

**PUPIL PREMIUM STATEMENT – EDINBURGH PRIMARY SCHOOL – 2018/2019**

<b>Summary Information</b>				
PP Budget: £196,065.00	Recent Review: July 2017	NOR: 525	Number of pupils eligible for PP: 95	Date for next internal review for this strategy: April 2019

<b>Current Attainment – End of KS2 2017-2018</b>			
	All Pupils	PP eligible pupils	Non-PP eligible pupils (National average)
% achieving Year 6 Standard in Reading, Writing & Maths	71%	24%	83%
Progress score in reading	0.4	-0.8	4.2
Progress score in writing	-0.2	-1.4	-0.6
Progress score in maths	1.6	0.3	5.8

<b>In-School Barriers</b>		<b>External Barriers</b>	
A.	Lack of reading outside school	D.	Many of our PP children have emotional, social and mental health needs which impact on their focus, concentration, behaviour and low self-esteem
B.	Reduced access to extra-curricular activities/visits	E.	Many of our PP children have challenging home circumstances (multiple occupancy, inadequate/temporary housing, domestic abuse and/or poor nutrition)
C.	Lack of social skills and appropriate vocabulary to communicate effectively		

Desired Outcomes		
How will outcomes be measured?		Success Criteria
A.	PPP have a love of books and can engage in reading at their level.	PPP to be part of BRSP reading intervention/phonics/word blaze to make rapid progress to meet age related expectations.
B.	To have subsidised/free places for breakfast, after school clubs and trips.	PPP are prioritised to be supported financially for different aspects of school life and for their experiences to be broadened.
C.	SaLT intervention programmes in place with additional support of learning mentors where skills can be modelled by trained adults and those skills to be transferred across as life skills.	PPP to be referred to external services as a priority and accurate intervention can be delivered regularly throughout the week.
D.	PPP to be emotionally resilient and manage their emotions and use appropriate communication skills to express their feelings and source the right help in school.	PPP to be prioritised for 1:1 learning mentor support/Place 2 Be regularly that will enable and empower pupils to achieve and barriers to be removed
E.	Inclusion Team to support PPP through social care and Early Help Process and support pupils through in-school therapeutic services.	PPP to be prioritised for Early Help Assessment or a MASH referral where necessary to support family and emotionally support pupils through therapeutic services of learning mentors and Place 2 Be.

Planned Expenditure					
Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff to lead	When will you review implementation?
PPP to be part of BRSP reading intervention/phonics/word blaze to make rapid progress to meet age related expectations.	Intervention in groups of 6/8 pupils.	Through pupil progress meetings and tracking data there were PPP who needed extra input to support language and literacy as	Monitoring of interventions which will be part of the monitoring cycle. Pre and post assessments will be completed to support	English Leader Sana Iffikhar  Teaching Assistants across all year groups	Pre and Post and a review half way through interventions.  Pupil progress meetings and also through book

		reading targets were not being met. Tool kits have been purchased to support the interventions.	accelerated progress. Transferring of skills into all curriculum areas as well as reading.		scrutinies.
<b>Total Budgeted Cost: £74458</b>					
PPP are prioritised to be supported financially for different aspects of school life and for their experiences to be broadened.	For those pupils to benefit from new experiences and to promote inclusivity across the school as financial constraints should not be a barrier for pupils learning.	Parents of PPP have been supported by the Inclusion Team and have shared their hardship towards trips/uniform/after school and breakfast club spaces. Particularly if these families are also known to children's social care. Access to fruit including KS2 pupils.	Clubs planning is completed a term before where subsidised and free club spaces are offered to our PPP. Ensuring these club spaces are taken and pupils attend. Fruit will be delivered weekly.	Piers Maitland, Learning Mentors to plan with Inclusion Lead.	Half termly.
<b>Total Budgeted Cost: £31180</b>					
PPP to be referred to external services as a priority and accurate intervention can be delivered regularly throughout the week.	For PPP to be assessed by external professionals such Speech and Language Therapist and Educational Psychologist. To then support TAs	PPP have barriers in their learning and to remove these they need to be assessed and many pupils are known to Inclusion Team. Support staff to	Pre and post assessment and half way review completed by TA. Planning time for intervention group then to be monitored by SaLT/Inclusion	SENDCo/Inclusion Manager  Scale 4 TA leading SaLG	Pre and Post and a review half way through interventions.  Pupil progress meetings and also through book scrutinies termly.

	with direct support.	have relevant training e.g. training to lead SaLG as interventions to support these pupils.	Manager		
<b>Total Budgeted Cost: £55410</b>					
PPP to be prioritised for 1:1 learning mentor support/Place 2 Be regularly that will enable and empower pupils to achieve and barriers to be removed	PPP to be placed on a list for learning mentor support and /or 1:1 Place 2 Be. Pupils known to Inclusion team through teacher referrals and on SEND register for SEMH.	Internal Inclusion referrals from teaching staff or concerns that have come out of pupil progress meetings as well as concerns that have come via parents.	Inclusion team meetings are scheduled in every two weeks on Tuesday from 3.30. Actions are discussed for each referral and necessary paperwork is then completed.	Bal Jheeta Inclusion Manager	Review half termly.
<b>Total Budgeted Cost: £10299</b>					
PPP to be prioritised for Early Help Assessment or a MASH referral where necessary to support family and emotionally support pupils through therapeutic services of learning mentors and Place 2 Be.	Social housing has had a major impact on providing basic needs and security for PPP. Support through EH process and internally will empower our families and in turn remove barriers to their learning.	Through pupil progress meetings and informal teacher/learning mentor/parent meetings, parents have disclosed difficulties with housing and the impact that this is having on their child/ren. Behaviour logs would also be monitored.	External/internal referrals to be completed. TAC/TAF meetings that need to be actioned to ensure the correct support is being put into place.	Bal Jheeta Inclusion Manager  Senior Learning Mentors	

<b>Total Budgeted Cost: £24698</b>
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<b>TOTAL PUPIL PREMIUM BUDGET: £196065</b>
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