

What was is our planned spend for the Academic year September 2019 to August 2020

Voluntary Controlled Church of England School 1. A summary of information and context

Our Christian belief that all pupils are individual and that we have a role to support each child to find their wonderful and flourish, underpins our pupil premium work at the school. Our Christian value of compassion is used regularly to support our Pupil Premium families, and the individual students. As staff we have learnt that the value of endurance is key to supporting our students in overcoming their barriers to learning and to becoming resilient and successful in their school life and education. This is particularly true for PP in mathematics at Edwinstree.

This report is designed to help parents and our external audience understand how we plan to spend our budget this year to support those students to succeed in 2019 – 2020?

What is our context? Our Pupil Premium students arrive with us having spent until age 9 in the first school system in Buntingford and surrounding villages. We receive our students from over 20 different partner schools, although the majority feed into the school from the 2 first schools in Buntingford. On entry the students have already completed two years of their Key Stage 2 learning and we have a year and half with students prior to them sitting their SAT exams. On entry the year 4 data from their first schools identifies a significant gap between the students' progress at the end of year 4 and their Key Stage 2 predictions. For PP and SEND pupils this gap in progress is wider than any other cohort of students. Please ask for the accompanying data report on our entry data. Our Pupil premium students also enter the school with a greater likelihood, of a history of poor attendance compared to non-pupil premium students, and a growing proportion of students exhibit mental health concerns this is also impacting on their achievement on entry. We have also seen an increase in the number of students who arrive with Multi vulnerabilities and this is particularly prevalent in years 10/24 in Year 8 (Sept 2019) 6/13 in Year 7 (Sep 2019). 6/15 Year 6 (Sept 2019). In May 2019 6/13 were dis-applied from the SAT exams with the agreement of Parents.

Therefore, transition is a crucial focus for the school as it at these points that you can lose students and or parents. At Edwinstree we work focus relentlessly on getting to know our most disadvantaged pupils and families, so that we build trust as quickly as possible. It is our PP and SEND who are often the most vulnerable during this transition stage, and in the last two years, we have begun to work with these students and families from April onwards, with our first school's permission. The divide between PP and their counterparts on entry is expansive in attainment and progress. For our PP to close the divide that has begun, post Key Stage 1 in their lower Key Stage 2 schooling, they need to make rapid progress in years 5 and 6 and at least good progress in years 7 and 8. For many students this progress is the equivalent to 3 years in the space of a year and half – if they are to achieve their end of key stage 2 targets.

What was our budget for April 2019 to April 2020? Our budget for Pupil premium students is summarised below:

Summary information School Edwinstree Middle School Academic Year 2019-20 Total PP Funding April 2019 (2019/20) Delegated Budget)				
Academic Year	2019-2020	Total PP Funding April 2019 (2019/20 Delegated Budget. Based on Oct 2018 Census)		<p style="text-align: right;">£ £</p> <p style="text-align: right;">Y5 & Y6 36 @ 1,320 = 47,520</p> <p style="text-align: right;">Y7 & Y8 21 @ 935 = 19,635</p> <p style="text-align: right;"><u>57</u> <u>67,155</u></p>
Total number of students Academic Year 2019 – 2020	<p style="text-align: right;">Y5 112</p> <p style="text-align: right;">Y6 124</p> <p style="text-align: right;">Y7 112</p> <p style="text-align: right;">Y8 <u>112</u></p> <p style="text-align: right;">Total Pupils <u>460</u></p>	Number of eligible PP pupils: 82 (This figure is more than the total number of pupils funded for in April 2019 due to lag funding.)		<p style="text-align: right;">Y5 20 (18%)</p> <p style="text-align: right;">Y6 20 (16%)</p> <p style="text-align: right;">Y7 15 (13%)</p> <p style="text-align: right;">Y8 27 (24%)</p> <p style="text-align: right;">Total 82 (18%)</p>

2019/20 Pupil Premium funding was allocated in the following way

Use of PP	Specifics	£
Pupil Premium Intervention English and Maths.	We have increased the number of English and maths teachers in order to support a series of teacher interventions during lunch, in agreed withdrawal from foundation subject lessons and Collective Worship tutor time. The specific teacher is used wherever possible, to carry out the intervention. Our experienced teachers also use the additional time to intervene in the classroom with our PP and model methods to our new staff, how to assess and move a child forward swiftly. This strategy was particularly affective in moving maths students onwards last year and has now been moved to support the rapid progress of reading this year. The barrier to success is the child's overall attendance.	10,000
Learning Zone Support Assistants and Homework LSA	<p>The creation of the Learning Zone and key Learning Support Assistants, with the aim to build resilience and form strong relationships with some for our most vulnerable students, ensuring that their attendance improves and that home and school are aligned in supporting the child to move forward and supporting students emotionally, so that they are ready to learn. Over 90% of our students access this support over the year and 70% on a regular basis.</p> <p>We have two LSA within this team that support students to complete their home learning at school. Bespoke programmes of support have been set up to help those children battling at home to avoid homework. This has had significant impact in supporting Parents and engaging students in independent learning. These sessions take place as a breakfast, lunch and withdrawal sessions. Their impact is not only to support students with their learning, but re-engages students with learning. The two LSAs involved have developed a mentoring and mediation roles and support students to communicate well with their teachers.</p> <p>The fund also supports our transition lead and tutors, to plan bespoke transition programmes for our PP students both in entering the school and in exiting. These involve significant numbers of additional visits to us from first schools or to Freman College</p>	52,155

PP Misc. Expenditure	School Visit Support PP Breakfast HW Club & Food Tech Ingredients Club memberships to support enrichment bespoke to individuals Additional intervention for higher ability mathematicians with County advisor. 'One to one' tuition for high ability in maths where attainment not matching targets.	5,000
Total Expenditure		£ 67,155

What is our success criteria for the 2019 – 2020 spend?

- 1) The divide between the progress of PP and non-PP students over the year, continues to meet or exceed the progress of their peers and is rapid. The attainment gap closes each year. So that it is at or below national.
- 2) Pupil Premium students succeed in completing their homework and do not fall behind in their work.
- 3) PP attendance divide shrinks to as close to the national as possible (outliers removed).
- 4) Parents of Pupil Premium students are able to communicate effectively with the school, feel supported and take the opportunity to attend the key points of communication in the year ie Parents' Evenings.
- 5) All PP have participate in enrichment activities over the year.