

## Pupil premium strategy statement 2021/22

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.

### School overview

| Detail                                      | Data  |
|---|---|
| School name                                 | Edmondsley Primary and Nursery School             |
| Pupils in school                            | 148<br>(Years R – 6 £1345 per pupil)              |
| Pupils in Nursery                           | 28 (as of March 2022)<br>(Nursery £302 per pupil) |
| Proportion of disadvantaged pupils          | 38 pupils (24%)                                   |
| Pupil premium allocation this academic year | £55,110   |
| Academic year or years covered by statement | 2021 - 2022                                       |
| Publish date                                | November 2021                                     |
| Review dates                                | January 2022                                      |
| 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 |
|--|--|--------------------|
| <b>Pupil Premium</b><br>Pupils who are eligible for free school meals, or have been eligible in the past 6 years | £1345  | School             |
| <b>Pupil Premium (continued)</b><br>Early Years funding  | £302.10  | School             |
| <b>Pupil Premium (continued)</b><br>Pupils who have been adopted from care or have left care                     | £2345  | School             |
| <b>Pupil Premium (continued)</b><br>Children who are looked after by the local authority                         | £2345  | Local authority    |

| Pupil eligibility criteria                                      | Amount of funding for each primary-aged pupil per year | Funding is paid to                   |
|---|--|--------------------------------------|
| <b>Recovery Premium</b><br>(calculated using PP eligible pupil) | £145   | School                               |
| <b>School Led Tutoring Grant</b><br>(1:1 or small 3 group)      | £4,050 allocated<br>(75% of total expected costs)      | School<br>Autumn payment<br>1,181.25 |
| 20 pupils eligible  |  |                                      |
| 300 hours funded  |  |                                      |

| Detail  | Amount  |
|---|---|
| Pupil premium funding allocation this academic year                                       | £55,110   |
| Pupil Premium (Nursery Funding)   | £604.20   |
| <b>Recovery premium funding allocation this academic year</b>                             | £11,843   |
| <b>School Led Tutoring Grant</b>  | £4,050  |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable) | £0  |
| <b>Total budget for this academic year</b>  | £67,557 (not including school led tutoring grant) |

# 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 high quality teaching 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 poor mental health. 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 other or when tasks are challenging. |
| 3                | Pupils who are eligible for Pupil Premium do not enter early years 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 additional costs associated with school.  |

## 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.                           | A higher proportion of Pupil Premium children meet a Good Level of Development than in 2021.     |
| Families are not further deprived due to additional costs.  | School provides additional items.  |

## 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: £48,264.77

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional Teacher Recruited   | This will allow small group tuition<br>Evidence from Education Endowment Fund:<br>Small Group Tuition +4 months | 1                             |
| Teaching Assistant recruited to support pupils who are eligible for PP funding | Evidence from Education Endowment Fund:<br>Small Group Tuition +4 months  | 1                             |
| Teaching Assistant Listening Matters Training                                  | Evidence from Education Endowment Fund:<br>Social and Emotional Learning +4months                               | 1                             |
| Higher Level Teaching Assistant recruited to provide Active after School Clubs | Evidence from Education Endowment Fund:<br>Sports Participation +2 months                                       | 2                             |
| Phonics Play Subscription  | Pupils enjoy using computer based programmes.   | 3                             |
| Physical books   | Pupils can take books home.   | 1, 3<br>£500                  |

### 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 |
|--------------------|--|-------------------------------|
| Phonics Group Work | Evidence from Education Endowment Fund:<br>Small Group Tuition +4 months | 1,3                           |

|   |   |      |
|---|---|------|
| EYFS – Purchase of Role Play materials/resources  | Social groups   | 3    |
| National Tutoring Programme   | Evidence from Education Endowment Fund:<br>Small Group Tuition +4 months  | 1    |
| Spelling Shed   | Children's engagement with on line programmes is good.  | 1    |
| Maths Shed  |   |      |
| Nessy   | Children's engagement with on line programmes is good.  | 1    |
| CGP Maths and English 10 minute weekly workouts   | Concentration for 10 minutes.   | 1    |
| Booklet SPAG  |   | 1    |
| Read Write Inc Resources<br><br>- Handbook<br>- Speed Sound Cards<br>- Teaching pack<br>- Table top prompts | Read Write Inc is included on DFE's list of programmes.   | 1,3  |
| Dandelion Reader units purchased to complete phonics scheme up to Year 2.                                   | Guided and individual reading   | 1, 3 |
| 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    |

**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  |               | 4 |
| Provide Milk   |               | 4 |
| Nutrition whilst isolating – Long life food parcels for children who need to isolate/bubbles isolation.  |               | 4 |
| Assemblies focussed on Mental Health and Wellbeing (through Drama and Stories)<br>Using a Metacognition and self-regulation approach (learning to learn with motivation) | EEF +7 months | 2 |
| Purchase of school uniform/PE kit/Book bags/Water bottles/wellies etc  |               | 4 |
| Educational Visits   |               | 4 |
| Provide Music Lessons – learning of a musical instrument.  |               | 4 |

**Total budgeted cost: £66,953**

## 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, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Standardised assessments completed in July 2021 indicate that pupils are working below average.

Strategies used in 2020-21 were successful and so the school will continue to use some of these approaches.

#### **Teaching Strategies**

Staff training in the use of online platforms supported the quality of remote education to ensure that pupils continued to access the wider curriculum during lockdown.

Parental Engagement and contact was low during the spring lockdown so on return staff have worked on communication and language skills, phonics and early writing and numeracy.

#### **Targeted Intervention**

Identified pupils receiving one to one tuition across the summer term made good progress and achieved phonics results in line with national figures 2019.

#### **Wider Strategies**

The introduction of Seesaw and Tapestry supported school staff to communicate with parents, especially during periods of national lockdown. Microsoft TEAMS also developed parental engagement through the ability to hold virtual meetings with parents.

We have worked with the Mental Health Support Team to ensure our children are as supported as they can be during the pandemic. We have also made several referrals to CAMHS and OT for children who might need these services.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.



### **Teaching Strategies**

- New HLTA provided well attended After School Clubs and supported children 1:1

### **Targeted Intervention**

- RWI phonics began in summer term – ongoing training and support needed

### **Wider Strategies**

- Pupils were able to experience Educational Visits
- Pupils felt part of the Edmondsley Family and their class
- Assemblies supported children's emotional literacy.

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

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see Governor Monitoring forms.

