

Pupil premium strategy statement

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 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	216 (+23 Nursery)
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	L Dollery (Associate HT)
Pupil premium lead	B Highman (HT)
Governor / Trustee lead	Wendy Carter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,553
Recovery premium funding allocation this academic year	£15,153
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	£155,706

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour 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”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ 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 that teaching and learning meets the needs of all the pupils
- Ensuring that appropriate provision is made for vulnerable pupils; this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed

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. Pupil premium funding will be allocated to support those who school feel would most benefit from the intervention.

Achieving these objectives:

- Improving the quality of teaching - ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is effective.
- To ensure Teaching Assistant support is provided to each class – ensuring support for small groups and 1-1 where needed

- Provide teacher and HLTA-led intervention across school to the highest priority groups to ensure accelerated progress is made by disadvantaged pupils.
- Provide a part time behaviour and emotional support worker in order to ensure children's mental health is supported within school, in order to help them achieve.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

The pupil premium funding will be aimed at accelerating progress in order to ensure disadvantaged pupils achieve at least age-related expectations.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing and Maths
2	Attendance is below NA, and there are some issues with punctuality
3	Emotional difficulties with a core group of children
4	Poor parental engagement in learning
5	Pupils have limited experiences beyond the school environment

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
Attainment in reading, writing and maths	Achieve at least national average attainment scores in reading, writing and maths
Progress in reading, writing and maths	Achieve positive progress for disadvantaged pupils in reading, writing and maths
Attendance will be above National Average	Attendance for disadvantaged pupils will be higher than 96%

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: £93,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA support in every class 6xTAs and 2xHLTAs £91,343 from PP budget (overall £180,981 cost)</p> <p>TA CPD programme</p>	<p>EEF + 4</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. At Edward the Elder, the teaching assistants are deployed to both support the teacher within the classroom environment, both with small groups/1:1 and to provide targeted intervention, outside of the classroom.</p> <p>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.</p> <p>Teaching assistants at Edward the Elder are undertaking a CPD programme to support teaching & learning. This includes observations of colleagues.</p>	<p>1</p>
<p>Purchase of additional phonics resources £1,500</p>	<p>EEF + 5</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them.</p>	<p>1, 4</p>

	<p>Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p> <p>At Edward the Elder, we reviewed the books available for pupils to take home. Consequently, we have invested in 222 new 'Early Reading' books to support the first initial phonics phases. This will ensure pupils' in-class learning and home reading is directly matched. We have also paired the launch of the new materials with additional materials for parents to support and encourage reading at home.</p>	
<p>Whole class reading CPD x 4 half days (£134 per half day release time for English lead)</p>	<p>EEF + 6</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation). Strategies are often taught to a class and then practiced in pairs or small groups.</p> <p>At Edward the Elder, we have invested time and resources into developing staff CPD of Whole Class Reading.</p>	1
<p>Oral language intervention</p>	<p>EEF (+5)</p> <p>Oral language interventions emphasise spoken language and verbal interaction in the classroom so that learners benefit from explicit discussion of content or the processes of learning, or both. Approaches include: targeted reading aloud and discussing books with young children, explicitly extending pupils' spoken vocabulary and the use of structured questioning to develop reading comprehension.</p> <p>Edward the Elder will partake in oral language interventions during the year, particularly in Early Years. No further training is required for staff.</p>	1

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

Budgeted cost: £42,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of additional teacher/HLTA to provide small group tuition to disadvantaged pupils across the school</p> <p>Teacher – 1.5 days a week intervention (Years 1,4,5) (£16,500)</p> <p>HLTA – 5 days a week intervention (Years 2,3,6) (£25,547)</p>	<p>EEF + 4</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>At Edward the Elder, small group tuition/intervention is provided. The staff delivering the tuition plan it alongside the class teacher to ensure it is tailored exactly to the pupils' needs. Feedback is given to the teacher following every session.</p>	<p>1</p>

<p>6 children to receive 1:1 catch up provision from National Tutoring Programme (15 hours per child at £18 an hour =£270 per child x 6 children = £1620)</p> <p>75% funded by Gov, so cost to school = £405</p>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Having analysed our cohorts we have identified that there are 6 children across Years 2 & 3 who despite other interventions have not yet passed the Year 1 phonics check and may benefit from intervention in this manner.</p>	<p>1</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,884

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of behaviour and emotional support worker (3 days) (£9,884) and behaviour & emotional leader (1 day) (£6,000)</p> <p>Headteacher to undertake training as Senior Mental Health Lead (fully funded by government at £1,200)</p>	<p>EEF + 4</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>At Edward the Elder, the SEL interventions take the form of more specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</p> <p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	<p>3</p>

	<p>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p> <p>At Edward the Elder, the Behaviour and Emotional learning leader has weekly sessions with the Behaviour and Emotional support worker to ensure the quality and effectiveness of the intervention is apparent.</p>	
<p>Employment of school-based EWO (£2,500) including provision for late gate/ parental engagement meetings</p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <p>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 EWO to engage with target families and establish action plans/ EHAs</p>	1,2,3,4
<p>Parental workshops to support learning and face to face meetings to support eg residential</p> <p>Provision of toast every morning for all pupils (£1,000)</p>	<p>EEF + 4</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <p>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</p> <p>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.</p> <p>At Edward the Elder, we have planned a series of parental workshops</p>	4

	<p>throughout the year, to support parents to understand phonics, maths strategies, PE learning, and, for example, residential, SATs expectations. We have also increased parental engagement through Text-message alerts and regular learning-based Twitter updates.</p>	
<p>Physical activity-based after school clubs</p> <p>£500</p>	<p>EEF +1</p> <p>Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise.</p> <p>This might be through organised after school activities or a programme organised by a local sporting club or association. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy, or mathematics lessons.</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics.</p> <p>At Edward the Elder, a series of physical activity after school clubs are offered to parents either free of charge, or heavily subsidised. These include dance and multisports.</p>	5
<p>Early Years interventions</p>	<p>EEF (+5)</p> <p>These aim to ensure that children have the educational pre-school or nursery experiences that prepare them for the rest of their school lives. These include multi-component programmes of provision and focus on disadvantaged children. Some also offer parental support. To be effective, well-qualified and well-trained staff are essential, these interventions take place over a longer period (more than a year) and include a mixture of children from different social backgrounds, as well as a strong educational component.</p>	1,3

	At Edward the Elder, we advocate this approach but these are currently planned to be delivered at no additional cost to school.	
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Total budgeted cost: £155,706

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils increased significantly between Autumn 2020 and Summer 2021 ('On track attainment' was much higher for this group in Summer 2021 compared to Autumn 2020). Accelerated progress of this group was positive due to interventions put in place throughout the year, as detailed specifically in the COVID Recovery Plan. However, in some year groups attainment at the end of Summer 2021 remained lower than the comparative non PP group. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our face to face pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as My Maths, Purple Mash and Education City.

Overall attendance in 2020/21 was lower than in the preceding years at 94.1%, with disadvantaged pupils' attendance lower than their comparative non-PP group. At times of national lockdown, some disadvantaged pupils were invited to return to school but declined and continued learning remotely - this is partly why their attendance is lower. Due to the lower comparison to national average, is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
X Table Rockstars	TT Rockstars
Purple Mash	2Simple
My Maths	Oxford University Press
Oxford Owl	Oxford University Press
Education City	Edmentum/Education City

Lexia	Lexia Learning
1decision (PSHEe)	1decision Ltd
Charanga	Charanga Ltd

