



St. Edmund's Church of England Primary School – Pupil Premium Statement 2022-2025

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	164
Proportion (%) of pupil premium eligible pupils	31.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	December 2025
Statement authorised by	FGB
Pupil premium lead	Ben Hulme
Governor / Trustee lead	Sally Quirk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,265
Recovery premium funding allocation this academic year	£0
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	70,265

Part A: Pupil premium strategy plan

Statement of intent

- *We aim for our pupils to aspire to achieve academically, socially and emotionally.*
- *We aim for our pupils to develop confidence and grow in self-esteem, via opportunities to participate in extra-curricular activities and performance.*
- *We aim for our pupils to be academically and personally prepared for life beyond primary school.*

We put quality first teaching at the heart of all we do, in an inclusive and nurturing environment. By providing relevant and high quality professional development for both teachers and teaching partners we know that all pupils benefit from this approach. By assessing the impacts of the pandemic on different groups of pupils we have been able to plan specific intervention support through the National tutoring programme and the effective use of the recovery premium to address the gaps.

The targeted and strategic use of Pupil Premium will support us in achieving our vision for children at St. Edmund's Primary School. In using the Pupil Premium funding at St. Edmund's, we will adhere to the following principles:

- We will ensure that teaching and learning opportunities meet the needs of all the pupils.
- We will use analysis of assessments to identify pupils who require further support and ensure teaching partners receive appropriate training to deliver interventions successfully
- We will ensure that all staff receive high quality and appropriate on-going professional development in order to provide quality first teaching
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially 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 group of pupils the school has identified who would benefit from this support.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
5	Our observations show that for many of our disadvantaged pupils are not able to participate in enrichment activities which could develop their cultural capital, broaden horizons and provide opportunities for the future.
6	Our attendance data over the last academic year indicates that attendance among disadvantaged pupils is lower and this the gap increases for persistent absence.
7	Pupil's well-being has been affected more significantly since the periods of lockdown. Some pupils have increased levels of anxiety. We have also witnessed an increase in the number of pupils with eating disorders and for a few pupils social interactions have become more problematic.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils by the end of KS2.	KS2 reading outcomes in 2023/24 to show that more than 60% of disadvantaged pupils met the expected standard.

Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 55% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2023/24 show that more than 50% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	90% of disadvantaged pupils to engage in an enrichment activity. Music Lessons/Art Club/ Nurture club/Choir Club
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	To reduce the number of pupils who have persistent absence and to improve the attendance for disadvantaged pupils.
To improve the well-being mental health for all pupils.	An improvement in the well-being data <ul style="list-style-type: none"> • qualitative data from pupil voice/teacher surveys/pupil termly surveys • a reduction in the number of referrals for support linked to SEMH

Targets will be reviewed annually to determine whether they need revising based on internal data.

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: £12,503

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early speech and language support and diagnostic tests to identify pupils for intervention support.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Education Endowment Foundation EEF</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>Purchase of books linked to scheme with decodable sounds for in school and home reading.</p>	<p>EEF 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. Phonics EEF (educationendowmentfoundation.org.uk)</p>	

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1,2,3,4,5,6,7
<p>Membership of Partnership of schools (collaborative working)</p>	<p>The membership provides extensive CPD for all staff and opportunities for moderation exercises, networking and staff development. There are forums for SENDco's EYFS, Attendance, Core subject leaders and Senior leaders.</p>	1,2,3,4,5,6

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2

<p>Pupil conferencing for teacher feedback</p>	<p>All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3,4,7</p>
<p>A range of personalized intervention support Including adaptive apps for Maths and Spelling (subscriptions) (EG Lego therapy/1:1 Reading/ Sensory circuits /Phonic intervention)</p>	<p>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.</p> <p>Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants.</p> <p>In England, positive effects have been found in studies where teaching assistants deliver highquality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,7</p>

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

Budgeted cost: £46,762

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Musical instrument tuition</p> <p>Extra-curricular clubs including sport</p> <p>Curriculum enrichment</p>	<p>There is some evidence that disadvantaged pupils benefit disproportionately, making two and a half months additional progress in addition to benefits for attendance, behaviour and peer relationship.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Research into cultural capital shows that pupils that are exposed to extracurricular activities more engaged in learning and education, along with aspiring to study. The school helps to subsidise visits and residential trips for pupil premium families.</p> <p>Closing the gap with the new primary national curriculum - GOV.UK (www.gov.uk)</p>	<p>5,6,7</p>
<p>Play therapist</p>	<p>Play therapy aides academic success which is explained by the facilitation of an environment in which a child will feel safer, able to build positive school relationships, and freer to learn with less internal distractions. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3,4,6,7</p>
<p>Family liaison officer</p>	<p>Parental influences have a powerful effect upon children's attitudes, achievements and life outcomes. The role of the FLO is to assist in tackling underachievement by working in partnership with families, parents, carers and pupils in a school context to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation. The FLO works directly with parents in a nonjudgmental way empowering them and their families to get the most out of the educational opportunities available. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3,4,5,6,7</p>

Financial support for trips and residential	<p>Research into cultural capital shows that pupils that are exposed to extracurricular activities more engaged in learning and education, along with aspiring to study. The school helps to subsidise visits and residential trips for pupil premium families.</p> <p>Closing the gap with the new primary national curriculum Final report V2 (publishing.service.gov.uk)</p>	5,6,7
Improve the quality of social and emotional (SEL) learning. Nurture Club	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2,3,4,5,6,7
School uniform Financial support for trips and residential	<p>Funding for school uniform and sports clothing Uniform purchases, support in payments for educational visits and wider curriculum activities.</p> <p>The impact of poverty on young children's experience of school (basw.co.uk)</p>	2,3,4,5,6,7
Transition activities	<p>The average impact of interventions based around selfawareness and social interactions is four additional months' progress over the course of a year. Evidence suggests that, on average, these interventions can produce moderate</p>	2,3,4,5,6,7
Improve the quality of social and Emotional (SEL) learning.	<p>improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	

Total budgeted cost: £70,265

Part B: Review of the previous academic year

2022-2023

