



## Edleston Primary pupil premium strategy statement

This statement details our school's use of pupil premium funding 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	Edleston Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	30% (64 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021-2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	K Goldsmith (from Jan 24)
Pupil premium lead	C Procter/K Goldsmith
Governor / Trustee lead	J Davies (from Oct 24)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,470
School Led Tutoring Grant	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£99,470

## Part A: Pupil premium strategy plan

### Statement of intent

Our school is an average sized primary school with 209 pupils on roll from aged 4-11, serving the local area of Crewe. 55.6% of our children have English as an additional language, which is higher than the National Average (22.8%).

Our curriculum is taught with the consideration of the needs of all learners: inclusion is at its heart, as is overcoming any social disadvantage. Through high quality teaching and a focus on reading and vocabulary, all children have the opportunity to achieve ARE in all subjects. Every child's progress and attainment, including disadvantaged pupils, is tracked using a robust system and pupils who require support to keep up are quickly identified and supported through additional teaching/coaching.

We use a range of diagnostic assessments in order to understand the barriers that some children may face and recognise that each individual's needs may be different. Once barriers have been identified we use evidence-based approaches to ensure that children receive targeted support so that they can achieve their full potential.

When analysing data, we will ensure that all staff are involved so that they are fully aware of the strengths and weaknesses across the school. This then leads to action planning for intervention groups. We will ensure that all teaching staff are aware of who the Pupil Premium and vulnerable children are, and that all Pupil Premium children benefit from the funding, not just those who are underperforming. Underachievement at all levels is targeted through teachers differentiating appropriately in class as well as the intervention groups and children's individual needs are considered carefully.

#### **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 Deputy headteacher, Office Manager, and seeking support from outside agencies where appropriate.
- Prioritising the mental health and well-being of pupils through interventions such as Thrive Online & 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 in EYFS/ KS1 and Fresh Start in KS2 (From Sept 24) 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.

### **Wider strategies**

Wider strategies relate to the most significant non-academic barriers to success in school. Enrichment and support can help disadvantaged pupils overcome the barriers they may face in their wider lives when compared to other children.

- Supporting pupils’ social, emotional and behavioural needs
- Supporting high levels of attendance and punctuality
- Communicating with and supporting parents/carers
- Providing opportunities to take part in all wider learning including trips and residential visits.

We recognise that not all pupils who are eligible for the pupil premium are socially disadvantaged and further, some children who experience disadvantaged backgrounds are not eligible for pupil premium funding.

### **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Through assessments and observations, it is evident that disadvantaged pupils generally have greater difficulties with phonics, writing and maths than their peers. This negatively impacts their development as readers.
2	Our attendance data and analysis show that a small proportion of disadvantaged pupils are persistent absentees and this impacts negatively on outcomes for these children.
3	Our assessments, including pupil and parent voice as well as an increasing volume of referrals from teacher and parents relating to wellbeing difficulties have identified social and emotional issues for children, in particular an increase in ‘worries’.

4	Limited life experiences and enrichment opportunities beyond the home. This has a negative impact on their personal development.
5	Significantly below average 'on entry' starting points.

### 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>1. Phonic knowledge will be secure and will lead to increased fluency in reading across all key stages. 1.</p> <p>Children make at least typical progress in writing. Some pupils make better than typical progress. Increased number achieving ARE and HS at the end of key stages.</p>	<p>Rigorous assessment process will identify any needs for intervention.</p> <p>1:1 or small group interventions will focus on addressing gaps in learning. Pupils will make rapid progress in acquiring basic skills and will be able to apply these in daily learning and in reading with fluency.</p> <p>Most PP children will pass the phonics screening test by the end of year 1 unless specific SEND. Children will use their phonics knowledge to support writing.</p> <p>Across all year groups, the number of pupils achieving ARE and the HS is greater than previous year attainment. Children in KS2 attain national average or better progress scores in reading, including those who are disadvantaged.</p> <p>1:1 or small group interventions will focus on addressing gaps in learning.</p> <p>1:1 or small group interventions will focus on addressing gaps in learning.</p> <p>Fresh Start Phonics groups for KS2 children.</p>
<p>2. To further improve attendance and punctuality</p>	<p>For the gap to be further narrowed in terms of attendance and punctuality. Data shows an increase in attendance rate for our disadvantaged pupils.</p>
<p>3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. To further improve social, emotional and mental health support for all pupils within school.</p>	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <p>Evidence of effective systems in place for the early identification of issues connected to mental health and wellbeing.</p> <p>Evidence of improvement in pupils physical and emotional health, wellbeing, approach to learning and enjoyment of school.</p> <p>For identified children to access appropriate ELSA interventions.</p> <p>Our vulnerable children have mental health support to enable them to access the curriculum.</p> <p>Thrive Online is implemented in school and whole school approach is in place.</p>

<p>4. Pupils have a breadth of experiences that enable them to contextualise their learning.</p>	<p>Taking part in all wider learning opportunities will be demonstrated by:</p> <ul style="list-style-type: none"> <li>• The school's curriculum offer includes a wide range of experiences which enrich and broaden children's thinking.</li> <li>• All pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</li> <li>• All PP children are accessing a range of school visits including residential visits during their time at Edleston.</li> <li>• Disadvantaged children are well represented in after-school clubs</li> <li>• The majority of disadvantaged children take on responsibility roles to represent our school in year six.</li> </ul>
<p>5. Improved oral language and vocabulary among all pupils, including disadvantaged.</p>	<p>Pupils are well supported to address delayed language and communication skills and they make accelerated progress from their different starting points.</p> <p>Pupils make rapid progress in the essential skills, especially reading, and catch up, addressing any gaps swiftly.</p> <p>Children demonstrate improved oral language skills and use of vocabulary. This is evidenced through pupil voice, book looks and formative assessments.</p>

### 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

Budgeted cost: £: £ 90,000-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
<p>Phonics review and training for all staff and TAs.</p> <p>Fresh Start implemented for KS2 children</p>	<p>Phonics underpins reading which supports all other areas of the curriculum. The government's reading framework has clear guidelines about the importance of phonics provision. As a school our phonics trend is 90%. To ensure our disadvantaged pupils attain this, we need to ensure our staff have up to date phonics CPD</p> <p>KS2 children have access to high quality intervention and are regularly assessed.</p>	<p>1</p>
<p>To increase the % of disadvantaged pupils meeting the expected standard in English and maths combined through small group and individual interventions. Yr 6 tuition groups and</p>	<p>TA interventions-moderate impact for moderate cost +4 months</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>In small groups: Small group tuition   Toolkit Strand  </p>	<p>1,5</p>

<p>extended conferencing by class teachers.</p> <p>They are facilitated in-house.</p> <p>10% of LSA time is dedicated to supporting disadvantaged children.</p>	Education Endowment Foundation   EEF	
<p>Use of standardised diagnostic NFER assessments.</p> <p>Mentoring of staff to ensure assessments are interpreted and administered correctly.</p> <p>Analysis for gaps based on previous terms test data</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1">https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</a></p>	1,5
<p>To increase the % of disadvantaged pupils achieving the expected standard in the phonics screening test in Y1.</p>	<p>+5 months for one to one tutoring High impact for low cost</p> <p>TA interventions-moderate impact for moderate cost +4 months</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</p> <p><a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</a></p>	1
<p>To increase the % of DP who achieve the higher standard in English and maths combined</p>	<p>Small group tuition is moderate impact for low cost +4 months</p> <p>TA interventions-moderate impact for moderate cost +4 months</p>	1
<p>Staff CPD</p> <p>CPD to develop expertise of staff to identify thresholds, needs and provision</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET.</p> <p>EEF Guide to the PP:</p> <p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</i></p> <p>EEF guidance report and online training</p> <p>Making the best use of teaching assistants</p> <p>Guidance from SEN in mainstream schools. EEF Oct 21</p>	1, 5
<p>Additional Phonics support – Additional staff released to support Whole – class and group phonic sessions throughout KS1</p> <p><b>Fresh Start Intervention with HLTA</b></p>	<p>Phonics has had a positive impact for early reading throughout KS1 and is an important component in this early development. Particularly for children from disadvantaged backgrounds.</p>	1
<p>Teaching Assistants employed to deliver</p>	<p>EEF evidence shows that targeted interventions can have positive impact on progress. Well trained TAs provide</p>	1

targeted interventions	targeted support within the classroom. TAs also lead interventions tailored to individual children's needs. Impact of interventions is tracked for effectiveness and interventions enable children to access their age-related curriculum.	
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 – Introduction of Primary Quiz	Quality first teaching	1
Mental health interventions by NTH & AE. Including ELSA and the drawing and talking programme. Review of Behaviour incidents Thrive Online Lead Practitioner Training to commence	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. <a href="https://www.elsa-support.co.uk/what-is-elsa-intervention/">https://www.elsa-support.co.uk/what-is-elsa-intervention/</a> <a href="https://www.thriveapproach.com/thrive-online">https://www.thriveapproach.com/thrive-online</a>	3
Attendance team support, regular checks and meetings	Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. EEF Toolkit: Parental engagement +4	2

### Targeted academic support

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils including the bottom 20%, who require further phonics support to aid reading.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  Engage with parents and Education Welfare Consultant promote positive attendance.	2

support officers to improve attendance.		
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**Wider strategies** Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise costs of visits / in school activities where voluntary contributions are asked of children. Subsidise costs of residential visits.	EEF Outdoor Adventure Learning - +4 Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. Residentials to be provided that have been subsidised – through grants /funding obtained (Ogwen) or through sponsorship (Hucklow)	3,4
Whole staff training on supporting mental health and wellbeing of children and young people. The aim of this training is to embed a whole school approach to understanding mental health, identifying need early and effectively supporting children who have been identified.	Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn. The latest edition of the whole school or college approach, updated for autumn 2021 by Public Health England (PHE) and the Department for Education, defines the areas to be considered to enable good mental health and wellbeing practice. <a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a>	3
Effective deployment of staff, Teaching Assistants to support key children and year groups.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a> Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	1,3,5
To improve the overall attendance of disadvantaged pupils. School has a target of 95%	Metacognition and self regulation-very high impact for low cost + 7 months Improving readiness to learn 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.	2
To work with a Lead Practitioner to further develop the curriculum and provision in EYFS.	EEF – Communication and Language EEF – Early Literacy & Maths DfE – Strong Foundations/ Best Start in Life Forest Schools: impact on young children in England and Wales EEF – Play Based Learning	5

**Total budgeted cost: £99,000**



## Part B: Review of outcomes in the previous academic year

We continue to ensure that our disadvantaged children were supported fully in their learning and well-being.

Disadvantaged pupils have taken part in intervention groups to support their learning to help them catch up.

Access to High Quality Teaching remains a key priority for all children, in particular disadvantaged.

Early reading, maths and writing remained a focus, and the school following an audit, invested heavily in training, resources and access to the Read Write Inc Portal in order to enhance and further develop the teaching of phonics for Reception, Year 1 and Year 2.

Children had targeted daily support from teachers or TA's.

Disadvantaged were prioritised for support to ensure that their mental health and wellbeing was addressed and that they felt ready to engage with face-to-face learning.

Attendance was carefully monitored and work done with an outside provider to work with some of our identified families.

Year 6 had carefully planned interventions to further boost and develop their learning. They also had a lot of support for mental health and wellbeing.

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data from tests and assessments suggest that, despite some strong individual performances, there is still an attainment gap between our disadvantaged pupils and non-disadvantaged pupils which was affected by the pandemic.

An increasing number of our PP pupils have additional needs and although make progress some are still working below age related expectations in some areas.

In Rec, 75% pupils achieved the ELG. 75% for Number, 75% for Writing and Reading. All were working below age expectation on entry.

In Year 1 67% of disadvantaged pupils passed the phonics screening test.

Year 2 took the non-statutory assessments. 86% of pupils achieved expected standard in reading. In Maths and Writing it was 71%.

In Year 6 11% pupils achieved expected standards in Reading, Writing and Maths. Many of the identified group and low attendance, some SEN and support for Mental Health/Emotional Wellbeing.

Across the school, In Maths 68% of disadvantaged children achieved ARE or better, 10% of children achieved the HS. In Reading 57% of disadvantaged pupils achieved ARE or better, 10% achieved HS. In Writing 57% of disadvantaged children achieved ARE.

Across the school, In Maths 56% of disadvantaged children made expected progress or better, 3% of children made accelerated progress. In Reading 65% of disadvantaged pupils made expected progress or better, 15% made accelerated progress. In Writing 69% of disadvantaged children made expected progress or better, 7% of children made accelerated progress.

**Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Mental Health Support Team	NHS / Cheshire East
Kapow	Kapow
Read Write Inc Portal	Ruth Miskin
TT Rockstars	Maths Circle
Thrive Online	Thrive Online
ELSA/MELSA	
PSHE Scheme	Jigsaw
Support for EYFS Curriculum development	Evidenced Education
Send a Child to Hucklow	Nightingale Centre