

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.

The strategy is intended to continue beyond 2022, however, the statement will be reviewed in July 2022 to ensure it includes amendments to the plan.

School overview

Detail	Data
School name	Allen Edwards Primary School
Number of pupils in school	317
Proportion (%) of pupil premium eligible pupils	45.4% (No. of Pupils - 144)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 20 th 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Vaila McClure (Chair of Governors)
Pupil premium lead	Louise Robertson
Governor / Trustee lead	Vaila McClure

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,008
Recovery premium funding allocation this academic year	£ 5,305(Autumn Payment)
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	£198,313 as at Nov 21

Part A: Pupil premium strategy plan

Statement of intent

As a school, our intent is to ensure that all pupils, irrespective of their background, have equal opportunities to access the school curriculum as well as the wider opportunities which are on offer. Our aim as a school, is to reduce barriers that pupils may face and which impact on their ability to be successful learners. Some of these barriers may relate to disadvantaged pupils and some are the consequence of the COVID-19 pandemic. The purpose of this plan is to identify key priorities, based on external research which highlights good practice and strategies to support the implementation of these priorities. The priorities are also derived from internal knowledge and data of the school.

The central focus of the plan is on quality first teaching which meets the needs of all learners. Through quality first teaching, pupils will have access to a curriculum that reflects appropriate balance and depth to ensure the skills and knowledge requirements of the National Curriculum are achieved, with the majority of pupils leaving KS2 working at the appropriate levels across all curriculum areas. The impact of the COVID-19 Pandemic means that careful adjustments and review of the curriculum must be carried out to ensure that essential building blocks of learning have been met by pupils. Gaps in knowledge and skills, that have arisen due to school closures, must be reduced with the aim of closing these gaps within a three-year plan.

Many disadvantaged pupils start the school working below age related expectations in Communication and Language. This has been highlighted as an area for development for all pupils due to the pandemic. Therefore, there will be focus on Communication and Language across the school. In Early Years and Year 1, this will be in the form of identifying whole class opportunities which encourage and prioritise communication and language, as well as targeted small group/1:1 intervention. From Year 2 upwards, there will be a key focus on subject specific vocabulary across curriculum areas, which will form priorities of professional development for staff. There will be a specific focus on Reading and the use of quality core texts to ensure pupils have access to rich and varied vocabulary. Bespoke interventions for specific pupils in KS2 will be carried out for those that need more targeted intervention.

A new whole school phonics scheme will be introduced. The acquisition of phonics supports early reading and therefore this is an essential component to ensure pupils have the tools to become independent readers. For those pupils who by the end of year 1 have not reached age appropriate expectations, phonics teaching and interventions will continue. In addition to developing reading fluency, a focus on additional reading comprehension skills across KS2, using stimulating and age

appropriate texts, will be the focus of professional development and professional meetings to ensure progress is carefully monitored and gaps closed.

A focus on arithmetic and developing secure mental maths strategies is essential to being able to access the maths curriculum. The pandemic has impacted on the development for some pupils of core mathematical skills. A whole school approach to times tables linked to rewards and competitions will ensure this retains a high profile across the school. Daily pick-up interventions of maths lessons led by trained assistants will continue to support pupils access to the curriculum and close gaps in learning. Small group tuition in addition to the school day for targeted pupils in KS2 will enable this further.

Enrichment opportunities for disadvantaged pupils is essential for pupils to engage in their learning as well as develop skills in areas that pupils show particular interest or talent. As a result, the pupil premium funding and recovery funding will support all pupils to access the following:

- EYFS, Autism Base and Year 1 Pupils weekly Forest School Activities
- Termly visits or trips linked to their theme
- Residential activities
- Music provision led by music specialists

Pupils mental well-being, including disadvantaged pupils, is a key priority and this has seen a rise in cases as a result of the pandemic. Whole school trauma induced training for all staff is intended to ensure all staff have skills and strategies to identify pupils who require additional support as well as provide strategies within their setting which support well-being. The school recognises that for some pupils, whole school strategies are not sufficient and more individual or specialist support is required to ensure their well-being needs are met. Therefore, funding will be used to ensure a package of therapeutic support by specialists as well as training a member of staff to become an emotional literacy support assistant will support pupils and families to ensure an appropriate plan of support can be put in place.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language assessments indicate that disadvantaged pupils enter school well below the expected age-related expectations. Baseline data for September 2021 shows 60 % of

	disadvantaged pupils are working below their expected level in communication and language.
2	Assessments, observations and parental involvement suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Phonics data and Reading data from June 2021 and October 2021, indicates that on average 60% of disadvantaged pupils are working below age related expectations in Reading and Phonics in Reception and Year 1. Year 2 data in October 2021 indicated that only 50% of disadvantaged pupils were working at the expected level for the Year 1
3	Attainment in reading continues to be an area in which disadvantaged pupils are impacted upon throughout KS1 and KS2. Pupils do not always have easy access to a range of literature or have opportunities to read and discuss at home, particularly if pupils have English as an additional language.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations. This has been notable in core maths skills. This has impacted on pupil's ability to access other areas of the maths curriculum.
5	Our assessments (including our annual well-being compass), observations and discussions with pupils and families have identified social and emotional issues affecting many pupils, leading to more pupils displaying high levels of anxiety. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. A significant proportion of pupils currently require additional support with social and emotional needs, with pupils receiving 1:1, small group interventions and therapeutic support. Across the school, observations demonstrated that pupil levels of engagement in school had been impacted upon due to the teaching strategies that had been adopted during the pandemic to fit with the government guidelines within the classroom. For example, a lack of practical, collaborative and group activities, lack of trips and visitors to the school, lack of enrichment opportunities and provision both in and out of the school day.

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 By 2024/25:
Improved oral language skills and vocabulary among disadvantaged pupils.	To ensure that the gap between disadvantaged pupils and non-disadvantaged pupil's in levels of communication and language is closed.
Improved levels of acquisition in phonics to support development of reading fluency.	To ensure that disadvantaged pupils achieve in line with their peers in the Year 1 phonics check.
Improved reading attainment among disadvantaged pupils.	To ensure that reading attainment for disadvantaged pupils at expected and greater depth levels by the end of KS2 is in line with their peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	To ensure that maths attainment for disadvantaged pupils at expected and greater depth levels by the end of KS2 is in line with their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying a significant increase in participation in enrichment activities, particularly among disadvantaged 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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly Forest School Enrichment Activity for Nursery, Reception and Year 1 pupils	Forest school activities have been proven to improve confidence, social skills, physical development, communication and knowledge and understanding of the world https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	1, 5

	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Continued Professional Development of teachers and teaching assistants to ensure effective teaching strategies are deployed to support skills of reading comprehension. A crucial element of this is for pupils to have access to high quality core texts that they can access at home as well as school. Purchasing of additional texts to enable this is vital for disadvantaged pupils	Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. On average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3
External training by EAL consultant to support disadvantaged EAL learners delivered as whole staff training New assessment strategies introduced to ensure accurate identification of EAL stages at assessment points throughout the year to ensure progress is effectively tracked	Initial research indicates that EAL learners and particularly disadvantaged EAL learners have been adversely impacted during the COVID Pandemic. First quality teaching strategies as well as targeted interventions will support EAL learners and close the gap with their peers	1,2,3
Access to a broad and balanced curriculum with specialist teachers to support pupils in music.	Disadvantaged pupils are less likely to access specialist music tuition and learn to play an instrument. The school ensures these pupils have access to specialist teachers and that pupils who demonstrate a talent for a particular instrument will be provided with small group or 1:1 tuition	5

<p>Access to additional adult support and specialist teaching assistants, within class sessions and for small group pick-up intervention of English and Maths daily</p> <p>Changes to structure of day so that teachers and teaching assistants have time to meet before school to discuss daily lessons and interventions needed</p> <p>Recruitment of two Higher Level Teaching Assistants to target disadvantage pupils and close the attainment gap in Reading, Writing and Maths specific to individual cohorts</p>	<p>Teaching Assistant support is most effective when integrated into the lesson and part of the daily provision. This ensures support for pupils is in line with class expectations and strategies and a seamless transition between class work and follow-up intervention enables this.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1,2,3,4</p>
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Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions, including Little Listeners, Lego Therapy and other speech and language interventions for disadvantaged pupils who have relatively low spoken language skills.</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 EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Nuffield Early Language Intervention (NELI)</p>	<p>NELI is a recommended recovery DfE programme. It is designed to improve the spoken language ability of children in reception classrooms. It is targeted at children with relatively poor spoken language skills.</p>	<p>1,2,3</p>
<p>Small group daily phonics as well as additional phonics sessions for disadvantaged pupils across</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>	<p>2</p>

Early Years and KS1		
Small group tuition within and outside of school hours in Maths	<p>Using evidence from the EEF and the principles highlighted in the National Tutoring Programme, small group tuition of targeted pupils evidences that impact on pupils who are falling behind will be supported by small group tuition to close gaps in their knowledge</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://nationaltutoring.org.uk/</p>	4

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained ELSA practitioner to support pupils emotional and mental well-being needs	<p>Research indicates</p> <p>https://www.elsanetwork.org/elsa-network/other-research/</p>	5
Music Therapy		5
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

officers to improve attendance.		
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Total budgeted cost: £ 198313

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.

<p>The Pupil Premium Strategy for 2020-21</p> <p>Summary of main barriers faced by eligible pupils</p> <ul style="list-style-type: none"> • Low self esteem • Low aspiration • Social interactions • Attendance • Lack of family support • Limited cultural experiences • Low reading skills • Low writing skills • Low mathematical skills 		
Criteria	Expenditure break down	
Additional adults for targeted and bespoke interventions for Reading, Writing and Maths	£133,650.60	To ensure that targeted PPG children receive additional support to reduce any gaps in Reading, Writing and Maths and ensure progress is in line with their peers
EYFS leader to support communication, language and literacy across Nursery,	£10,224	To improve pupil levels of communication and language across EYFS and Year 1 by <ul style="list-style-type: none"> • supporting teachers in embedding communication and language strategies/resources into quality first wave teaching. Developing and training staff to use interventions to support specific areas of communication and language

Reception and Year 1.		
Senior Leaders to support more able pupils in Reading, Writing and Maths, diminishing gaps between pupil premium and non-pupil premium pupils	£35, 056	To ensure that targeted PPG children receive additional support to reduce any gaps in Reading, Writing and Maths at Greater Depth Level and ensure progress is in line with their peers
Educational Visits Funded school visits/residential, extra-curricular activities	£1,000	To diminish inequalities of cultural experiences for PPG pupils.
Specialist music teaching including singing, guitars, violins, recorders and piano	£9725.20	To ensure PP pupils have access to instrumental lessons
Pastoral Support	£16,430.40	Raise self-confidence and self-belief in PPG pupils, increase confidence to resolve conflicts so that learning is not disrupted and pupils develop resilience when challenged.
Funded Breakfast and After-school club places	£1,388.80	To provide breakfast/evening meal and enrichment provision for disadvantaged pupils. To support pupils and families pupils who are regularly late and ensure pupils are prepared to start their learning by accessing the school's breakfast provision.
Funded places for sports provision after-school hours	£1,000	To ensure PP pupils have access to sporting activities

