

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Edgewood Primary & Nursery School
Number of pupils in school	323 inc nursery
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	31.12.2022
Date on which it will be reviewed	31.12.2023
Statement authorised by	Ed Seeley
Pupil premium lead	Miss L Giles
Governor / Trustee lead	Ms Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,465
Recovery premium funding allocation this academic year	£4749
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£104,214 n/a

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim for our disadvantaged pupils is that children in our school who are in receipt of Pupil Premium have outcomes that are in line with their peers. We aim to do our best to ensure they are not disadvantaged as a result of their socio-economic context.

Our school is a primary and nursery school catering for children aged 3-11 located in Hucknall, Nottingham. Edgewood is located in the borough of Ashfield which is rated as the second most deprived district of Nottinghamshire. Our school has mixed classes in years 1-6 and has 45 children per year group. It is a larger than average-sized primary school and most pupils are White British. There are very few pupils from minority ethnic backgrounds or with English as an additional language. The proportion of children eligible for Pupil Premium is higher than the national average. The proportion of pupils with special educational needs who are also Pupil Premium is 16%.

At Edgewood we try to provide a broad range of opportunities to support both Pupil Premium children's academic progress and emotional wellbeing. To ensure we select the most effective approaches, a range of evidence based research undertaken by a range of sources is consulted. These include The Sutton Trust, The Education Endowment Foundation (EEF) and the Government's own research and case studies. The EEF provide the most comprehensive research but we also use The Sutton Trust to provide an overview of the popular approaches used across other schools.

Our current Pupil Premium strategy works towards achieving our overall aim by:

- Supporting teachers to develop their practice to ensure children receive quality first teaching.
- Providing tailored 1:1 and small group support and interventions from experienced and skilled teaching assistants and teachers in a range of subject areas.
- Purchase additional resources to ensure PP pupils have improved access to strategies.
- Providing opportunities for pupils to participate in enrichment activities to broaden their experiences.
- Provide appropriate pastoral provision to support pupils in their emotional and social development.

Our key principles are as follows:

- To ensure the needs of all pupils are met by high quality teaching and learning opportunities.
- To ensure that the needs of our most vulnerable pupils are identified by class teachers and the Pupil Premium leader through rigorous analysis of data.
- Class teachers (with the support of the Pupil Premium Leader) will identify pupils who need more tailored support and will put into place effective interventions and support to ensure these children are making accelerated progress.
- Alongside academic support, we will ensure that we support the emotional, social and mental health needs by accessing appropriate provision from our pastoral support team.
- To ensure we raise the aspirations of our Pupil Premium pupils by providing them with opportunities to have experiences they may not have done ordinarily.

Challenges

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

Challenge number	Detail of challenge																										
1	<p>Attendance and punctuality difficulties.</p> <p>For summer 2022 PP attendance was 90.21% vs 93.12% average for all pupils. 36.99% of PP were persistently absent compared to 24.92% average for all pupils. This has worsened for all groups of pupils compared with the 2021/22 academic year.</p>																										
2	<p>Assessments indicate that attainment in core subjects across the school for PP pupils is on average lower than their peers.</p> <p>EYFS: 37.5% of PP pupils in reception achieved a good level of development compared to 61.4% of all pupils combined.</p> <p>Phonics: 50% of PP pupils passed the phonics screen check compared to 82% of non PP pupils (only 4 PP pupils so each child is worth 25%).</p> <table border="1"> <thead> <tr> <th>End of KS1</th> <th>Level of PP pupils achieving expected or above</th> <th>Level of all pupils achieving expected or above</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>63.6%</td> <td>67.5%</td> </tr> <tr> <td>Writing</td> <td>54.5%</td> <td>55%</td> </tr> <tr> <td>Maths</td> <td>63.6%</td> <td>65%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>End of KS2</th> <th>Level of PP pupils achieving expected or above</th> <th>Level of all pupils achieving expected or above</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>57.1%</td> <td>67.4%</td> </tr> <tr> <td>Writing</td> <td>46.7%</td> <td>56.8%</td> </tr> <tr> <td>Maths</td> <td>57.1%</td> <td>67.4%</td> </tr> </tbody> </table>			End of KS1	Level of PP pupils achieving expected or above	Level of all pupils achieving expected or above	Reading	63.6%	67.5%	Writing	54.5%	55%	Maths	63.6%	65%	End of KS2	Level of PP pupils achieving expected or above	Level of all pupils achieving expected or above	Reading	57.1%	67.4%	Writing	46.7%	56.8%	Maths	57.1%	67.4%
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3	Language skills/ vocabulary in EYFS for disadvantaged pupils (those eligible for EYPP, PP and in general) are low on entry.
4	Aspirations and life experiences are more limited than their peers.
5	The emotional and behavioural needs of our PP pupils are higher than those non PP pupils. 51% of pupils receiving pastoral support are PP. During the last academic year 29 red cards were given to PP pupils compared with 75 given to non PP pupils. Which equates to 28% of red cards being given to PP pupils which is a high percentage compared to how many PP pupils in total compared to non PP (25%.)

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
Attendance for Pupil Premium pupils improves and persistent absence reduces.	Attendance data indicates that the gap to national closes year on year.
Pupil Premium pupils are making better progress than their peers ensuring the gap in these key areas are closing.	Insight tracking and end of year summative data shows in key areas that year on year the Pupil Premium Pupils are making accelerated progress and performing broadly in line with their peers.
Pupil Premium pupils leaving F1 language and early phonics skills are more in line with their peers.	The language/ early phonics skills of Pupil Premium Pupils leaving F1 show accelerated progress and an improved level compared with starting figures.
Pupils have high aspirations in line with their peers and have the knowledge, skills and characteristics required to achieve them.	Pupils show high ambitions and have access to a wide variety of enrichment opportunities. Teachers have identified those PP pupils who would benefit from enrichment opportunities and these pupils have been given opportunities to participate in enrichment strategies. PP pupils are able to verbalise their aspirations and demonstrate they know how they will go about achieving these.
The number of children requiring pastoral support or behavioural intervention reduces.	The number of red cards given to PP pupils is reduced and is in line with peers.

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: £10,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Leader £2000 + CPD & release time £2000	In previous years we have found that having a dedicated Pupil Premium Leader (with time to carry out this role) has been effective in ensuring strategies are able to be put into place and be monitored to ensure effectiveness.	All
Anxiety Training CPD £320	'Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils' EEF	5
Monster phonics scheme for F1 £1000 + additional nonfiction monster phonics books £1000	'Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.' EEF	2, 3
Staff CPD £2000	'Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils' EEF	2
Release time for monitoring/ WITLO £2000	'Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils' EEF	2

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

Budgeted cost: £44,427

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA support to run 1:1 and group work interventions. £40399</i>	'Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.' EEF	2, 3
<i>Teacher run 1:1 and group work tutoring £3528</i>	'Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.' EEF	2,3
<i>Revision guides for Yr 6 £500</i>	In previous years we found that the parents of Pupil Premium children were less likely to purchase revision guides for their children. By purchasing guides for them, we can ensure they have equal access to resources.	2

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

Budgeted cost: £49,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support £39500	'The average impact of successful social and emotional learning interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.' EEF	5
Cool milk £2000	Statutory to provide	N/a
TA support for PP children with behaviour needs. £5000	'The average impact of successful social and emotional learning interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to	5

	learning and social relationships in school.' EEF	
Anxiety support workshop for parents	'The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.' EEF	5
Enrichment activities £2000	'Extra-curricular activities are an important part of education in its own right. These approaches may increase engagement in learning.' EEF	4
Author visit for EYFS, KS1 & KS2 £1000 & books	In previous years we found that the parents of Pupil Premium children were less likely to purchase additional resources such as books for their children when events were run in school. By purchasing books for them, we can ensure they have equal access to resources and enrichment opportunities.	4

Total budgeted cost: £104,247

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 2021 to 2022 academic year.

<p>Intended outcome 1: Attendance for Pupil Premium pupils improves and persistent absence reduces.</p> <p>Pupil Premium attendance last year was 90.31% compared to 93.12% non PP children. This is a drop of 1% from 2021/22 academic year but the same figure as the 2020/21 academic year. Attendance across all pupil groups have been negatively impacted by coronavirus and the changing of the 'I' and 'U' codes. As these figures have not improved as we would have liked attendance for the whole school, and with a focus on Pupil Premium pupils will feature on the School Development Plan.</p>																																									
<p>Intended outcome 2: Parents are engaged in their children's learning and are willing support them at home.</p> <p>All school staff have worked to engage with parents who are reluctant to attend meetings or parents evening appointments. They have built positive relationships with these parents to ensure they feel comfortable to attend and ask for support when needed. We have found in cases where positive relationships were built the parents were able to support their child's learning at home more confidently.</p>																																									
<p>Intended outcome 3: Pupil Premium pupils are making better progress than their peers ensuring the gap in these key areas are closing.</p> <p>EYFS 2022: 37.5% of PP pupils in reception achieved a good level of development compared to 61.4% of all pupils combined. Difference of 23.9%</p> <p>EYFS 2019: 50% of PP pupils in reception achieved a good level of development compared to 68.9% of all pupils combined. Difference of 18.9%</p> <table border="1"> <thead> <tr> <th></th> <th>2019</th> <th>2019</th> <th>Difference</th> <th>2022</th> <th>2022</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>End of KS1</td> <td>Level of PP pupils achieving expected or above</td> <td>Level of all pupils achieving expected or above</td> <td></td> <td>Level of PP pupils achieving expected or above</td> <td>Level of all pupils achieving expected or above</td> <td></td> </tr> <tr> <td>Reading</td> <td>50%</td> <td>70.2%</td> <td>- 20.2%</td> <td>63.6%</td> <td>67.5%</td> <td>- 3.9%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>63.%</td> <td>- 13%</td> <td>54.5%</td> <td>55%</td> <td>- 0.5%</td> </tr> <tr> <td>Maths</td> <td>66.7%</td> <td>70.2%</td> <td>- 3.5%</td> <td>63.6%</td> <td>65%</td> <td>- 1.4%</td> </tr> </tbody> </table>								2019	2019	Difference	2022	2022	Difference	End of KS1	Level of PP pupils achieving expected or above	Level of all pupils achieving expected or above		Level of PP pupils achieving expected or above	Level of all pupils achieving expected or above		Reading	50%	70.2%	- 20.2%	63.6%	67.5%	- 3.9%	Writing	50%	63.%	- 13%	54.5%	55%	- 0.5%	Maths	66.7%	70.2%	- 3.5%	63.6%	65%	- 1.4%
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End of KS2	Level of PP pupils achieving expected or above	Level of all pupils achieving expected or above		Level of PP pupils achieving expected or above	Level of all pupils achieving expected or above	
Reading	72.7%	88.6%	-15.9%	57.1%	67.4%	-10.3%
Writing	90.9%	88.6%	+2.3%	46.7%	56.8%	-10.1%
Maths	81.8%	93.2%	-11.4%	57.1%	67.4%	-10.3%

Intended outcome 4: Pupils are able to self-regulate and manage emotions in appropriate ways.

Our pastoral support team have had a crucial role in developing the confidence of pupils they work with. The team have also worked to improve the attendance of the PP children who have persistent lateness and absences. They have worked to support pupils have found being in class difficult and have helped to re integrate them within the classroom.

Intended outcome 5: Pupils have high aspirations in line with their peers.

Due to the ongoing Covid Pandemic we have struggled to provide as many enrichment opportunities as we would have liked. We were able to provide in school drumming sessions for a selection of Pupil Premium Pupils free of charge. Pupil who attended were enthusiastic and engaged throughout sessions and came back to class excited to share what they had done. Going forward for the next academic year we hope to provide a wider range of enrichment and raising aspirations opportunities.

Externally provided programmes N/a

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

Measure	Details

<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Additional tutoring sessions In school drumming lessons</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>The pupil attended six drumming sessions showing they were excited to attend. They were enthusiastic and engaged throughout the sessions.</p> <p>They attended a series of additional small group tutoring sessions led by a qualified tutor to develop their writing skills. The tutor said they had made good progress during the sessions and by the end they 'could generate interesting ideas to write. They can use a variety of adjectives in their writing independently and include adverbs and conjunctions.'</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.