



Edward Feild Primary School PUPIL PREMIUM in a Nutshell



VISION	At EFPS, we believe great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children. We take an evidence-informed approach to Pupil Premium spending to help us compare how similar challenges have been tackled in other schools and consider the likely cost-effectiveness of our approaches. We use the Pupil Premium funding to improve teaching quality as we believe it benefits all pupils and has a particularly positive effect on children eligible for the Pupil Premium. Our Pupil Premium pupils are not a homogeneous group - they are more likely to be low-attaining than other children, however we also need to provide support for the middle and high attainers in the group.
A TIERED APPROACH TO PP SPENDING	1. TEACHING At EFPS, spending on improving teaching includes professional development, training and support for early career teachers and recruitment and retention. We are ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving. 2. TARGETED ACADEMIC SUPPORT Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. We consider how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group interventions to classroom teaching. 3. WIDER STRATEGIES Our wider strategies address the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.
IMPLEMENTATION	Challenging and supportive Performance Management which will also target children in receipt of PP. High quality teaching and learning is ensured by supporting teachers in their professional learning- planning, teaching and pedagogy across the Curriculum, with a focus on Reading and the Wider Curriculum. Effective, appropriate Feedback. Focus on Oracy, Speaking and Listening Skills across the Curriculum. Vocabulary-high profile throughout the Curriculum Raising the profile of Reading for Pleasure

<p>OUR TARGET ACADEMIC SUPPORT</p>	<p>1:1 Teacher feedback- to address misconceptions, gaps and weaknesses. Small group Teacher interventions - Morning Maths/Reading/ Phonics Interventions Small group - targeted intervention for Reading, Writing, Maths after the lesson, led by TA Small group - TA interventions to support well-being, behaviour</p>
<p>OUR WIDER STRATEGIES</p>	<p>Regular meetings with the pastoral support worker, or class teacher, to discuss targets and barriers to learning or to provide effective support and challenge to vulnerable families. Pastoral support from TAs/Therapy/ Counselling sessions Whole staff training on mental health needs All children in receipt of PP have access to high quality learning opportunities through an enriched curriculum - Increased PP involvement with learning initiatives promoted by lunchtime/after-school clubs (Change for life, Chess, Book, Science, Code, team games, Beehive, etc), music lessons To ensure that all PP children are able to own school uniform, books and attend events, trips, residential. Pupil voice and parent surveys to analyse where improvements could be made Supporting transition to secondary school Attendance of PP children is at least national average and in-line with non-PP children. Punctuality needs to improve.</p>
<p>IMPACT</p>	<p>Improved progress/attainment for PP pupils across the school.</p> <ul style="list-style-type: none"> • Pupils eligible for PP identified as behind with progress in Reading, Writing or Maths make rapid progress by end of the year, so that all pupils eligible for PP funding have closed the gap towards Age Related Expectations or Greater Depth • PP children are enthused, motivated and supported by well-planned maths and English curriculums, with a focus on reading and the wider curriculum, so that they achieve better. • Measured by teacher assessments and successful moderation practices. <p>Appropriate, individualised and effective support given to all PP pupils to diminish the difference between them and non-PP children.</p> <ul style="list-style-type: none"> • Close monitoring of attainment and progress of maths, reading and writing objectives • Phonics teaching in KS1 and Reception • Daily or three times a week revision of maths concepts across the school • Rapid progress in reading and writing through wider curriculum engagement

	<p>Barriers to learning for PP pupils identified as needing social, emotional well-being or other support are reduced</p>
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- Increase attendance (95% +), reduced lateness
- Higher engagement in lessons
- Lower level of disruption than in previous year, especially from PP children with behavioural difficulties