

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for 2022-2026 to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Edward the Elder
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Louise Dollery, Executive Leader
Pupil premium lead	Bridget Highman, Headteacher
Governor / Trustee lead	Wendy Carter

Funding overview

Detail	Amount
Pupil premium funding allocation in 2023-24 Pupil premium funding allocation in 2024-25 Pupil premium funding allocation in 2025-26	£155,685
Recovery premium funding allocation in 2023-24	£15,805
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for 2023-24 Total budget for 2024-25 Total budget for 2025-26 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£171,490

Part A: Pupil premium strategy plan

Statement of intent

The school's intent for pupil premium is aligned with our vision statement:

Achieving the potential of our children is our fundamental aim. We will be relentless in our drive to ensure that this is delivered. We will challenge the view that education alone cannot break the cycle of deprivation, low aspiration and underachievement. We want to ensure everyone in our Trust has the personal resolve and support to succeed, an ethos of 'yes we can'.

- Effective teaching has the most impact on learning – teaching in our schools will be excellent.
- We will ensure we develop independent and resilient learners, everyone will be safe in our schools.
- The curriculum will be engaging, challenging and inclusive for all pupils, ensuring accelerated and sustained progress.
- Attendance figures will be above the National Average.
- Behaviour in all our schools will be excellent and provide a secure platform for learning.
- Teamship is embedded into the ethos of the Trust, where everybody supports each other and builds a work ethic based on good will and respect.
- Staff well-being and workload are recognised and supported by Leaders at all levels.
- Governance is secure and offers challenge and strategic support to ensure operational security.
- Staff development and training at all levels is at the forefront of our thinking; leaders are skilled in identifying the ability and developing the potential of individuals.

Common barriers to learning for disadvantaged children at Edward the Elder are: less support at home, weak language and communication skills, lack of confidence, more frequent emotional difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

The school has a strong focus on the quality of teaching and the impact that it has upon learning; this is a continuous and relentless focus of leaders and staff. We understand that the strongest teaching has the most positive impact on pupils who attract the pupil premium.

Our ultimate objectives are:

- To increase the percentage of children in receipt of the Pupil Premium who are working at an age-related expectation across the curriculum.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- ensuring disadvantaged pupils are challenged in the work that they are set
- acting early to intervene at the point need is identified
- adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Through effective systems of evaluation, the school will continuously review the strategy and associated actions to ensure that it is responsive to needs.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Children are language deprived with limited opportunities to develop the acquisition of new vocabulary.</p> <p>This is supported by:</p> <ul style="list-style-type: none"> -Assessments, observations, and discussions with pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	<p>Children are not exposed to those experiences that will potentially impact upon their cultural capital.</p> <p>This is supported by:</p> <ul style="list-style-type: none"> - Pupil conversations and outcomes show that there is a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
3	<p>A core group of children face complex emotional difficulties which impact upon their learning.</p> <p>This is supported by:</p> <ul style="list-style-type: none"> -An increase in the number of pupils requiring support from our emotional and behaviour support worker and an increase in Early Help Assessments which require intervention due to emotional need.
4	<p>Schooling and education are not highly valued with some parents having had a negative experience of school themselves.</p> <p>This is supported by:</p> <ul style="list-style-type: none"> -Observations, discussions with children and parents, pupil attendance and parental workshop uptake; Attendance figures remaining below NA post-COVID

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improve the oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> -Percentage of children achieving an age-related expectation in Communication & Language, Literacy and Numeracy at the end of Reception will increase, compared to baseline -Number of children meeting the required level in both the Year 2 and Year 1 phonics screening will increase over time -Reading age of children in Years 1-6 will increase over time -Results in end of KS2 SATS (reading, writing & maths) will be above NA
<p>All children, especially those who attract the Pupil Premium will accumulate knowledge, behaviours and skills through well-planned curriculum experiences that widen their cultural capital.</p>	<ul style="list-style-type: none"> -Curriculum plans for the wider curriculum are ambitious, detailed and well sequenced. -Monitoring of learning shows that Pupil Premium children are able to articulate learning in wider curriculum subjects from last week, last term, last academic year etc (knowledge is building over time). -The percentage of children working at an age-related expectation in Reading, Writing and Maths will consistently improve over the next three academic years. - Pupil Premium pupils will have at least 3 extra curricular experiences during the academic year -The percentage of Pupil Premium pupils adding extra curricular clubs will increase
<p>All children, especially those who attract the Pupil Premium, will have their emotional needs met, and experience positive wellbeing</p>	<ul style="list-style-type: none"> - Wishes & Feelings and associated documentation evidence sustained high levels of wellbeing -Reduction in number of pupils requiring ongoing emotional support -Reduction in number of EHAs with emotional support as a primary need.
<p>Parental engagement in school is positive and focussed with parents and families willing to engage and work with children</p>	<ul style="list-style-type: none"> -Attendance data for pupil premium increases each year for the next three years with the number of unauthorised absences reducing each year for the next three years. - The number of lates for pupils in receipt of Pupil Premium reduced over time. -Analysis of attendance at parent events including consultations increases. -Results in end of KS2 SATS (reading, writing & maths) will be above NA (due to increased parental engagement in supporting learning)

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leaders and teachers participating in Maths Mastery programme (in conjunction with Maths Hub) and EYFS maths training</p> <ul style="list-style-type: none"> -Leaders and teachers released -Manipulatives purchased 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths identifies key recommendations that include developing practitioners' understanding, integrating mathematics through the day and using manipulatives and representations <u>and seizing opportunities to reinforce mathematical vocabulary.</u></p> <p>NCETM (National Centre for Excellence in the Teaching of Mathematics): https://www.ncetm.org.uk/maths-hubs-projects/primary-teaching-for-mastery-development/</p> <p>EEF identified that the impact of a maths mastery approach was +2 months https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-primary?utm_source=/projects-and-evaluation/projects/mathematics-mastery-primary&utm_medium=search&utm_campaign=site_search&search_term=mastery</p>	1
<p>EYFS leaders to undertake training to ensure environment and interactions are language rich</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions EEF (educationendowmentfoundation.org.uk) (+6months)</p>	1
<p>Purchase high-quality Wider Curriculum subscriptions</p>	<p>High quality resources aim to give teachers more time to dedicate to planning the craft of their lessons and how best to deliver lessons to suit the needs of their pupils.</p>	1,2,4

<p>(Dimensions, 1Decision, Purple Mash, Twinkl, Classroom Secrets, Oxford Reading Buddy) to support teachers with progressive, subject-specific resources, linked to homework opportunities provided.</p>	<p>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning (+5months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	
<p>Leaders to be released to plan and monitor their curriculum subjects, ensuring children identified as Pupil Premium form a reflective percentage of children taking part in discussions. Monitoring to inform planning next steps by Leaders. (including English leader to implement Reading Framework 2023)</p>	<p>The EEF identify 'Sustain' as a key part of the implementation process to ensure that improvement can continue to impact positively on pupils. EEF - Putting Evidence to Work - A School's Guide to Implementation https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf?v=1699117433</p>	<p>1,2,4</p>
<p>Funding for the provision of Pupil Premium champion (HT) to carry out termly in-depth monitoring in each class; with teachers and pupils. The above is a cyclical process whereby areas for development are reviewed at the subsequent termly meeting.</p>	<p>The EEF identify 'Sustain' as a key part of the implementation process to ensure that improvement can continue to impact positively on pupils. EEF - Putting Evidence to Work - A School's Guide to Implementation https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf?v=1699117433</p>	<p>1,2,3,4</p>
<p>2022-24 2 staff to access NPQ CPD (EYFS & Behaviour) 2023-2025</p>	<p>EEF Guide to PP approach – https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151 (teaching is the top priority. Including CPD; Continuous professional development will help further improve quality first teaching by improving pedagogy and by providing information about current educational best practice.)</p>	<p>1,3</p>

1 leader to access NPQ CPD (Executive Leadership)		
2 x ECT'S to receive bespoke targeted support from EHLT ECF Programme. Mentors to drive bespoke support with ECT's to drive standards of quality first teaching and learning.	Research taken from Best Practice Network and other teaching providers supports schools with a new ECT programme of study over 2 years. Thus, supporting new teachers using smaller achievable steps into making long term goals of teaching as a career.	1,2,3,4
New staff to be provided with further training in the delivery of a validated Systematic Synthetic Phonics programme (Floppy Phonics) to secure stronger and more consistent phonics teaching for all children.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk) (+5 months)	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £86,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS staff will work with in school SALT specialists to screen children that need to be screened.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions EEF (educationendowmentfoundation.org.uk) (+6months)	1
EYFS timetable/routine will be amended to include further opportunities for oral language		1

<p>Pupils identified for additional phonic support from baseline data. Identified pupils assessed to identify targets and next steps. Sessions and assessments to be recorded for evidence. Half termly progress meetings to discuss pupils' progress and identify next steps.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk) (+5 months)</p>	<p>1</p>
<p>Focussed Reading intervention for lowest 20% of readers in KS2 (Floppys/Project X, Frys 100 words, updated Salfords)</p>	<p>Teaching Assistant intervention (+4months) Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1</p>
<p>Comprehension strategies taught to a class and practiced in pairs or small groups designed to increase exposure and understanding of vocabulary and its meaning (Focus Five words, WCR; reading for pleasure; Guided Reading)</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. (+6months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading%20intev</p>	<p>1</p>
<p>Reduction of class sizes in Year 6.</p>	<p>Reducing Class Size can increase the amount of attention that each student will receive and can increase progress by 2 months. Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Wild Tribes groups (outdoor learning) created to support emotional development of key groups of pupils within KS2</p>	<p>Small group access to high quality teaching that is appropriate to the pupils' needs is identified as best practice for pupils identified as SEND. Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net)</p>	<p>3</p>
<p>1:1 emotional support intervention with selected pupils displaying emotional needs</p>	<p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-</p>	<p>3</p>

	learning&utm_medium=search&utm_campaign=site_search&search_term=emotional%20support	
TA support in every class 2023/2024 6 x TA 2 x NN 2 x HLTAs	EEF - If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. We will organise staff so that the pupils who struggle most will have as much time with the teacher as others. As school leaders, we will continue to develop effective teams of teachers and TAs, who understand their complementary roles in the classroom.	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home reading books are organised to match phonic levels. Book corners are organised so that books are age-appropriate for free readers. Reading for pleasure is promoted across school.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk) (+5months)	1, 2
EYFS and KS1 Parent workshops are planned for and conducted so that parents are aware of how phonics is taught at Edward the Elder and how they can support their child at home. They are introduced to Floppy's Phonics and how they can access this at home.		4
Development of outdoor community lending library		1,2, 4

Subject ambassadors, school councillors, health champions and playleaders appointed to lead areas/initiatives within school	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning skills at all ages than their more affluent peers. EEF Toolkit shows that Targeted Interventions can be up to 6 months progress Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3
Work with the LA to join Reflections programme		3
Headteacher, PSHE leader, emotional and behaviour leader and nurses to meet together to refine, develop and evolve the PSHE curriculum to ensure it continues to meet the needs of the community		3
Carefully planned extra curricular opportunities across the year, and opportunity given for all pupils to access all visits/experiences.		1,2,3
Development of Wild Tribes outdoor learning		3
Additional lunchtime supervisors to support and develop social skills during lunchtimes		2,3
Home visits and information gathering on new children through updated welcome packs, parent meetings, stay and plays, SNEYS meetings.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement EEF (educationendowmentfoundation.org.uk)	4
Regular parent meetings to discuss progress and well-being.		4
Maintain food packages for families through Magic Breakfast and links with local foodbanks, and provision of daily fruit for all pupils.		4

<p>Work with EWO to track, identify and support families to improve pupil attendance. Embedding principles of good practice set out in the DfE's Working Together to Improve School Attendance advice</p>	<p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Breakfast Club provision to provide breakfasts for pupils from 8am at a minimal cost.</p>		4
<p>Creation of free 8am netball club to support pupils with attendance and punctuality</p>		4

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Over the year 2022-23, school has made good progress towards achieving its objectives set out in the PP strategy plan. Originally set as a three year plan, the current plan has achieved some of its objectives and others have changed. Therefore a new three year plan will be written, starting in 2023-24.

The 5 key challenges identified were:

- Narrowing the attainment gap across Reading, Writing and Maths
- Attendance is below NA, and there are some issues with punctuality
- Emotional difficulties with a core group of children
- Poor parental engagement in learning
- Pupils have limited experiences beyond the school environment

Narrowing the attainment gap across Reading, Writing and Maths

Over 2022-23 each class identified a range of strategies in order to increase the progress of disadvantaged pupils, with the aim of ensuring pupils meet their age related expectations. Strategies included small intervention groups led by teachers & HLTAs/TAs, in class support from TAs, 1:1 support for academic and emotional/social purposes.

By July 2023, our internal assessments suggested that the performance of disadvantaged pupils increased between Summer 2022 and Summer 2023. However, in some year groups, attainment at the end of Summer 2023 remained lower than the comparative non PP group. As a three-year strategy we are hopeful we are on track to achieve our overall aims by the end of 2024. Accelerated progress of the disadvantaged group was positive due to interventions put in place throughout the year, as detailed specifically in the Raising Achievement Plan.

We achieved notable End of KS2 SATs results for our disadvantaged pupils in July 2023, with our Year 6 disadvantaged pupils achieving higher attainment results than their non-disadvantaged peers:

	Edward the Elder disadvantaged 2023	National – Disadvantaged (2022)	National – all pupils (2022)
Reading	91%	62%	74%
Writing	86% (SPAG 86%)	55%	69%
Maths	86%	56%	71%
Combined	81%	43%	59%

Attendance is below NA, and there are some issues with punctuality

Overall attendance in 2022/23 at 93.6% was slightly higher than the previous year but lower than pre-COVID figures. This was mirrored nationally although Edward the Elder’s attendance was slightly below NA of 94.1%. The persistent absence rate was also higher than the NA of 17%.

Disadvantaged pupils’ attendance was lower than their comparative non-PP group (by around 2% across each class). However, through precise tracking of targeted PP pupils, individual attendance for the majority of these pupils increased across the year as action was taken immediately. In 2022-23 we continued to employ the services of an EWO which enabled us to undertake additional home visits. The impact of this is the increase in attendance for those key individuals. Attendance and punctuality will continue to be a key focus of 2023/24 plan with a dedicated member of staff undertaking ‘late gate’ daily.

Through 2021/22 and 2022/23 we provided toast/bagels to every child as they entered school in the mornings. This will continue in 2023/24.

Emotional difficulties with a core group of children

Assessments at the start of this two year plan indicated that pupil wellbeing and mental health had been significantly impacted due to COVID. As a result, school employed a part time emotional support worker who worked 1:1 with 42 pupils across the academic year in 2021-22. 29 Early Help Assessment had been opened however, by the end of July 2022, due to successful intervention, this had decreased to 18. By July 2023, this has now increased to 8. 20 pupils continue to receive emotional support in school and the emotional support worker has now been trained to complete outdoor learning sessions to further support this group of pupils in an alternative way.

The Headteacher/DSL has also successfully completed the Senior Mental Health Leader Training and the SENDCo/Deputy DSL is trained as a mental health first aider. Additional support from the LA’s Reflexions Team will begin in 2023/24.

Poor parental engagement in learning

As a school, during 2021-22 we had a significant focus on reading, investing in books which more closely matched our pupils' phonics ability. We also introduced a 'reading passport' and a fortnightly focus for reading at home. This has been effective in increasing parental engagement in home reading, particularly for disadvantaged pupils. We consulted parents on reading for 2022-23 onwards and, overwhelmingly, they voted to keep the reading passport. This will continue in 2023-24.

Additionally, we have continued to invest in Oxford Reading Buddy, TT Rockstars and Purple Mash to support learning at home.

Pupils have limited experiences beyond the school environment

In 2021-22, both Year 2 and Year 6 pupils attended a residential, a first for the cohort. Every disadvantaged child in both classes attended the residential, which was subsidised by school. This has been successfully repeated in 2022-23 for Years 2 and 6 and an additional residential was made available for Years 4/5 who could not attend in Year 2 due to COVID. All classes also experienced a range of educational visits throughout the year and all disadvantaged pupils were given the opportunity to attend all, if finances were a barrier to attendance. These first hand experiences enabled children to develop skills which otherwise they would not have had the opportunity to.

In 2022-23, all pupil across school were offered a range of extra curricular clubs free of charge. These included Athletics, Gardening, Timestables, Netball, Multi-Games, Choir, Reading Buddies, Eco Club, Dance, Cross Country, Morning Movers. Football was also offered at a small charge.

Externally provided programmes

Programme	Provider
X Table Rockstars	TT Rockstars
Purple Mash	2Simple
My Maths	Oxford University Press
Oxford Reading Buddy	Oxford University Press
1decision (PSHEe)	1decision Ltd

Charanga	Charanga Ltd
Dimensions	Learning Means the World
Floppy's Phonics	Oxford University Press

