

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 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 | King Edwin School |
| Number of pupils in school | 160 (incl Nursery) |
| Proportion (%) of pupil premium eligible pupils | 26% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Lizzie Jackson |
| Pupil premium lead | Lizzie Jackson |
| Governor / Trustee lead | Jack Christophers |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £54,760 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £54,760 |

Part A: Pupil premium strategy plan

Statement of intent

At King Edwin Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our main aims are:

- To ensure that **all** pupils at King Edwin Primary School access a high quality curriculum offer that meets their needs.
- To remove barriers to learning that are created by poverty, family circumstance and background.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are appropriately assessed and addressed.
- To ensure that Pupil Premium funding will be regularly reviewed so that it meets the identified and emerging needs of the children. This means that eligible children will access support and interventions when required.
- To develop reading skills so that all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.

We recognise that not all pupils who receive the Pupil Premium Grant will experience disadvantage at school.

We also recognise that there are disadvantaged pupils who do not qualify for Free School Meals, the Forces Premium or Pupil Premium Plus. We may allocate resources to support any group or groups of children we have identified as being disadvantaged or vulnerable.

Pupil Premium funding will follow identified needs. This may mean that not every child who receives Free School Meals will be in receipt of Pupil Premium funded interventions all of the time.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | Many of our disadvantaged children suffer from emotional and social challenges which can limit their ability to learn well in school. Access to support services is limited. |
| 2 | Many of our disadvantaged pupils are not working at the expected standard in key areas of the curriculum. Short, targeted interventions are required to ensure that they are making progress and are working towards the expected standards. |

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| 3 | Regular monitoring of attendance has shown that a number of disadvantaged children do not attend school as regularly as their non-disadvantaged peers. Some of these children have attendance rates well below the national expectation of 96%. |
| 4 | Some of the pupils entering the Early Years have limited self care skills which impacts on their ability to access the curriculum. |
| 5 | For many of our pupils there is a lack of cultural capital and low aspirations for future destinations. |
| 6 | Activities to enhance the curriculum such as trips, residential visits and the offer of swimming from Year 2 onwards, can be a financial burden for disadvantaged families. |

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 |
|---|---|
| 1. Emotional and social support will be in place for children so that they can confidently access all areas of the curriculum and will feel happy and safe in school. | Children are accessing the social and emotional support that they need, when they need it. Children have the appropriate vocabulary to express their emotions. Emotional and social barriers are removed so that children are able to confidently access the curriculum. Staff are more aware of the different social needs of the children and can address these effectively as they arise. |
| 2. Targeted interventions will provide children with the academic support needed to make at least the same academic progress as their peers. | Children are making progress at least in line with their peers. Academic barriers are removed so that children experience success in their learning. |
| 3. The attendance of children will improve therefore leading to better academic outcomes. | Children attend school more regularly. Children perform better in school due to higher attendance rates. Families are more aware of the importance of good attendance at school. Families are more aware of the impact of poor school attendance. |
| 4. Children in the early years will have the self-care skills needed so that they are more independent and can access the school environment and curriculum more readily. | Children will be confident in their self-care skills. Children will be more independent in accessing the school environment and curriculum. Children will be ready for the next state of learning. |

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| <p>5. Children will take part in a range of activities to develop their cultural capital and they will be aware of the future opportunities available to them.</p> | <p>All children experience a range of additional experiences to enhance the curriculum. Children are aware of the future opportunities available to them and know how they can achieve these. Children will be aspirational and will have the ambition to want to reach their potential.</p> |
| <p>6. Children will benefit from a range of extra-curricular activities including residential visits and swimming.</p> | <p>No pupils will miss trips or other opportunities due to financial difficulties. At least 80% of pupils will be able to swim 25m by the time they leave Y4.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £7,050

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Updated and continued Read Write Inc phonics training for all school staff, including new resources to support teaching and learning.</p> | <p>RWI is an accredited phonics teaching programme which has been validated by the DfE.</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF - phonics</p> | <p>2</p> |
| <p>Release time for Phonics Lead to undertake assessments and monitor Phonics and reading provision in school. Time spent to lead CPD with staff delivering the programme.</p> | <p>Detailed understanding of provision and progress across school will allow for a clear view of the big picture and effective feedback to staff.</p> <p>All staff delivering the programme will have frequent, up to date training and will be confident in knowing how to ensure that children are making maximum progress.</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills,</p> | <p>2</p> |

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| | <p>particularly for children from disadvantaged backgrounds.</p> <p>EEF - phonics</p> | |
| <p>Release time for the Leadership team to track and monitor PP children, including lesson observations and meetings with staff.</p> | <p>Detailed understanding of provision and progress across school allows for a clear view of the big picture and effective feedback to staff.</p> <p>Pupil attainment levels improve as staff are well informed about the needs and development of this target group – the gap will narrow.</p> <p>EEF research suggests that high-quality teaching strategies are vital to the success of all pupils.</p> <p>EEF - HQT</p> | 1,2,3,4,5,6 |
| <p>SENCo time to target assessment and support for those eligible for PP who are identified as having SEND.</p> | <p>SENCo works with staff to ensure that targeted support is in place for PP children who have SEND needs. This may include sourcing further resources and outside agencies where appropriate.</p> <p>High quality provision is in place for children enabling them to access the curriculum effectively. The EEF highlights the role of the SENDCo in improving teaching practice.</p> <p>EEF- SENDCo.</p> | 1,2,3,4,5,6 |
| <p>ELSA (Emotional Literacy Support) training and resources will be provided for ELSA member(s) of staff.</p> | <p>EEF - Social and Emotional Learning. (+4 months).</p> | 1,3,5 |
| <p>Release time for personal development lead to undertake training for the 'Start small, dream big' careers programme.</p> | <p>The EEF reports that careers education has a positive impact on educational outcomes, economic outcomes and social outcomes.</p> <p>EEF - Careers</p> | 5 |

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

Budgeted cost: £20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Teaching assistants to deliver 1:1 and small group interventions for KS1 and KS2 children with continuing difficulties in phonics, reading, writing and Maths. Read Write Inc Fast Track tutoring. | Targeted deployment of teaching assistants, where they are trained to deliver an intervention to small groups or individuals can provide a positive impact on learner outcomes. EEF - Teaching assistant interventions (+4 months) | 2,5 |
| Psychological Services (SLA) | Professional support for children requiring emotional, social, academic and SEND support. Support and advice provided for staff to ensure that the needs of all children are being met effectively. | 1,2,3,4 |

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

Budgeted cost: £18,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Develop the outdoor provision. | A wide range of outdoor opportunities will meet the social, emotional and academic needs of the children. Learning and play can be tailored to meet specific learning and SEND needs. EEF- Outdoor adventure learning Play-based learning (+4 months) | 1,2,3,6 |
| Parent communication: Parent meetings, Drop ins, workshops, assemblies, coffee mornings. Resources to be provided where appropriate. | These sessions and resources will support parents' understanding of how they can help with different aspects of school life including; EYFS self-care, communication skills, phonics, maths, e-safety. Increased engagement will lead to more homework completed, higher pass rate for phonics, every child a reader by Year 2, reading challenge completed by all pupils. EEF - Parental engagement (+4 months) | 1,2,3,4,5 |

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| <p>School nurse - support for families with home/school concerns which could prove a barrier to learning and to attendance.</p> <p>Training for staff to support children.</p> | <p>Qualified health professional to support children and their families. Parents and children will be provided with the support that they need or will be referred to the relevant services.</p> | 1,3,4 |
| <p>Emotional Literacy Teaching Assistant (ELSA)</p> | <p>An educational psychology-led intervention for promoting the emotional wellbeing of children and young people. Small group work or 1:1, addressing individual or group needs, using a range of resources.</p> <p>EEF - Social and Emotional Learning. (+4 months).</p> | 1,3,5 |
| <p>Subsidise the staff and resources costs of a breakfast club and after school club.</p> | <p>Children are at school on time. Social interaction benefits friendships and working relationships. Children will be in a good frame of mind for beginning lessons.</p> <p>Good nutrition improves concentration and learning power giving children a good start to the day.</p> <p>The EEF reports that breakfast clubs have been found to boost primary pupils' reading, writing and maths results.</p> | 1,2,3 |
| <p>Subsidies are made to the costs of residential trips.</p> | <p>Outdoor learning encourages independence, collaborative learning, physical and emotional challenge, practical problem solving and reflection.</p> <p>Pupils will have increased levels of resilience and perseverance, independence, confidence and team spirit with which to engage confidently in learning, particularly during transition phases.</p> <p>EEF -</p> <p>Outdoor adventure learning</p> <p>Social and Emotional Development (+4 months)</p> <p>Arts participation (+3 months)</p> | 1,3,5,6 |
| <p>Subsidies are made towards the cost of swimming lessons. From Y2 - Year 5 all children</p> | <p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> | 1,3,6 |

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| <p>take part in swimming lessons.</p> | <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>EEF - Physical activity (+1 month)</p> | |
| <p>Strategies to improve attendance amongst PP pupils. Regular meetings with EWO and local partnership schools.</p> | <p>Pupils are not further disadvantaged by poor attendance.</p> <p>Rewards and inducements for children to attend more regularly (certificates, badges, prizes, trips)</p> <p>Admin duties related to collaborative work with EWO (every 3 weeks), tracking absence, 1st day phone calls, home visits to check on pupils, data preparation.</p> <p>Headteacher time in meetings with parents and EWO, data analysis, reporting to governors, meeting, associated admin.</p> <p>Attendance at school has a direct correlation with wider attainment. DFE - attendance</p> | <p>1,2,3,4,5,6</p> |
| <p>Subsidies are made to the costs of all trips throughout school.</p> | <p>Educational activities out of school enhance the curriculum by developing transferable learning skills, broadening experiences and developing a love of learning from a range of contexts, the subsidy ensures equality of opportunity in access to these experiences.</p> <p>Pupils will have wider experience of the world and of a range of educational opportunities, opening minds to the learning possibilities of the world at large.</p> <p>EEF -</p> <p>Outdoor adventure learning</p> <p>Social and Emotional Development (+4 months)</p> <p>Arts participation (+3 months)</p> | <p>1,3,5,6</p> |

Additional to be kept as funding for specific needs/subsidies £710

Total budgeted cost: £54,760

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 2023 to 2024 academic year.

At the end of the 2023-23 academic year, school attainment data showed that:

- The percentage of pupils entitled to Pupil Premium achieving GLD at the end of Foundation Stage was higher than those not entitled to Pupil Premium. 100% of children entitled to PP achieved GLD.
- 86% of disadvantaged children passed the phonics screening compared with 100% of non-disadvantaged children.
- There are differences between the attainment of PP and non-PP groups of pupils in most year groups, with fewer PP pupils achieving the expected standard in reading, writing and maths.

Please note that within these figures there are some very small cohorts of pupils within each group.

School Super Nanny/regular School nurse support

This support ensured that barriers to learning for pupils were removed. Parents and children were referred to relevant support services where necessary. Pupils and parents were supported with potential SEND needs and strategies were put in place to support children in school and at home. Support from the school nurse has also helped to address the attendance concerns of some children, ensuring that they attend school more regularly. There was increased attendance from many pupils and this led to increased progress in school and improved well-being.

RWI training and resources to ensure quality of provision for all children

All staff are trained and skilled at delivering the RWI phonics programme and continue to receive regular training. Children have access to high quality teaching and further interventions where needed. In 2024, 96% of the Year 1 cohort passed the Phonics Screening Check, this is well above the National Average of 80%. 1 child was disapplied from the screening. Subscription to the RWI website and RWI development days have increased the profile of phonics and have led to a greater understanding of how to support children with reading. Resources and training have also enabled staff to deliver training and support to parents to help their children at home. Staff deliver Fast Track Tutoring to those pupils not working at the expected level in order for them to make rapid progress. Staff have also provided further resources to support families in learning phonics at home. This has ensured that no child is disadvantaged due to lack of technological devices at home.

Talk Boost

This intervention has continued to have a significant impact on the children who take part and has greatly improved their communication skills. Children are able to communicate more effectively with their peers and with adults in the school. They have a greater understanding of language which allows them to access the curriculum more readily. Staff have a greater understanding of the specific needs of the children and are able to support them in the class and around school.

Emotional Literacy Teaching Assistant (ELSA)

Sessions have been provided to tackle a range of needs including social skills, anxiety, resilience, friendship skills and bereavement. Children have improved levels of self confidence and self esteem. They also have higher levels of expectation for themselves, resulting in higher levels of attainment. Children are becoming better at conflict resolution and are more resilient. This has ensured that children are happier to come to school and are more able to tackle the challenges they face.

Breakfast and after-school club

Children were in school on time and were all provided with a healthy breakfast. Children had further opportunities to socialise with others and were well prepared for the school day. Children also had opportunities to take part in different activities such as writing, drawing and arts and crafts, therefore improving their skills in different areas.

Group interventions

A wide range of academic interventions have taken place with children receiving intensive support to enable them to narrow attainment gaps in phonics, reading, writing and maths. Children's attainment increased and all children made progress over the year. Children's attainment was closely tracked and interventions were adapted across the year to ensure that key gaps were closed.

Trip subsidies

No children are disadvantaged by not being able to afford the costs of school trips. Children attended several additional trips which allowed them further educational and sporting opportunities that they would not have otherwise had access to. This helped to increase their knowledge of the local environment and gave them greater confidence and independence skills. Many of these trips have also contributed to mental and physical wellbeing.

Extending the school day

This has allowed children more opportunities for practising basic skills and has increased the opportunities for reading, writing and maths. Children are now more ready to start the school day and we are able to target the bottom 20% of readers in this time with 1:1 reading with an adult.

Attendance strategies

Although the level of attendance has not shown a significant increase, the profile of attendance has risen greatly and children are also more aware of the need to be in school regularly. Parents are more aware of the processes by which we will monitor and tackle attendance concerns. Meetings have been arranged for parents with the school nurse and they are supported with this.

Parent drop in sessions

Parent drop in sessions are very well attended and children are keen to work with their parents in school. Staff have used these opportunities to share how parents can support their children's learning at home and extra resources have been provided for those who need them.

Externally provided programmes

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 |
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| Read Write Inc | Ruth Miskin Training |
| TTRS | Maths Circle Ltd |
| White Rose Maths | White Rose Hub |
| Talk for Writing | Talk for Writing |
| Talk Boost | Speech and Language UK |
| IDL | IDLS group |

