

Pupil premium strategy statement

This statement details our school's use of pupil premium for the year 2022 to 2023 (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	Edisford Primary School
Number of pupils in school	221
Number of Pupil Premium children	24
Proportion (%) of pupil premium eligible pupils	10.85%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Elizabeth Hamilton-Thorpe
Pupil premium lead	Elizabeth Hamilton-Thorpe
Governor / Trustee lead	Rene Calitz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,290
Recovery premium funding allocation this academic year. <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <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>	£ 37,240

Part A: Pupil premium strategy plan

Statement of intent

We believe that all pupils, regardless of background or individual challenges, ought to make good progress and attainment across all subject areas. The focus of our pupil premium strategy is to ensure that all disadvantaged pupils are not left behind, the gaps between them and their peers are closed and those who are already high attainers continue to make good progress.

As part of this, we will consider the barriers children receiving pupil premium face and address these barriers. This includes children who are linked to a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

1. Rockface – Highly focused teaching through Rockface groups for English and Maths.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our Rockface system of teaching for Mathematics and English enables all children, both advantaged and disadvantaged, to benefit from smaller groups with a narrower range of differentiation allowing greater teaching focus. This system is proven to close the gap for disadvantaged children, whilst also benefitting children without disadvantage. Throughout our end of Key Stage data, children who are disadvantaged do as well as their peers. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

2. A highly focused, whole school interventions programme for children at risk of falling behind.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through a systematic interventions programme for pupils whose education has been worst affected by the disruption to learning caused by Covid-19, including non-disadvantaged pupils. By identifying barriers early and using strategic support throughout the school day, children's needs are addressed and children make progress.

3. Broad, balanced and dynamic curriculum which focuses on both academic and personal qualities.

Our EYFS curriculum focuses on first-hand experience, enriching vocabulary so that children learn an elaborated code. Some children from disadvantaged backgrounds may only use and listen to a restricted code. By using the right word, by broadening language to be highly specific, children's speech and language becomes broader and more descriptive. They can make themselves understood and can access the world around them better. In Year 1 to 6, we continue to use this first-hand experience element for teaching and learning, teaching children an elaborated code.

Children begin a systematic phonics programme teaching synthetic phonics from the moment they begin school. Throughout Reception and Key Stage One, children are put into ability sets, so that they can move through the learning of new sounds at the right pace for the individual child. We use the Phonics Finch programme, designed by two teachers at the school. We train our staff regularly in the use of this programme and we match reading books to new sounds taught throughout guided reading.

In Key Stage One, We also develop children's personal qualities through a badge programme of learning called Flairs. These cover Gastronomy, Communication including French, Musician, Photography, Performing Arts and Textiles. Children learn the personal qualities of Persistence, Resilience, Organisation, Getting Along and Confidence through their badge work. We devote 6 afternoons a half term to these.

In Key Stage Two, children then work for Endeavours badges. These build on their personal qualities even more, covering Adventure Badge, Enterprise, Musician, Artisan, Performing Arts and People Skills. We actively teach children how to bounce back from failure when learning something new. Children develop strong characteristics for success, which they take to other areas of their learning. All children partake in these activities and they broaden children's experiences, which for some, are narrow and shallow.

Our Approach and Key Principles

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure that appropriate provision is made for pupils who belong to vulnerable groups.
- Ensure disadvantaged pupils are challenged in the work that they're set
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- 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.
- Act early to intervene at the point that a need or barrier is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Restricted code with communication, speech and language.
2	Low attainment on entry to school in all areas.
3	Narrow and shallow experiences leading to low attainment and progress.
4	Attendance

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	Achieve above national average progress in KS2 reading (0)
Attainment in writing	Achieve above national average progress in KS2 writing (0)
Attainment in maths	Achieve above national average progress in KS2 maths (0).
Phonics	Pass the phonics screening in Y1.
Attendance	Attendance of PP children above 95%.

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: £ 20,922

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Rockface groups for English and Maths. 6 groups for English, 5 groups for Maths. Extra teacher in the mornings.</i>	High quality teaching through smaller groups for English and Maths. Narrower range of ability within each group, contributing to strong KS2 results pre-pandemic (2019). 2023 results show disadvantaged children performed as well as non-disadvantaged. All attainment was significantly above the national average in 2023. MTC check was 87%. KS1 results were all above the national average in 2023. Reading progress was above 0.7 and Maths progress was well above average.	1, 2,
<i>First-hand experience and training</i>	Teaching writing through the first-hand experience to broaden vocabulary and use specific words to describe. Writing was above average at KS2 in 2023, with progress scores well above average. Cost of various FHEs e.g. opera singer, musicians, interesting animals hire etc...	1, 2, 3
<i>Phonics Finch</i>	Use of tailored and highly focused phonics programme designed by two of our teachers. Systematically delivered every day, from Reception to , training all staff in how to teach from effectively. Ability sets for phonics. Phonics score 2023 was 87%, above the national average.	1, 2
<i>Endeavours and Flairs groups - extra teacher and teaching assistant.</i>	Two afternoons a week we pay an extra teacher and an extra teaching assistant to deliver our Endeavours and Flairs programme. This means that disadvantaged and the non-disadvantaged gain from deeper learning experiences which build strong personal characteristics. Arguably, this impacts on their academic learning, building personal qualities that help	1, 2, 3

	support them when learning more formally.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 14,068

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted interventions run by our teaching assistant team.</i>	High quality interventions, diagnosed through an interventions tracker which tracks progress over time and highlights areas of strength and weakness. All TAs run interventions in the afternoons, with a list of children they are responsible for. Disadvantaged children who are not making progress are picked up quickly and focused work to ensure they improve is put into place.	1, 2

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

Budgeted cost: £ 2,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupil Premium children are given a school uniform voucher.</i> £550	Ensures that disadvantaged children have the same uniform as advantaged children e.g. uniform with school emblem, PE shirt. This improves wellbeing for those children who would not usually be able to afford it. Supports parents who struggle financially.	4 – PE kits/pride/wellbeing
<i>Support with school trips</i> £500	Ensures that disadvantaged children are able to partake in wider school experiences.	3
<i>Learning a musical instrument in Endeavours and Flairs.</i> £200	Learning a musical instrument increases self-esteem and broadens experience. All children benefit from learning a musical instrument. Xylophones Marimbas Recorders	3
<i>Broader skills taught in a highly focused way in smaller groups in</i>	All children benefit from learning life skills:	3

<i>Endeavours and Flairs.</i> £500	Sewing (using sewing machines). Cooking Budgeting Endeavours and Flairs badges to recognise achievement and instil pride.	
<i>Lunchtime resources for lunchtime activities.</i> £300	Improving the quality of play at lunchtime. Learning to get along. Behaviour incidents at lunchtimes are rare.	3
<i>Rockface set reading books for guided reading.</i> £200	Improving the fluency of reading across the board. Disadvantaged pupils benefit from reading high quality books pitched at the Rockface level. They read these books three times a week during reading weeks in Key Stage Two and every day in Key Stage One and Reception, where texts are pitched aptly for the sounds that have been covered.	1, 2

Total budgeted cost: £ 37,240

Additional funding from the school budget to pay for interventions programme and Rockface teaching groups.

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.

Below shows the attainment and progress breakdown for pupils in receipt of Pupil Premium spending. Our progress measures show the value we have added to children's education.

Year Group	Number of Pupil Premium Children	Reading		Writing		Maths	
		Attainment	Progress	Attainment	Progress	Attainment	Progress
Y1	7	57%	86%	86%	86%	71%	57%
Y2	2	100%	100%	100%	100%	100%	100%
Y3	5	100%	100%	100%	100%	80%	100%
Y4	1	0%	0%	0%	100%	0%	100%
Y5	4	100%	100%	100%	100%	100%	100%
Y6	5	20%	100%	20%	100%	20%	100%
YR	0	- <i>Achievement for whole class: Good Level of Development</i> 70%					

<u>Subject</u>	<u>Progress Score</u>	<u>Statistical Significance</u>
Reading	1.7	<u>In line</u> with national average
Writing	1.6	<u>In line</u> with national average
Mathematics	-0.6	<u>In line</u> with national average

Care must be taken when reporting small cohorts of pupils.

Attendance of pupil premium pupils: 92.43%
Attendance of CLA: 99.43%
Attendance of non-disadvantaged pupils: 94.52%
National average: 92.6%

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
-	-

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
Number of Service Premium	3
Amount allocated	£900
How did you spend your service pupil premium allocation last academic year?	Maps of the world. Books about parents who are in the armed forces. Teaching assistant to deliver a speaking and listening programme to cover what it means to be a child of a parent in service.
What was the impact of that spending on service pupil premium eligible pupils?	Inclusion and wellbeing. Understanding what parents who are in the armed forces do and where they go. Communication.