# 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

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| Detail | Data |
| School name | Edenthorpe Hall |
| Number of pupils in school | 206 |
| Proportion (%) of pupil premium eligible pupils | 29% 56/206 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024  (This year 2022/2023) |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | Michelle Cockayne |
| Pupil premium lead | Michelle Cockayne |
| Governor / Trustee lead | Mr Michael Lappin |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £69,250 |
| Recovery premium funding allocation this academic year 2021-2022 | £21,000 |
| 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 | £ 91,250.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention at Edenthorpe Hall is that all pupils, irrespective of their background or the challenges they face, make good progress rates and achieve high attainment across all subject areas.  We aim to ensure appropriate provision is made for those pupils who have limited extra-curricular activities and to support our children’s health and wellbeing to enable them to access learning at an appropriate level.  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.  The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will: · ensure disadvantaged pupils are challenged in the work that they’re set · act early to intervene at the point need is identified · adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve  Research will be used to support decisions around the usefulness of different strategies. |

## Challenges

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

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| Challenge number | Detail of challenge |
|  | The impact of COVID-19 has meant that the gap has widened for a number of PP children in reading and writing. Vocabulary, in both spoken and written shows the disrupted opportunities pupils have at time experienced.  Improve outcomes for disadvantaged learners and diminish the difference between disadvantaged learners and their peers |
|  | To improve opportunities for PP pupils to read at home. Support for many pupils can be lacking when compared to their peers. Some parents may not understand how to effectively meet the needs of their child. Over the past 2 years, parent workshops has not been able to take place. |
| 3 |  |
| 4 | To improve the learning culture and vocabulary of disadvantaged pupils through increased numbers of pupils accessing clubs and experiential learning activities. Currently 32% of PP children attending breakfast club.23% of PP children attending after school clubs |
| 5 | To improve attendance rates for disadvantaged pupils, narrowing the gap to their peers. PP 93% - Target of 97%  (92.2% for PP pupils vs. 93.6% for All pupils in 2021/22) |
| 6 | To ensure that PP pupils are ready for learning, able to access academic work and make good or accelerated progress. (2022 = 27% at KS2 Reading). (2022 = 36% at KS2 Maths). |

## 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.

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|  | Success criteria |
| Reading, Writing and Maths.  To ensure the percentage of pupils achieving combined ARE in reading, writing and Maths is brought in line with national averages and the gap with their peers is closed. | * Continue to improve curriculum planning & delivery in all areas so all groups make Good progress from their starting points * Children in UKS2 who are not supported at home with learning will receive 1:1 tuition or other intensive individualised support in school |
| Reading and Phonics  Targeted interventions will ensure those who can’t read catch up quickly and close gaps  Parents will know how to support children so children read regularly at home and fluency is improved.  Delivery of high quality daily RWI phonics lessons by fully trained staff. | Pupils in vulnerable groups will make increased progress, narrowing the gap in attainment, this will be through:   * Targeted Intervention timetables in place * Pupil voice * Individual reading records used by class teachers and TAs to communicate with parents about children’s individual progress. * Parental workshop to raise awareness of RWI and the importance of reading. * Guidance given for how to support children at home. |
| Extra Curricular Experiences  To offer PP pupils a range of extra-curricular and out of school cultural experiences, including a range of clubs, visits and visitors | * Astrea Promise shows a good uptake of activities in all year groups. * Regularly monitor uptake of clubs and wider opportunities to ensure all groups of children are accessing (EAL/PP/SEN etc)   Currently 23% (13 children) attend the breakfast club over the week. This is provided free of charge.  32% (18 children) have attended after school provision   * Greater links with the community * Share our ethos and curriculum with parents and families so that there is a greater buy in to the aims of the school and a better understanding of why education is important. |
| Speech and Language  Catch up speech and language intervention to improve the speech and language skills of children in EYFS/Y1/Y2 | * Targeted interventions in KS1 show rapid progress within communication and language. * Screening shows PP children shows progress in oral skills. * Tracker to be updated and rag rated half termly and shared with SLT and staff. |
| Attendance  Attendance for disadvantaged pupils will improve across school compared to non-disadvantaged pupils | * The number of persistent absentees to be reduced amongst those pupils eligible for PP. * Improve overall the attendance of PP pupils in order to fall in line with Non-PP pupils. |
| Improved Learning Behaviours  PP pupils will have improved learning behaviours, social skills, independence and confidence. | * Through additional social and emotional support * Fewer behavioural incidents are logged involving PP pupils. |

## 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: £34,625.00 50%

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| Activity | Evidence that supports this approach | Challenge number(s) addressed | |
| Quality Teaching across the school. CPD to improve high quality teaching and learning throughout school:  Externally provided programmes to support teaching and learning (see below)  Head Office costs for Astrea support and training courses. | <https://sandbox.educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment> shows that the attainment gap has grown as a result of national lockdowns. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.  <https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf> demonstrated a positive impact on outcomes from improving the quality of teaching and learning  <https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully> In line with the research, improving the quality or teaching and learning of disadvantaged pupils improves outcomes.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?> Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. | | 1, 2,3,4,5 |
| RWI  Support for phonics KH (RWI)  Phonics lead to support staff - weekly CPD in place for reading teachers. Daily coaching offered.  High quality reading books  RWI books / resources | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/#closeSignup> demonstrates impact of Reading Comprehension Strategy teaching  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/> demonstrates the impact of provision of oral language intervention on pupil outcomes  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/> In-school monitoring demonstrated a need to develop reading comprehension strategies including higher order thinking | | 1,2,3 |
| Extra HLTA in Year 5 due to large class size and to take a group to offer more targeted support to low ability children so they can make accelerated progress and work towards closing the gap.  Small group keep up sessions throughout assembly times.  Sharing of resources and support from RW (maths RD) to ensure staff are confident in delivering high quality lessons. | [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)  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.  In the EEF Attainment Gap report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements…There is particularly good evidence around the potential impact of teacher professional development  [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. | | 1,3,4 |
| Support pupil’s financial access to different educational experiences in order to build self-esteem, resilience, build social interaction skills and in order to prepare them for adult life. | <http://scholarworks.umass.edu/dissertations/AAI3179892/> demonstrates the importance of life experiences on learning.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/> demonstrates impact of developing a positive school ethos | | 4 |

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

Budgeted cost: £ *[18,697.50] 27%*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Speech and language intervention – TA led  Fresh start intervention for Y5 and Y6 pupils x 3 sessions per week TA Led | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/> demonstrates the impact of providing individualised instruction for learners  <https://www.ruthmiskin.com/en/programmes/fresh-start/>  Fresh Start is a successful intervention programme developed by Ruth Miskin to rescue pupils age 9 and above who are below age-related expectations | 2,3,4 |

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

Budgeted cost: £ *[15,927.50] 23%*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance Lead /admin staff to monitor children’s attendance and follow up quickly on absences. First day response provision. | NfER briefing for school leaders identifies addressing attendance as a key step to improving attainment. Good attendance is also listed in the top 10 approaches for [disadvantaged children](https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully) |  |
| Breakfast club held daily  After school activities held daily | **The option is given to all children to attend a variety of afterschool activities. The option also extends to attend the daily breakfast club.**  **Many children who do not exceed as well in core subjects may thrive in extra-curricular activities, thus improving their self-esteem, motivation and enthusiasm to attend school regularly.**  <https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully>  Breakfast Clubs should improve attendance – attending breakfast club means that pupils are on time for school and ready to learn.  Good attendance is also listed in the top 10 approaches for disadvantaged pupils in  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/> | 2,4,5,6 |
| Thrive Intervention TA Led | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions | 5,6 |
| Weekly, half termly and annual attendance incentives.  Class attendance incentives  Class teachers communicate directly with parents in the first instance.  School attendance lead to monitor through the use of the weekly tracker | <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities> guidance to schools to support them to improve school attendance. | 5 |
| Provide pastoral support (PSA) tailored to children’s individual needs.  Telephone liaison (PSA) with families to provide support where needed. | This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, which produces +4 months of progress [EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)  In the research paper, [School cultures and practices: supporting the attainment of disadvantaged pupils:](https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils) A qualitative comparison of London and non-London schools– Dfe May 2018, Engaging Parents (including a dedicated member of staff to provide outreach and support for parents and families) was found to be one of the 5 areas in which school culture and practices influence outcomes, in particular for disadvantaged pupils – corroborating existing research which suggests an association between schools’ engagement with parents and their performance (Sharples et al., 2011). |  |

# 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.

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| *We have collected and analysed the performance of our disadvantaged pupils during the academic year of 2021 – 22. We have used the key stage 1 and key stage 2 performance data and phonics results.*  *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.*  Summer 2021 end of KS1 data shows that PP are exceeding non PP in reading and writing. maths is still a concern (61% compared to 71% achieving age related expectations)  Year 1 pupils (current year 2) show exceeding non PP in writing, yet reading and maths are a concern. Maths 58% PP compared to 67% achieving ARE and reading 46% PP compared to 67% non PP achieving ARE.   |  | | --- | | Reading | | Year Group | All pupils | PP | Non PP | | Y1 | 50% | 67% | 46% | | Y2 | 60% | 86% | 50% | | Y3 | 73% | 67% | 78% | | Y4 | 77% | 85% | 73% | | Y5 | 87% | 89% | 86% | | Y6 | 68% | 27% | 94% |  |  |  |  |  | | --- | --- | --- | --- | | Writing | | | | | Year Group | All pupils | PP | Non PP | | Y1 | 43% | 67% | 36% | | Y2 | 44% | 71% | 33% | | Y3 | 70% | 67% | 72% | | Y4 | 46% | 38% | 50% | | Y5 | 58% | 56% | 59% | | Y6 | 71% | 36% | 94% |  |  |  |  |  | | --- | --- | --- | --- | | Maths | | | | | All pupils | | PP | Non PP | | Y1 | 60% | 58% | 67% | | Y2 | 64% | 61% | 71% | | Y3 | 87% | 83% | 56% | | Y4 | 57% | 62% | 55% | | Y5 | 71% | 67% | 73% | | Y6 | 57% | 36% | 71% |   Our current year 4 PP pupils are exceeding in both maths and reading, but are underperforming in writing (38% ARE, compared to 50% Non PP) There is an increased need to focus on developing writing for PP pupils.  Increased access to extracurricular clubs In 2021/22, all pupils eligible for PP funding were able to access at least 1 free club and also participate in the holiday sports club free of charge.  23% of PP pupils accessed at least one after school club.  The following activities are required to ensure that the wider curriculum offer continues to engage disadvantaged pupils in learning and enriching experiences to enhance vocabulary and attendance:   * Increased parent partnership work to engage targeted families (especially for disadvantaged pupils with additional vulnerabilities) parent and child after school clubs to be available. E.g. gardening club * Increased opportunities for pupils to access a wider variety of activities   Greater depth in all areas and across all year groups continues to be a challenge. This will continue to be a whole school focus and forms part of the PP strategy and SDP.  A consistent approach to the teaching of maths, following the Ark maths programme. Pupils are exposed to a range of questions – often relating to real life.  Staff’s understanding of pedagogy continues to be developed. Consistency across school is evident.  Phonics screening outcomes for 2021/22 – 58% Daily teaching of phonics using the RWI programme.  Vocabulary across school continues to be a strength and vocab masterclasses are timetabled from year 1. Staff are aware of the vocab pupils need to be exposed to and so vocabulary is planned in advance.  We have noted improvements between PP and Non Pp pupils, however we acknowledge there is still a gap ( especially Y1 and Y4) |

## 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*

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| Programme | Provider |
| RWI | Ruth Miskin |
| Primary KC | Knowledge Schools Trust |
| Charanga Music | Charanga |
| Number sense | Success@number |
| Ark Maths | Maths Circle |
| Literacy Tree | Literacy Curriculum |
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## Service pupil premium funding (optional)

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

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | One pupil -Fresh start (phonics and spelling), reading fluency, Power of 2 and small group support in Maths.  Daily check-ins with designated TA. |
| What was the impact of that spending on service pupil premium eligible pupils? | Moved to module 26 in Fresh start and Is on track to complete all the modules in this intervention before SATs in May. Fluency 91wpm in October 22and progressed to 109 wpm in December.  Accessing all areas of Maths with support, including algebra. |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |