

Pupil premium strategy statement – Edgewood Primary School – 2023/2024

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	332 (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	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Ed Seeley
Pupil premium lead	Miss L Giles
Governor / Trustee lead	Mr Blount

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,670 (FSM FSM6 Service children Post LAC)
Recovery premium funding allocation this academic year	£10,730
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£118,400

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	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 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 schools 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 Governments 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 practise 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.
- Improving parental engagement to enable parents/ carers to support their child's education.
- Putting into place additional strategies to improve attendance to ensure PP children attend school as much as possible.
- 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	<u>Key action on School Development Plan.</u> Phonics attainment. Year 1 Phonics Screen results show that 55.6% of PP pupils pass the screening compared to (66.8% national) 64.4% of non PP pupils within the school. Year 2 Phonics Screen results show that 50% of PP pupils passed the screening compared to 76.9% of non PP pupils within the school.
2	<u>Key action on School Development Plan.</u> Speech and language across the school are impacting other areas of the curriculum causing there to be a gap in the attainment of PP and Non PP – specifically in Spelling and Grammar assessments.
3	PP pupil's attendance was 92.45% compared to 94.64% of non PP pupils. This reduces their school hours and can cause them to fall behind their peers.
4	Internal and external assessments indicate that attainment in reading and writing among disadvantage pupils is lower than that of non-disadvantaged pupils at the end of KS1 and KS2.

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 oracy skills are more in line with their peers and therefore impacting positively on their reading and writing skills.	Teachers are confident to support and develop the oracy skills of the children in their class across the curriculum. Lesson observations show that pupils oracy skills are being addressed and are improving consistently. 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 KS1 phonics skills are more in line with their peers.	Phonics screen data (including Yr 2 retakes) show a high percentage of PP children are passing the Phonics Screen Check (or retake).

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: £ 23,068

Activity	Evidence that supports this approach	Challenge number(s) addressed	Tiered approach to PP spending strand (please refer to numbered sheet)

<i>Pupil Premium Leader £2000 +CPD & release time £2000</i>	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	All
<i>Staff CPD £5,000 (Rainbow Grammar, Language Lead Training, Trauma Informed Behaviour).</i>	‘Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils’ EEF	5	1, 2
<i>Spelling Shed, Maths Shed, and Quiz Shed subscriptions £1500</i>	‘Homework has a positive impact on average (+ 5 months)’ EEF	4	5
<i>Release time for monitoring/ WITLO £3000</i>	‘Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils’ EEF	2	3
<i>Voice 21 £2000 + release time to implement</i>	Evidence indicates that ‘On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.’ EEF	2	2
<i>Monster Phonics Non – Fiction books purchased £219</i>	‘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	5
<i>Monster Phonics spelling subscription £349</i>	‘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	2, 3	5

	younger learners (4–7 year olds) as they begin to read.’ EEF		
--	---	--	--

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

Budgeted cost: £ 80,559

Activity	Evidence that supports this approach	Challenge number(s) addressed	Tiered approach to PP spending strand (please refer to numbered sheet)
<i>TA support to run 1:1 and group work interventions (1/4 of non TA costs) £35,000</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	4	7, 8, 9
<i>Teacher run 1:1 and group work tutoring £10,000</i>	‘Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.’ EEF	2,3	6
<i>Revision guides for Yr 6 £500</i>	In previous years we found that the parents of Pupil Premium children we less likely to purchase revision guides for their children. By purchasing guides for them, we can ensure they have equal access to resources.	2	7
<i>Monster Phonics Comic KS2 intervention materials £59</i>	‘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	2, 3	7

	olds) as they begin to read.’ EEF		
--	--------------------------------------	--	--

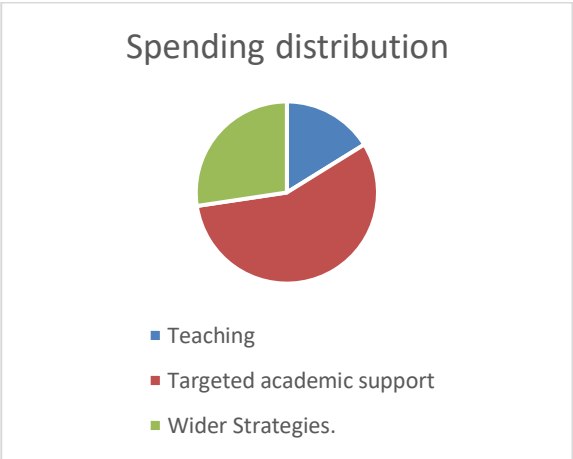
Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 39,047

Activity	Evidence that supports this approach	Challenge number(s) addressed	Tiered approach to PP spending strand (please refer to numbered sheet)
Pastoral Support 1/2 of costs) £22907	‘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	10, 11
Attendance officer – 1 day a week – half of cost £4000	Recommendation from the service manager at Family Services.	3	11
Attendance rewards £1500	Recommendation from the service manager at Family Services.	3	11
Science enrichment club £2000	EEF state that due to limited research aspirational based approaches should be monitored closely and meet the needs of the particular school.		12
Author visits & books £1000			12
Trips £2000			12
Parent/ carer workshops & release time £2000	‘Parental engagement has a positive impact on average of 4 months’ additional progress.’ EEF		15
Cool milk £2000	Statutory to provide	N/a	14
TA support for PP children with behaviour needs. £2000	‘The average impact of successful social and emotional learning interventions is an additional four months’ progress over the course of a	5	10, 11

	year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.' EEF		
--	---	--	--

Total budgeted cost: £ 109,034



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Intended outcome 1: Attendance for Pupil Premium pupils improves and persistent absence reduces.</p> <p>Some progress has been made towards outcome.</p>	<p>Pupil Premium attendance last year was 92.45% compared to 94.64% for non PP children. Whilst this is a difference of -2.19% between PP and Non PP. The attendance of PP children is however an improvement of 1.07% from the 2022/2023 academic year.</p> <p>21.18% of PP are persistently absent compared to 12.19% of the whole school. However this is an improvement of 13.14% from the 2022/203 academic year where 35.14% of PP children were persistently absent.</p> <p>As these still show a difference between PP and non PP the focus on their attendance will continue to feature on the SDP.</p>																											
<p>Intended outcome 2: Pupil Premium pupils are making better progress than their peers ensuring the gap in these key areas are closing.</p>	<p>The Pupil Premium Leader undertook several work scrutinies throughout the academic year to compare the quality and quantity of work by PP and non PP children. During these work scrutinies both the quality and quantity of work was comparable and minimal difference, if any at all was noted.</p> <p>All class teachers produced a vulnerable Indicators document where they recorded their PP children (alongside LAC, SEN etc) to highlight those children who would need to be monitored more closely. Teachers used this document throughout the school year to inform their practise.</p> <p>EYFS 2023: 50% of PP pupils in reception achieved a good level of development compared to 64.4%. Difference of 14.4%. Broadly in line with comparable groups locally and nationally.</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> <table border="1" data-bbox="422 1825 1426 2056"> <thead> <tr> <th></th> <th>2022</th> <th>2022</th> <th>Difference</th> <th>2023</th> <th>2023</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>63.6%</td> <td>67.5%</td> <td>- 3.9%</td> <td>33.3%</td> <td>70.5%%</td> <td>-37.2%</td> </tr> </tbody> </table>								2022	2022	Difference	2023	2023	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	63.6%	67.5%	- 3.9%	33.3%	70.5%%	-37.2%
	2022	2022	Difference	2023	2023	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	63.6%	67.5%	- 3.9%	33.3%	70.5%%	-37.2%																						

Writing	54.5%	55%	- 0.5%	33.3%	63.6%	-30.3%
Maths	63.6%	65%	- 1.4%	66.7%	79.5%	-12.8%

Maths higher than comparable groups locally and nationally.

Reading and Writing lower than comparable groups locally and nationally.

	2022	2022	Difference	2023	2023	Difference
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	57.1%	67.4%	-10.3%	57.1%	73.3%	16.2%
Writing	46.7%	56.8%	-10.1%	57.1%	71.1%	14%
Maths	57.1%	67.4%	-10.3%	64.3%	71.1%	6.8%

Maths better than comparable groups locally and nationally.

Reading and Writing slightly lower.

DPs KS1 to KS2 progress

R 0.9

W 1.5

M 0.6

Better than local and national

Impact of 2022-2023 School Led Tutoring:

Tutoring impact 2022 - 2023 – Children tutored						
	Reading		GPS		Maths	
	Average scaled score Autumn 2	Average scaled score Summer 2	Average scaled score Autumn 2	Average scaled score Summer 2	Average scaled score Autumn 2	Average scaled score Summer 2
Yr 1 data is spring 2 – sum 2						
<u>Year 1</u>	97	101	99	96	95	96
Year 2 - No data assembly						
Year 3	102	94	102	104	105	107
Year 4	98	101	101	105	102	107
Year 5	97	92	96	93	97	93
Year 6						
Average	98.5	97.0	99.5	99.5	99.8	100.8
Average difference		-1.5		=		+1

Tutoring impact 2022 - 2023 – Children <u>not</u> tutored						
	Reading		GPS		Maths	

		Average scaled score Autumn 2	Average scaled score Summer 2	Average scaled score Autumn 2	Average scaled score Summer 2	Average scaled score Autumn 2	Average scaled score Summer 2
	Yr 1 data is spring 2 - sum 2						
	Year 1	102	103	108	102	104	106
	Year 2						
	Year 3	101	100	98	100	98	98
	Year 4	102	97	98	98	99	103
	Year 5	105	103	105	105	108	104
	Year 6						
	Average	102.5	100.8	102.3	101.3	102.3	102.3
	Average difference		-1.7		-1		=
Intended outcome 3: Pupil Premium pupils leaving F1 language and early phonics skills are more in line with their peers.	<p>Due to implementing the Monster Phonics Foundations programme within Nursery we saw a very positive impact on the phonics (specifically blending) skills of the children.</p> <p>86% of children in Nursery who moved into Reception at the end of the 2022/2023 academic year made above expected progress in Word Reading. 50% of EYPP children made expected progress (1/2).</p> <p>90% of children in Nursery who moved into Reception at the end of the 2022/2023 academic year made above expected progress in Listening, Attention and Understanding. 100% of EYPP children made expected progress (2 children).</p> <p>Good progress has been made towards outcome.</p>						
Intended outcome 4: Pupils have high aspirations in line with their peers and have the knowledge, skills and characteristics	<p>Pupil Premium funding was used to fund author visits from EYFS – KS2 alongside purchasing a book each to ensure children were able to have a high quality text to take home.</p> <p>The Science lead took a group of pupils to the Nottingham Festival of Science and Curiosity where the children were emersed in technology and real life applications.</p>						

<p>required to achieve them.</p> <p>Limited progress has been made towards this outcome.</p>	
<p>Intended outcome 5: The number of children requiring pastoral support or behavioural intervention reduces.</p> <p>Limited progress has been made towards.</p>	<p>45% of red cards issued last academic year were to PP pupils. In the previous academic year 2021/2022 39% of red cards issued were to PP pupils. This is significantly higher than the year before but represents an academic year where there were a significant number of children who had challenging behaviours and/ or SEN. These children were supported in school with a range of strategies including support from the pastoral team, SLT and increased time from Tas.</p> <p>In the 2022/2023 academic year 51% of pupils receiving pastoral support were PP pupils. During the first term of the 2023/2024 academic year this percentage had lowered to 41%.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/a	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Additional tutoring sessions Enrichment visit from author and book provided free of charge
The impact of that spending on service pupil premium eligible pupils
The pupil attended a workshop session with a visiting author that they were excited to attend. They were enthusiastic and engaged throughout the session and was given a book purchased using the PP budget to keep and take home. They attended a series of additional small group tutoring sessions led by a qualified tutor to develop their writing skills. They were engaged during the sessions and showed an improvement in their skills.

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.