

Pupil premium strategy statement.  
For the period from 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year 22/23 and the effect that last year's spending of pupil premium had within our school 21/22.

School overview July 2023

Detail	Data
School name	Edleston Primary School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Reviewed July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rachael Bagni
Pupil premium lead	Rachael Bagni
Governor / Trustee lead	Emma Humphries

Funding overview 22/23

Detail	Amount
Pupil premium funding allocation this academic year 22/23	£83,756
Recovery premium funding allocation this academic year	£2,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£86,656

Part A: Pupil premium strategy plan

## Statement of intent

### Objectives for our disadvantaged pupils

- To maximise potential by offering pupils an exceptional quality of education through a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils, the cultural capital they need to succeed in life.
- To consistently promote the extensive personal development of disadvantaged pupils, giving pupils access to a wide and rich set of experiences.
- To ensure that our disadvantaged children make good progress, from their starting points, in all areas of the curriculum, by offering behaviour support and support with improving attendance.

### Aims of our PP strategy

- To continue to improve quality of teaching for all.
- To improve attainment of all our children.
- Promote excellent attendance and reduce the percentage of persistent absenteeism.
- Promote well-being, mental health and safeguarding.
- Aim for every child to be a fluent reader by the time they leave our school.

### Key principles of the strategy plan

- To provide a clear sequence of learning so that the children can build on their prior knowledge and skills and make accelerated progress in knowing and remembering more to ensure sticky knowledge.
- To promote children's love of learning and enjoyment of school through provision of an exciting curriculum filled with trips, visits and wider experiences.
- To encourage excellent attendance by monitoring poor attendance and holding meetings with the families, the headteacher, and seeking support from outside agencies where appropriate.
- Prioritising the mental health and well-being of pupils through interventions such as drawing and talking and ELSA.
- We will promote reading for all by accurately assessing children's attainment to identify next steps. Teachers regularly read to the children and those children with a significant gap between their reading age and their chronological age have reading interventions three times a week. We offer a high quality phonics approach, using Read Write Inc at FS and KS1 and promote reading for pleasure. Our English scheme for Ks1 and KS2, Read to Write was adopted because the work is based on a quality text and has a focus on developing vocabulary.

## Challenges

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

Challenge number	Detail of challenge
1	In most year groups attainment of disadvantaged pupils is below 'all pupils' in reading, writing and maths in terms of reaching age related expectations and higher attainers
2	To support the mental health of our most vulnerable pupils, through group work and individual sessions, including opportunities to develop life skills and rich experiences
3	Disadvantaged pupils have a high rate of absence. In 2021/2022 it was 89.8%
4	In June 2022 70% of our disadvantaged pupils achieved the expected standard in phonics.

## 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	Evaluation summer 2022	Evaluation summer 2023	Evaluation summer 2024
1. All PP children make good progress in reading, writing and maths in relation to their starting points.	KS2 SATs show an increase in the % of disadvantaged children reaching age related expectations and an increase in those children reaching the higher standard.	64% of DP reached ARE in reading, 45% in writing, 55% in maths and 36% in EMC. There were 11 DP's, 4 were EAL, 1 child had an EHCP and 2 DP's were disapplied. 18% reached GD in reading. In reading and writing all children made at least expected progress, in maths all but one made at least expected progress. 5 made accelerated progress in reading, 1 in maths and 1 in writing.	DP's achieving ARE: R 55% W 45% M 55% GD R 27%  Within the 11 DP group, 3 children were disapplied [27%] 2 new to the country and English [1 refugee], 5 SEN All chdn with KS1 data made at least good progress and some accelerated [1 in R,W 3 in M]	
2. To support the mental health of our disadvantaged pupils, by offering small group / one to one interventions based on need	Amanda Edge is qualified as our senior mental health lead. Our vulnerable children have mental health support to enable them to access the curriculum.	Amanda E is now qualified as our mental health lead and Nicola TH is qualified as our ELSA TA.	Amanda E is completing her NPQ in Behaviour and Culture and Nicola TH implementing ELSA and starting training for MELSA.	
Our curriculum offer will be ambitious and foster aspiration amongst our pupils. Disadvantaged pupils have a range of experiences and opportunities, in line with their non-PP peers.	High take up of after school clubs. Disadvantaged pupils have the same experiences as do all other children.	66% of our disadvantaged pupils accessed after school clubs. All our DP children went on their class trips.	80% of our disadvantaged pupils accessed after school clubs. All our DP children went on their class trips	
4. Increase the attendance of our disadvantaged pupils, from an attendance rate of 92.6% in 2020/21 to at least 93% [dependent upon COVID rates in the school which have had a major impact on overall attendance].	Data shows an increase in attendance rate for our disadvantaged pupils.	2021/22 DP attendance was 89.8%. A new attendance policy has been written and implemented as from summer half term, with the objective to improve attendance of all children after COVID. School did have 2 outbreaks in the 21/22 year which had a significant impact on the attendance figures overall.	2022/23 DP attendance was 90.6%. We have continued with the new policy and procedure and bought in to Education Welfare Management to support target families.	

To maintain the % of disadvantaged children who reached the expected standard in the phonics screening test in 2021 which was 80%	Aim is for 80% of our disadvantaged pupils to reach the expected standard in the phonics screening test.	In June 2022 70% of DP achieved the expected standard.	In June 2023 67% of DP achieved the expected standard. [4/6 children]	
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### Activity in this academic year 2022/2023

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

#### Teaching

Budgeted cost: £ 80,000-cost of staffing plus NFER assessments and Y1 assessments. Staffing covers some of the cost for each TA in each class, plus lead behaviour professional and ELSA TA.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>To increase the % of disadvantaged pupils meeting the expected standard in English and maths combined from 36% to 45% through small group and individual interventions.</b>	+5 months for one to one tutoring Small group tuition is moderate impact for low cost +4 months TA interventions-moderate impact for moderate cost +4 months	1
<b>To increase the % of disadvantaged pupils achieving the expected standard in the phonics screening test in Y1. In June 2022 70% of DP achieved the expected standard. Target of 75% for 2023</b>	+5 months for one to one tutoring High impact for low cost  TA interventions-moderate impact for moderate cost +4 months  Extra phonics interventions for those children in Y1 and Y2 [June 22] who did not meet the expected standard. Y2 2022/23 it is 11 children and in Y3 2022/23 it is 6 children. This is done with extra TA interventions using RWI resources.	4
<b>To increase the % of DP who achieve the higher standard in English and maths combined from 0% in 2022 to 11% in 2023</b>	+5 months for one to one tutoring Small group tuition is moderate impact for low cost +4 months  TA interventions-moderate impact for moderate cost +4 months	1

Effective formative assessment (NfER) as a central point of T&L: Purchase of NfER standardised tests. Analysis for gaps based on previous terms test data	+8 months feedback, very effective as is very high impact for low cost. Assessment for learning +3 months, moderate impact for moderate costs.	1
Mental health interventions by Nicola and Amanda E Including ELSA and the drawing and talking programme.	Behaviour interventions Moderate impact for low cost +4 months, also some of the impact is not measurable in terms of data, it is more about attitude to learning which can be reflected in progress scores. Metacognition and self regulation-very high impact for low cost + 7 months	2
Extending the school time	Moderate impact for moderate cost + 3 months. Will be no cost to school as staff are employed at these times already. School to open 8.45-3.15.	1
To improve handwriting using the new scheme implemented in September 2022	Quality first teaching	1
To plan opportunities for retrieval of learning through planning daily learning challenges and a topic enquiry question in the foundation subjects. FS to include key vocabulary in their planning to improve vocabulary	Quality first teaching	1

### Targeted academic support

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up sessions led by Amanda S	+5 months for one to one tutoring Small group tuition is moderate impact for low cost +4 months	1
Through the NTP employ an academic mentor to support a year group in KS2	+5 months for one to one tutoring Small group tuition is moderate impact for low cost +4 months	1

## Wider strategies

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>To improve the overall attendance of disadvantaged pupils. 2021/2022 was 89.8%. School has a target of 93%</b>	Metacognition and self regulation-very high impact for low cost + 7 months Improving readiness to learn  +3 months parental engagement  School is using some funding to buy in the services of an outside agency to support attendance, plus the impact of the new attendance policy.	3
To carry out our school pledge to the best of our ability due to COVID restrictions.	Meta - cognition and self-regulation strategies +8 months Links to cultural capital, so our disadvantaged pupils have a variety of experiences and opportunities, in line with their non-PP peers	2

Total budgeted cost; £94,500

## 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 2020 to 2021 academic year.

To achieve national average progress scores in reading, maths and writing.	Data will be released in September 2022
To increase the % of disadvantaged pupils achieving the expected standard in the phonics screening test in Y1	In 2022 70% of pupils reached the expected standard in the phonics screening.
To increase the % of DP who achieve the higher standard in English and maths combined	No DP achieved the higher standard in English and maths combined. However 1 pupil scored greater depth in reading and all children [except one in maths] made at least expected progress and in some cases accelerated progress. The 1 child who did not make expected progress scored a SS of 99 [100 is needed to get expected].
To improve the overall attendance of disadvantaged pupils. 2020/2021 was 92.6%.	2021/2022 was 89.8%, however COVID has had an impact on attendance this year as school had 2 outbreaks. This is continuing as a target for the next academic year.