

# Pupil premium strategy statement 2022-2025

This statement details our school's use of pupil premium (and recovery premium for the current 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 (updated Autumn 2024)

| Detail                                                                                                          | Data                         |
|-----------------------------------------------------------------------------------------------------------------|------------------------------|
| School name                                                                                                     | St Edward' CE Primary School |
| Number of pupils in school                                                                                      | 32                           |
| Proportion (%) of pupil premium eligible pupils                                                                 | 18.5%                        |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-25                      |
| Date this statement was published                                                                               | September 2022               |
| Date this statement was reviewed                                                                                | October 2023                 |
| Date on which it will be reviewed                                                                               | October 2024                 |
| Statement authorised by                                                                                         | Kerrie Lewis                 |
| Pupil premium lead                                                                                              | Kerrie Lewis                 |
| Governor / Trustee lead                                                                                         | Margaret Beever              |

## Funding overview

| Detail                                                                                                                                                                                                                                                                                                                                                                             | Amount         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Pupil premium funding allocation this academic year                                                                                                                                                                                                                                                                                                                                | £12,490        |
| Recovery premium funding allocation this academic year<br><b>Recovery premium has been pooled at MAT level to support CPD initiatives and training for teaching &amp; leaning, safeguarding and early years.</b><br><br>The money is funding some of the central team resources supporting these areas on a one-off basis. This is the final year of the Recovery Premium funding. | £2,000         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                                                                                                                                                                                                                             | £0             |
| <b>Total budget for this academic year</b>                                                                                                                                                                                                                                                                                                                                         | <b>£14,490</b> |

|                                                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------|--|
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year |  |
|-------------------------------------------------------------------------------------------------------------------------------|--|

# Part A: Pupil premium strategy plan

## Statement of intent

### **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 pupil's health and mental wellbeing to enable them to access a broad and balanced curriculum.

### **Our pupil premium strategy plan work towards achieving those objectives by:**

- Ensuring quality first teaching for all; through teaching which is good or better in every lesson.
- High quality focussed CPD to ensure the above.
- Reducing class sizes thus improving opportunities for accelerated progress
- All our work through pupil premium will be aimed at accelerating pupil progress, moving children to at least age related expectations.
- Clear mental health strategy and to develop resilience
- Working with other agencies to ensure good attendance of all pupils
- Support payment for activities, educational and residential visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- A focus on in the moment interventions and scaffolding to ensure that pupils keep up rather than catch up.

### ***The key principles of our strategy plan***

Our decisions have been made using the EEF research highlighting the most effective approaches.

- Collaborative learning approaches
- In the moment feedback
- Mastery learning
- Metacognition and self – regulation
- Oral language interventions
- Reading comprehension strategies
- Parental engagement

## Challenges

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

| Challenge number | Detail of challenge                                                                            |
|------------------|------------------------------------------------------------------------------------------------|
| 1                | Lack of oral fluency in order to clearly express thoughts, ideas and understanding.            |
| 2                | Comprehension skills that do not always match good decoding skills                             |
| 3                | Lack of parental aspiration                                                                    |
| 4                | Ability to apply mathematical knowledge and skills to problem solving.                         |
| 5                | Lack of understanding of the importance of attending school every day and arriving punctually. |

## 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                                                                                                                                                                                                                                                   |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Progress in Reading     | Standards in reading are at least at national for Y2 and Y6                                                                                                                                                                                                        |
| Progress in Writing     | Standards in writing are at least at national for Y2 and Y6<br>SPAG scores at national                                                                                                                                                                             |
| Progress in Mathematics | Standards in maths are at least at national for Y2 Y6<br>Standards in Y4 multiplication check are at national<br>Gaps in all other year groups closing for PP children                                                                                             |
| Phonics                 | Standards in phonics are at least national for Y1 and Y2                                                                                                                                                                                                           |
| Improved Attendance     | Whole school attendance at least in line with national average                                                                                                                                                                                                     |
| Oral fluency            | Improved oracy of pupils across all curriculum areas.                                                                                                                                                                                                              |
| Other                   | Parental engagement is good-Children are supported with daily reading, phonics and homework.<br>Pupils supported well so that they are able to self-regulate and understand the importance of good mental health in order to make progress and develop resilience. |

## 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: £17,887

| Activity                                                                                                                                                                                                                                                                                                                            | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                               | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Smaller classes                                                                                                                                                                                                                                                                                                                     | International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.                                                                                                                  | 1, 2, 4                       |
| Peer coaching for oracy<br><br>encouraging pupils to read aloud and then have conversations about book content with teachers and peers<br>modelling inference through the use of structured questioning<br>group or paired work that allow pupils to share thought processes<br>implicit and explicit activities that extend pupils | Evidence suggests that Oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary.<br><br>With any of these activities is it crucial to ensure that oral language activities are linked to the wider curriculum (e.g., using oral language activities to model technical language in science). | 1                             |
| Whole class guided reading CPD<br><br>Strategies are often taught to a class and then practiced in pairs or small groups (see also collaborative learning approaches).                                                                                                                                                              | 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                                                        | 2                             |

|                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                  |       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
|                                                                                                                                                                                                            | <p>identifying and resolving difficulties for themselves (see also metacognition and self-regulation).</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p>                                                                        |       |
| <p>Phonics and reading Little Wandle scheme in place across reception and year 1 with interventions in Y2+ where appropriate</p> <p>Purchase of high-quality linked texts</p> <p>CPD</p> <p>Leadership</p> | <p>EEF phonics has a positive impact overall (+5 months)</p> <p>An important component in the early reading skills particularly for children from disadvantaged backgrounds</p>                                                                                                                                  | 5     |
| <p>Development of Maths teaching</p> <p>Introduction of White Rose mastery scheme and resources.</p> <p>Sustaining mastery teaching and leaderships</p>                                                    | <p>The impact of mastery learning approaches is an additional 5 months progress, on average, over the course of a year.</p>                                                                                                                                                                                      | 4     |
| <p>Development of writing teaching</p> <p>Introduction of Talk for Writing</p> <p>Group or paired work that allows pupils to share thought processes</p>                                                   | <p>Talk for Writing schools have found that children initially double their rate of progress and where the approach has been systematically applied across a setting have achieved outstanding success</p> <p>100% of Y6 children achieved the expected standard in reading, writing and mathematics in 2022</p> | 1,2,5 |

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

Budgeted cost: £500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

|                                                                                                                                                              |                                                                                                                 |       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------|
| Teaching assistant to provide feedback and in the moment interventions in order for pupils to keep up rather than catch up and to provide emotional support. | In the moment targeted feedback to pupils has been found to have a high impact on learning outcomes + 6 months. | 1,2,4 |
| Little Wardle targeted keep up and rapid catch up interventions                                                                                              | EEF phonic approaches have been found to support children to master the basics of reading 5+ months             | 3,5   |

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

Budgeted cost: £1,500

| Activity                                                                    | Evidence that supports this approach                                                                                                                                                                                                                                                                                                       | Challenge number(s) addressed |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Additional EWO involvement in order to improve the attendance of all pupils | The links between attendance and achievement are strong<br>Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years                                                                                                                                                              | 5                             |
| Residential and music lessons                                               | Research shows that pupils taking part in extra curricular /curriculum enhancement activities have a greater sense of self- worth developing stronger social skills and becoming more resilient leaders.<br><br>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum + 3 months. | 3, 5                          |

**Total budgeted cost: £19,887**

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.

When looking at outcomes it is important to consider the extremely small cohort numbers.

Early years Children – No disadvantaged pupils achieved a good level of development, Year 1 Phonics- .100% disadvantaged pupils reached the required standard compared to 100% of non PP pupils.

Year 2 Phonics retake 0 % pupils did not meet the required standard compared to 110% non PP pupils

Key Stage 2 SATs

Reading- 0% disadvantaged children were expected +

100% non PP children were expected +

Maths- 100% disadvantaged children were expected +

83% non PP children were expected +

Writing- 100% of disadvantaged pupils were expected +

83% non PP children were expected +

SPAG-100% disadvantaged pupils were expected + compared to 100% non PP

Vulnerable Pupil Attendance 96.15% compared to Non Vulnerable Pupil Attendance 95.86 %

## 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                   |
|---------------------------------------|----------------------------|
| Maths Mastery                         | White Rose maths and NCETM |
| Talk for Writing                      | Pie Corbett                |
| Geography, history, DT, music schemes | Kapow                      |
| Art                                   | Access Art                 |
| Times Table Rock Stars                | TT Rockstars               |
| Spelling Shed                         | Edshed                     |
| PSHE scheme                           | Coram Scarf                |