

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	203 (R-Year 6)
Proportion (%) of pupil premium eligible pupils	45%
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	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Louise Dollery, Executive Leader
Pupil premium lead	Bridget Highman, Headteacher
Chair of Trust board	Gill Bladon

Funding overview

Detail	Amount
Pupil premium funding allocation in 2023-24	£155,685
Pupil premium funding allocation in 2024-25	£156,880
Pupil premium funding allocation in 2025-26	£162,047
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	£171,490
Total budget for 2024-25	£156,880
Total budget for 2025-26	£162,047
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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	Children are language deprived with limited opportunities to develop the acquisition of new vocabulary. This is supported by: -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	Children are not exposed to those experiences that will potentially impact upon their cultural capital. This is supported by: - Pupil conversations and outcomes show that there is a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
3	A core group of children face complex emotional difficulties which impact upon their learning. This is supported by: -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	Schooling and education are not highly valued with some parents having had a negative experience of school themselves. This is supported by: -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
Improve the oral language skills and vocabulary among disadvantaged pupils.	-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
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.	-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
All children, especially those who attract the Pupil Premium, will have their emotional needs met, and experience positive wellbeing	- 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.
Parental engagement in school is positive and focussed with parents and families willing to engage and work with children	-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 **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leaders and teachers participating in Maths Mastery and Mastering Number programme (in conjunction with Maths Hub) and EYFS maths training (oracy approaches) 2025-26 Year 5 begin maths Mastery and Years 1,2, 3, 4 becoming embedded/ sustaining practise. Years 3-5 beginning Mastering Number and Years R-2 embedding. -Leaders and teachers released -Manipulatives purchased	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> NCETM (National Centre for Excellence in the Teaching of Mathematics): https://www.ncetm.org.uk/maths-hubs-projects/primary-teaching-for-mastery-development/ 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	1
EYFS leaders to further develop skills to ensure	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	1

environment and interactions are language rich (Trust CPD programme continuing)	impacts on reading: Oral language interventions EEF (educationendowmentfoundation.org.uk) (+6months)	
Purchase high-quality Wider Curriculum subscriptions (Dimensions, 1Decision, Purple Mash, Twinkl, Oxford Reading, Nelson, TT Rockstars, NCETM, Oak Academy, Language Angels) to support teachers with progressive, subject-specific resources, linked to homework opportunities provided.	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. 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	1,2,4
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 continue implementing Writing Framework)	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	1,2,4
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	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	1,2,3,4

cyclical process whereby areas for development are reviewed at the subsequent termly meeting.		
Autumn term 2025 1 staff to continue NPQ Leading Teaching 2023-2025 1 leader to complete NPQ CPD (Executive Leadership) 1 staff to complete NPQ Leading Teaching 1 staff to complete NPQ Early Years	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.)	1,3
1 x ECT 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: £82,047

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS staff will continue to 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 further amended to include further opportunities for oral language through all lessons, including Mastering Number.		1
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.	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
Focussed Reading intervention for lowest 20% of readers in KS2 (Floppys/Project X, Frys 100 words)	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	1
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, Freds being introduced for Years 2 and 4 for WCR)	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	1

Reduction of class sizes in Year 6 for targeted lessons.	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)	1
Wild Tribes groups (outdoor learning) embedded to support emotional development of key groups across school	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)	3
1:1 emotional support intervention with selected pupils displaying emotional needs	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-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=emotional%20support	3
TA support in every class 2025/26 8 x TA 2 x NN 2.1 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	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:	1, 2

for pleasure is promoted across school.	Phonics EEF (educationendowmentfoundation.org.uk) (+5months)	
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
Continued development of outdoor community lending libraries to now include two available at lunchtimes and hometimes across both key stages. A third is being sought for EYFS.		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
Reflexions support being embedded for key individuals across school		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

Continued development of Wild Tribes outdoor learning		3
Additional lunchtime supervisors to support and develop social skills during lunchtimes, including through playleaders		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
Continuation of new attendance policy; moves towards a 'days' approach to tracking attendance and RAG rating to identify persistent absentees. 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.	Working together to improve school attendance - GOV.UK (www.gov.uk) The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Breakfast Club provision to provide breakfasts for pupils from 8am at a minimal cost.		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 2023 to 2025 academic years.

Over the two years 2023-25, school has made good progress towards achieving its objectives set out in the first year of the PP strategy plan. The strategy moves into the third year plan in 2025-26 with some minor amendments.

The 4 key challenges identified were:

- Children are language deprived with limited opportunities to develop the acquisition of new vocabulary.
- Children are not exposed to those experiences that will potentially impact upon their cultural capital.
- A core group of children face complex emotional difficulties which impact upon their learning.
- Schooling and education are not highly valued with some parents having had a negative experience of school themselves.

Our intended outcomes by the end of the strategy plan:

Improve the oral language skills and vocabulary among disadvantaged pupils.

Success criteria:	Progress towards intended outcome in 2023-25				
Percentage of children achieving an age-related expectation in Communication & Language, Literacy and Numeracy at the end of Reception will increase, compared to baseline	End of EYFS – PP/Non PP		Three year PP strategy plan		
		Baseline	Year 1	Year 2	Year 3
		Sept 2023 3-4S+	Summer 2024	Summer 2025	Summer 2026
	Listening Attention Understanding PP	38%	84.6%	88.2%	
	Listening Attention Understanding Non PP		82.4%	72.7%	
	Speaking PP	63%	84.6%	94.1%	
	Speaking Non PP		82.4%	88.8%	
	Comprehension PP	38%	76.9%	82.4%	
	Comprehension Non PP		88.2%	81.8%	
	Word reading PP	38%	76.9%	82.4%	
	Word Reading Non PP		88.2%	63.6%	
	Writing PP	38%	69.2%	76.5%	
	Writing Non PP		82.4%	63.6%	
	Number PP	38%	69.2%	82.4%	
	Number non PP		82.4%	72.7%	
	Numerical patterns PP	50%	69.2%	88.2%	
	Numerical patterns Non PP		82.4%	72.7%	
Significant progress has been made by Pupil Premium children in Reception. By the end of the year, the gap has closed and PP pupils are attaining in line with their non PP peers in Year 1 and above non PP peers in the second year.					

Number of children meeting the required level in both the Year 2 and Year 1 phonics screening will increase over time	<table><tr><th><u>Phonics</u></th><th colspan="3"><u>Three year PP strategy plan</u></th></tr><tr><th></th><th>Year 1</th><th>Year 2</th><th>Year 3</th></tr><tr><th></th><th>Summer 2024</th><th>Summer 2025</th><th>Summer 2026</th></tr><tr><td>Year 1 PP</td><td>88%</td><td>100%</td><td></td></tr><tr><td>Year 1 <u>Non PP</u></td><td>85%</td><td>100%</td><td></td></tr></table> In 2023-24, by the end of Year 1, and following the phonic retakes in Year 2, Pupil Premium pupils achieved in line with whole class results, and above National Average. In 2024-25, all pupils in Year 1 passed the check.	<u>Phonics</u>	<u>Three year PP strategy plan</u>				Year 1	Year 2	Year 3		Summer 2024	Summer 2025	Summer 2026	Year 1 PP	88%	100%		Year 1 <u>Non PP</u>	85%	100%																													
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Reading age of children in Years 1-6 will increase over time	In 2023-2025, school tracked reading ages using Salford testing. Pupils were tested at 3 points during the year and interventions put in place for any children not making rapid progress (see termly RAP for specific reading intervention details and impact)																																																
Results in end of KS2 SATS (reading, writing & maths) will be above NA	<table><tr><th><u>End of KS2</u></th><th colspan="3"><u>Three year PP strategy plan</u></th></tr><tr><th></th><th>Year 1</th><th>Year 2</th><th>Year 3</th></tr><tr><th></th><th>Summer 2024</th><th>Summer 2025</th><th>Summer 2026</th></tr><tr><td>Reading PP</td><td>94%</td><td>88%</td><td></td></tr><tr><td>Reading <u>Non PP</u></td><td>100%</td><td>93%</td><td></td></tr><tr><td>National average</td><td>74%</td><td>Awaiting</td><td></td></tr><tr><td>Writing PP</td><td>75%</td><td>71%</td><td></td></tr><tr><td>Writing <u>Non PP</u></td><td>80%</td><td>93%</td><td></td></tr><tr><td>National average</td><td>72%</td><td>Awaiting</td><td></td></tr><tr><td>Maths PP</td><td>81%</td><td>77%</td><td></td></tr><tr><td>Maths <u>Non PP</u></td><td>100%</td><td>93%</td><td></td></tr><tr><td>National average</td><td>73%</td><td>Awaiting</td><td></td></tr></table> At the end of KS2, Pupil Premium pupils at Edward the Elder achieved well above national average for all pupils in reading and maths and in line with national average for all pupils in writing.	<u>End of KS2</u>	<u>Three year PP strategy plan</u>				Year 1	Year 2	Year 3		Summer 2024	Summer 2025	Summer 2026	Reading PP	94%	88%		Reading <u>Non PP</u>	100%	93%		National average	74%	Awaiting		Writing PP	75%	71%		Writing <u>Non PP</u>	80%	93%		National average	72%	Awaiting		Maths PP	81%	77%		Maths <u>Non PP</u>	100%	93%		National average	73%	Awaiting	
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Success criteria:	Progress made towards intended outcome in 2023-25																																																
-Curriculum plans for the wider curriculum are ambitious, detailed and well sequenced.	School has continued to embed its curriculum planning for the wider curriculum based on Dimensions materials. Subject leaders ensure that these plans are ambitious, details 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).	Subject leaders and the school leadership team have continued monitoring activities throughout 2023-25 with subject ambassadors supporting activities where appropriate.																																																

-The percentage of children working at an age-related expectation in Reading, Writing and Maths will consistently improve over the next three academic years.	Children are assessed at termly intervals across reading, writing and maths. Staff continue to write a progress report and pupils who require intervention are supported in order to achieve their potential by the end of the Key Stage. (see in school data tables/RAP)
- Pupil Premium pupils will have at least 3 extra curricular experiences during the academic year	Extra curricular events are now planned to include at least three formalised experiences per year group each year (see in school extra curricular clubs overview). The curriculum is further enhanced with additional visitors to school to widen cultural capital, for example all pupils across Years 1-6 experienced tennis lessons taught by a specialised in addition to their usual PE. SEN/PP access specialist cricket.
-The percentage of Pupil Premium pupils accessing extra curricular clubs will increase	Pupils signing up to extra curricular clubs are tracked. All clubs are opened to all pupils across school/all pupils within a particular year group. As an example, in Spring 2024: -26 PP from Years 1,2,3,4 attended extra curricular booster classes -13 PP pupils from Years 3-6 attended boys/girls football club -5 PP pupils are in the football team -4 PP pupils are in the netball team -4 PP pupils have taken part in cross country -4 PP pupils have taken part in bowls In Autumn 2025 the following clubs were offered and all PP pupils who applied were given a space: -Wilderness Warriors (Yrs 1&2), choir (Years 2-6), couch to 2k (Years 1-6), mindfulness (years 3-6), board games (years 3-6), cross country (years 4-6) Children who do not choose to attend a club are given additional opportunities to access extra curricular activities, through lunchtimes and additional visitors to school. PP pupils are given key responsibilities in school: school councillors, health champions, subject ambassadors, team captains and science ambassadors.

All children, especially those who attract the Pupil Premium, will have their emotional needs met, and experience positive wellbeing

Success criteria:	Progress made towards intended outcome in 2023-25
- Wishes & Feelings/ Hamish and Milo and associated documentation evidence sustained high levels of wellbeing	Individual evidence books introduced for pupils receiving emotional support work across school.
- Reduction in number of pupils requiring ongoing emotional support	

- Reduction in number of EHAs with emotional support as a primary need.		Autumn 23	Spring 24	Summer 24	Autumn 24	Spring 25	Summer 25	Autumn 25	Spring 26	Summer 26
	Number of children receiving in school emotional support	18	18	17	17	15	15	17		
	Number of children on ESPs with emotional support	4	3	1	4	4	0	1		

Parental engagement in school is positive and focussed with parents and families willing to engage and work with children

Success criteria: - Attendance for PP pupils will increase over time and unauthorised absences reduce - The number of lates for pupils in receipt of Pupil Premium reduced over time.	Progress made towards intended outcome in 2023-25 <table><tr><td></td><td>2023-24</td><td>2024-25</td><td>2025-26</td></tr><tr><td>Overall attendance for PP pupils</td><td>93.1%</td><td>92.2% (NA 92.2%)</td><td></td></tr><tr><td>Overall attendance for <u>Non PP</u></td><td>95.3%</td><td>95.9% (NA 95.8%)</td><td></td></tr></table> <table><tr><td></td><td>Autumn 23</td><td>Spring 24</td><td>Summer 24</td><td>Autumn 24</td><td>Spring 25</td><td>Summer 25</td><td>Autumn 25</td><td>Spring 26</td><td>Summer 26</td></tr><tr><td>% of late marks for PP pupils</td><td>1.55%</td><td>1.72%</td><td>2.76%</td><td>3.05%</td><td>3.72%</td><td>3.73%</td><td>2.27%</td><td></td><td></td></tr></table> Attendance and punctuality remains a key factor for PP pupils and will continue to be targeted in 2025-26		2023-24	2024-25	2025-26	Overall attendance for PP pupils	93.1%	92.2% (NA 92.2%)		Overall attendance for <u>Non PP</u>	95.3%	95.9% (NA 95.8%)			Autumn 23	Spring 24	Summer 24	Autumn 24	Spring 25	Summer 25	Autumn 25	Spring 26	Summer 26	% of late marks for PP pupils	1.55%	1.72%	2.76%	3.05%	3.72%	3.73%	2.27%		
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% of late marks for PP pupils	1.55%	1.72%	2.76%	3.05%	3.72%	3.73%	2.27%																										
-Analysis of attendance at parent events including consultations increases.	Attendance of PP pupils at parents evenings is tracked. For example, Spring 2024, 89% attendance for whole school, 87% for Pupil Premium parents. In Autumn 2025, 92% attendance for whole school, 89% for PP parents.																																
-Results in end of KS2 SATS (reading, writing & maths) will be above NA (due to increased parental engagement in supporting learning)	See table above At the end of KS2, Pupil Premium pupils at Edward the Elder achieved well above national average for all pupils in reading and maths and in line with national average for all pupils in writing.																																

Externally provided programmes

Programme	Provider
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TimesTable Rockstars	TT Rockstars
Purple Mash	2Simple
Hamish & Milo	University of Bath
Oxford Reading Buddy	Oxford University Press
1decision (PSHEe)	1decision Ltd
Dimensions	Learning Means the World
Floppy's Phonics/Oxford Reading	Oxford University Press
Twinkl	Twinkl
Nelson	Oxford University Press
NCETM	NCETM
Oak Academy	Oak National Academy
Language Angels	Nubridge Publishing

