

Pupil premium strategy statement 2023/2026

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

School overview

Detail	Data
School name	Edmondsley Primary and Nursery School
Number of Pupils in School	170 (Years R – 6)
Number of Pupils in Nursery	3
Proportion of disadvantaged pupils	51 pupils (30%)
Academic year or years covered by statement	2023 - 2026
Publish date	October 2023
Reviews	Annually. Final Review Autumn 2026
Pupil Premium Lead	Angela Rees
Governor Lead	Andrew Chandler

Funding overview

Pupil eligibility criteria	Amount of funding for each primary-aged pupil per year	Funding is paid to
Pupil Premium Pupils who are eligible for free school meals, or have been eligible in the past 6 years	£1455 from April 2023	School
Pupil Premium (continued) Early Years funding	£302.10	School
Pupil Premium (continued) Pupils who have been adopted from care or have left care	£2410	School
Pupil Premium (continued) Children who are looked after by the local authority	£2410	Local authority
Recovery Premium (calculated using PP eligible pupil)	£145	School

Detail	Amount
Pupil Premium funding allocation this academic year.	£73,710
Pupil Premium (Nursery Funding)	£0
Recovery Premium funding allocation this financial year	£2,900
Total budget for this academic year	£76,610

Part A: Pupil premium strategy plan

Statement of intent

At Edmondsley Primary School we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning/characteristics of year groups at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

Challenges

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

Challenge number	Detail of challenge
1	All children need <u>high quality teaching</u> and feedback to ensure they make progress and develop appropriate skills and knowledge. Missed education in school resulting in children being well below Age Related Expectations.
2	Families and Pupils currently showing <u>poor mental health</u> . Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
3	Pupils who are eligible for Pupil Premium do not <u>enter early years</u> at age related-expectations; communication and language is exceptionally poor. This means they need to make more progress than their peers to catch up.
4	Families unable to pay for <u>additional costs</u> associated with school.
5	Some Pupil Premium children also have Special Educational Needs, so have additional needs academically which require increased levels of support and impacts on progress. <u>Social, Emotional and Mental Health (SEMH) needs</u> can be a barrier to learning for some children. Emotional resilience and self-confidence of pupils eligible for pupil premium can be low compared to their peers. This can affect their ability to concentrate on academic tasks, especially when tasks are more challenging.

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
Provide children with high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.	Increased proportions of pupils will reach ARE in English and Maths across the school.
Improve emotional resilience for all pupils through use of TA support and intervention	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	The proportions of Pupil Premium children achieving GLD is in line with National Averages.
Families are not further deprived due to additional costs.	School provides additional items.
Children with SEMH needs will be well supported.	Children will make good progress. They will know and remember more.

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant Listening Matters Training	EEF Toolkit: Social and Emotional Learning +4months progress	1 (£500)
Higher Level Teaching Assistant recruited to provide active and interesting after School Clubs	EEF Toolkit: Sports Participation +2 months progress	2 (cost held in school)
Higher Level Teaching Assistant recruited to provide additional emotional support to individual children and groups of children.	EEF Toolkit: Social and Emotional Learning +4months progress	2 (cost held in school)
SEND Training (therapeutic Writing/Writing for children who are Autistic)	EEF Toolkit: Social and Emotional Learning +4months progress	2

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

Budgeted cost: £7,096.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI catch up Group Work	EEF Toolkit: Small Group Tuition +4 months progress	1,3 (costed above)

EYFS – Purchase of Role Play materials/resources	Social groups	3 £600
Reading Plus		
Read Write Inc Resources <ul style="list-style-type: none"> - Handbook - Speed Sound Cards - Teaching pack - Table top prompts - Additional whiteboards 	Read Write Inc is included on DFE's list of programmes.	1,3 £720.25
Neli (Nuffield Early Language Intervention)	Develops children's vocabulary, listening and narrative skills. Develops phonological awareness and early letter-sound knowledge as foundations for learning to read.	3 (Free)
SEND Training		

Wider strategies (for example, related to attendance, behaviour, wellbeing. For example, breakfast clubs, counselling to support emotional health and wellbeing, help with the cost of educational trips or visits)

Budgeted cost: £11,591.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Breakfast Club free of charge (now starting at an earlier time of 8:05)		4 (£4,875)
Provide Milk		4 (£1456.10)
Assemblies focussed on Mental Health and Wellbeing (through Drama and Stories) Using a Metacognition and self-regulation	EEF Toolkit: Using a Metacognition and self-regulation approach +7 months progress.	2 (£500)

approach (learning to learn with motivation)		
Purchase of school uniform/PE kit/Book bags/Water bottles/wellies etc		4 (£1000) Benevolent fund accessed where appropriate to do so.
Educational Visits	In order to extend learning experiences available to pupil premium children their fees are paid to ensure all children can be included. This also supports them socially and emotionally. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships. EEF Toolkit: Social and Emotional Learning – additional 4 months progress	4 £2,000 45 x £10 (x3 approximately 1 trip per term)
Durham Music Service	In order to extend learning experiences available to pupil premium children, children have the opportunity to access guitar lessons, delivered by a music specialist from the Durham Music service. Wider benefits such as positive attitudes to learning and increased well-being have also consistently been reported. EEF Toolkit: Arts Participation – additional 3 months progress	

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 2022 to 2023 academic year.

Teaching Strategies

- HLTAs continue to provide well attended After School Clubs and supported children 1:1 and in small groups.

	GLD	Communication Listening, Attention and Understanding	Communication Speaking	Personal, social and emotional Self regulation	Personal, social and emotional Managing self	Personal, social and emotional Building Relationships
2022	60% (6/10)	80%	70%	90%	100%	80%
2023	68% (17/25)	88%	97%	96%	88%	96%

Targeted Intervention

- RWI continued – ongoing training and support throughout the year enabled good quality lessons.

Year 1 Phonics Pass = 9/10 90%

Year 2 resit Pass = 9/12 75% Year 1 = 42%

- Children showing positive attitudes to learning as a result of internal and external Social and emotional support.

Wider Strategies

- Pupils were able to experience Educational Visits.
- Additional items have been purchased to allow children to fully engage in school life (water bottles/book bags etc)

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly.
