is the data from the last time schools took SATs, due to COVID, so from 2018/2019

Measure	Score
Reading	-0.9
Writing	0.49
Maths	-0.49

Disadvantaged pupil performance overview for 2018/2019

Measure	Score
Meeting expected standard at KS2 in English and maths combined	57%
Achieving high standard at KS2 in English and maths combined.	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To bridge the gap between disadvantaged and non disadvantaged pupils in reading, writing and maths.
Priority 2	To ensure our disadvantaged pupils continue to make appropriate progress dependent upon their individual starting points.

Barriers to learning these priorities address	Ensuring all staff use appropriate catch up strategies and interventions, based on research.
Projected spending	£45,415

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 reading for disadvantaged pupils	July 2022
Progress in Writing	Achieve national average progress scores in KS2 writing for disadvantaged pupils	July 2022
Progress in Mathematics	Achieve national average progress scores in KS2 maths for disadvantaged pupils	July 2022.
Phonics	To increase the % of disadvantaged pupils achieving the expected standard in the phonics screening test in Y1. In 2018/19 66% of DP achieved the expected standard.	June 2022
Higher attainers	To increase the % of DP who achieve the higher standard in English and maths combined.	July 2022
Attendance	To improve the overall attendance of disadvantaged pupils. 2020/2021 was 92.6%.	July 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year 2021/2022

Measure	Activity
Priority 1	To establish small groups for writing interventions for disadvantaged pupils who have fallen behind due to lockdown, and are expected to be at age related expectations.
Priority 2	Extra phonics lessons for those children in Y1 and Y2 [June 21] who did not meet the expected standard in phonics.
Priority 3	To support the mental health of our most vulnerable pupils, through group work and individual sessions.

Barriers to learning these priorities address	Improving attendance and home learning for these pupils.
Projected spending	£45,000 for support from TA's, lead behaviour professional, attendance officers.

Wider strategies for current academic year

Measure	Activity
Priority 1	To improve attainment in writing across the school
Priority 2	To employ the services of an EWO to support children classed as PA.
Priority 3	To improve readiness to learn for some disadvantaged pupils through our mental health support.
Barriers to learning these priorities address	The impact from COVID, mental health, readiness for learning and attendance.
Projected spending	£15,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure staff attend writing training and implement the gap tasks	Staff meeting time to be used.
Targeted support	Targeted support in each class by the teacher and the TA, plus our lead behaviour professional [who is trained in mental health first aid]	Staff to be supported and monitored by Amanda S [our literacy lead].
Wider strategies	Engage the families facing challenges	Encouraging some home learning and improved attendance

Review: last year's aims and outcomes

Aim	Outcome
Higher rates of progress and attainment for our PP pupils	This has been impacted by COVID and school lockdowns.

Address behavioural issues and low self esteem	TA has been ELSA trained and worked with pupils. Our lead behaviour professional has been supporting individual children.
Improved attendance for our PP pupils	Our overall attendance for our PP pupils was 92.6%, however this has been impacted by COVID and school lockdown.