

# 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	St. Edmund's C of E Primary School
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	51/235 = 22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	17 <sup>th</sup> December 2021
Date on which it will be reviewed	22 <sup>nd</sup> July 2022
Statement authorised by	N Shah (Headteacher)
Pupil premium lead	Hannah Pembury (Deputy Headteacher)
Governor / Trustee lead	Paul Smith (Chair)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50, 437
Recovery premium funding allocation this academic year	Recovery Premium £2,720 Catch-up Premium £7,110 = £9,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£60,267</b>

# Part A: Pupil premium strategy plan

## Statement of intent

*Our ultimate objectives for our disadvantaged children:*

Our intention at St. Edmund's is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as attendance, parental engagement and narrowed life experiences. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The curriculum at St. Edmund's C of E Primary reflects the needs of our children, families and community here in Mansfield Woodhouse. St. Edmund's is sited in an area of high economic deprivation (5<sup>th</sup> quintile) within the East Midlands. Aspiration and our Christian vision of 'life in all its fullness' is at the heart of the curriculum here at St. Edmund's – building outward-looking, healthy, resilient life-long learning who have a strong sense of community and living well together.

Our curriculum is knowledge rich and focuses on an immersive and experiential approach to learning with clear development of skills in the foundation subjects that meet the needs of our disadvantaged children. Our curriculum develops questioning and enquiring minds and within our Christian ethos we nurture children to meet their academic and emotional needs.

Our curriculum has a strong focus on children making rapid progress in reading, writing and mathematics from entry. Mansfield had the lowest proportion of pupils achieving combined Reading/Writing/Mathematics age-related outcomes at the end of Key Stage 2 across Nottinghamshire in 2019, at 60.4%. Despite these factors, our current Ofsted rating is 'Good' and combined Reading/Writing/Maths KS2 outcomes for 2019 are well above the national average.

For our families, social mobility is a limiting factor to possible future prospects and success. The East Midlands is the region with the lowest social mobility scores in the country – with the worst outcomes for disadvantaged children during all stages of education and average outcomes in working lives. The need for a vocabulary rich curriculum is a thread that runs through all areas of our curriculum. The link between vocabulary acquisition and improved future prospects is well documented.

We focus on health and activity levels of our children as the Local Health Overview shows adult health and general health factors to be significantly worse compared England average. This also supports the need for the development of fine and gross motor skills.

Our curriculum builds in opportunities for pupils to find their voice, celebrate their individuality and build confidence and resilience as part of a Christian family at St. Edmund's Primary School.

## 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 under-developed 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 and pupil progress analysis shows that those pupils who missed out on face-to-face phonics teaching and learning in F2/KS1 due to lockdowns, (current Y1/Y2/Y3 pupils) and particularly our disadvantaged pupils, have under-developed phonics skills. This negatively impacts their development as readers. 0% of PP children in Y1/Y2/Y3 are working at ARE in reading.
3	Our assessments and observations indicate that the education and well-being 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.
4	Our attendance data since September 2021 indicates that attendance among disadvantaged pupils has been 5% lower than for non-disadvantaged pupils.  32% of disadvantaged pupils have been 'persistently absent' compared to 17% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to isolation and a lack of enrichment opportunities during school closure.

	<p>These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 15 pupils (6 of whom are disadvantaged) currently require additional support with social and emotional needs, with 13 (6 of whom are disadvantaged) receiving small group interventions.</p>
--	--

## 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.	KS2 reading outcomes in 2023/24 show that more than 50% 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 attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 4.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</li> </ul> <p>the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>

	<ul style="list-style-type: none"> <li>• a significant reduction in children requiring structured emotional support</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
--	---

## 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: £30,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Talk for Writing CPD for new staff.</p>	<p>Ongoing research suggests Talk for Writing may have positive outcomes on writing attainment, particularly in the early years and KS1.</p> <p><a href="#">Talk for Writing   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3

<i>Family liaison role (HM)-attendance/persistent absenteeism</i>	5 hours per week allocated to supporting families of children who are persistently absent, including working with outside agencies where required. <a href="https://www.gov.uk/government/publications/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a>	4
<i>Employment of additional Y3 TA to support SEMH needs</i>	FT TA to work with identified individuals with SEMH needs. <a href="#">Teaching assistants: EEF publishes updated guidance to support...   EEF</a>	5
<i>Emotional Wellbeing CPD (INSET Jan 4<sup>th</sup> 22-revisited annually)</i>	Trauma-informed approaches to mood management. Sharon Gray OBE Educational Consultancy A Wholehearted Approach to recovery and resilience. <a href="#">Adverse childhood Experiences - A Wholehearted Learning Approach - Sharon Gray NLE OBE Educational Consultancy (weebly.com)</a>	5

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics boosters	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
<i>Switch-On Reading intervention</i>	Switch-on Reading appears to be effective for weak and disadvantaged readers. When fidelity to the system is maintained, children can make up to 3 months additional progress. Research ongoing. <a href="#">Switch-on Reading (re-grant)   EEF</a>	2

<i>Inference Training intervention</i>	Reading comprehension strategies are high impact on average (+6 months) Alongside phonics, it is a crucial component of early reading instruction. For comprehension in Y2-6: effectiveness is remarkable <a href="#">Reading comprehension strategies   EEF</a>	2
<i>Marking conferencing 1:1 intervention for writing</i>	There is a strong evidence base which confirms personalised feedback supports children (including disadvantaged children) to move forward in their learning. <a href="#">Teacher Feedback to Improve Pupil Learning   EEF</a>	3

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

Budgeted cost: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officer to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
<i>Employment of ELSA- 1:1 and small group work</i>	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): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	5
<i>Think Children Support Worker for 1:1 counselling</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later	5

	<p>life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Counselling in schools: <a href="#">Advice template (publishing.service.gov.uk)</a></p>	
--	--	--

**Total budgeted cost: £ 61,500**



## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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
Spelling Shed	Ed Shed
Maths Shed	Ed Shed

### Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Extra curricular activities- after school clubs
What was the impact of that spending on service pupil premium eligible pupils?	Enhanced wellbeing

## Further information (optional)

*There is an overspend of £1,233 which will be funded from the school budget to ensure we provide the level of emotional support needed for children since lockdowns. This figure should decrease as children receive the support they need currently.*