

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	Edith Cavell Primary School
Number of pupils in school	254
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Miss H Cooke Head teacher
Pupil premium lead	Miss J Martin UKS2 lead – PP Champion
Governor / Trustee lead	Mrs Julie Balaam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,010
Recovery premium funding allocation this academic year	£8,410
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	£86,420

Part A: Pupil premium strategy plan

Statement of intent

Edith Cavell Primary is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focused support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. We are committed to 'Closing the Gap' between vulnerable pupils and their peers; the pupil premium funding forms a vital part of this process.

The Government allocates Pupil Premium, additional funding, to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

Challenges

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

Challenge number	Detail of challenge In school
1	The gap between PP children and their peers within school and nationally
2	A higher percentage of pupils with EAL/SENd within this group than the non PP eligible

3	% of children who are PP eligible are working significantly lower in the areas of communication and language on entry than their peers, with low levels of vocabulary
4	Pupils and their families have a lack of aspirations for their futures reducing their motivation and commitment to learning
5	Pupils not being 'ready to learn' in class (pupils are not in a secure place mentally/emotionally) and demonstrate poor learning skills such as difficulties with organisation, commitment and resilience.
Challenge number	Detail of challenge External to school
6	The home learning environment is not always conducive for effective learning for some pupil premium children and there are a lack of regular routines including home reading, homework, spellings and having correct equipment in school such as a PE kit.
7	Parental engagement with school and perceptions of education.
8	Low household income restricts the life experiences of children and the opportunity for the extra-curricular, cultural or out of school activities such as holidays, visits to local and national places of interest and so limits the opportunity to develop cultural capital. (Cultural capital is the essential knowledge and experiences that children need to prepare them for their future success)
9	Despite provision of IT equipment, poor engagement in home learning during January 2021 lockdown

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
Pupils receive the support within school to narrow the gap between PP and NPP nationally in all year groups.	<ul style="list-style-type: none"> The gap between PP and NPP Nationally will narrow so that at least 65% of PP children are working at ARE by the end of the academic year 2022. Termly assessment by SLT and Teachers via various assessment methods including formal and informal. SLT and Teachers will have a greater awareness of the PP pupils in their class and hold more accountability for PP outcomes for themselves and as a year group. PP pupils known to all staff within the year group and across the school.

	<ul style="list-style-type: none"> • PP pupils closely monitored for attainment/progress/attendance by class teachers/TA's and SLT. • Consistent implementation of excellent practice and high expectations across the school, with all teaching to be consistently good. • Highly effective teaching leading to accelerated progress of PP pupils. • Increased % of pupils working at or above age related expectations across the school in reading, writing and maths. • Increased parental engagement, through supporting parents to help their child with their home learning.
Pupils coming into school that are PP with weak language levels and restricted vocabulary have daily communication-rich opportunities	<ul style="list-style-type: none"> • Identified EYFS and KS1 staff to complete word level language training to be disseminated down to other staff in the phase. • Identified EYFS and KS1 staff to complete on-going training for oral language interventions. • Pupils taught Sounds Write will gain clear pronunciation and word semantics when reading • Pupils taught Talk for Writing will gain more expressive writing skills • All staff encouraged to speak using grammatically correct language and re-shape children's responses where necessary so that children's language skills will be increased.
All pupils are encouraged and those that want to take part will participate in school trips and other trips that extend their personal experience including after school clubs and other extra-curricular activities.	<ul style="list-style-type: none"> • All pupils' who eligible for PP funding will access half price costs for any trips or visits. Some may access full costs of visits and trips. • A greater number of Reception and KS1 parents will complete the forms necessary to enable PP funding. • A greater number of PP pupils will have access to residential, school trips and after school clubs.
All pupils eligible for PP will receive support in reading at school and support with comprehension of texts. This support will develop a culture for reading for enjoyment.	<ul style="list-style-type: none"> • Improvements in the provision or reading for PP pupils. • Teacher and TA intervention for reading to be consistent across the whole school. • Consistent implementation of excellent practice and high expectations across the school for reading.

	Increased % of PP pupils working at ARE or above across the school in reading.
Parents are able to support children with home learning, including reading, writing and maths development and remain active partners in their children's learning.	<ul style="list-style-type: none"> • On-going letters, handouts and emails for parents explain the curriculum and learning opportunities for their children. • On-going letters, handouts and emails for parents on how they can help with their child's learning. • Sharing of children's termly targets • If PP children are SEN, Provision Maps will support parents on focused targets • Open day events and year group learning workshops. • Homework clubs for each phase for children to attend

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all lessons [focus of all lesson observations] Maintain pupil to adult ratios to support PP children by deploying TAs to identified areas of need. Half termly review of deployment	Variable grouping for different lessons ensures that support is targeted appropriately, there are consistently high expectations of all children and high quality learning tasks match children's abilities to enable high levels of academic progress. Within class attainment grouping	1, 2,3, 9
Trained school staff will deliver Talking Success, Lift off to Language, Talk for Writing, Talk for All and Five to Thrive to children with identified speech and language issues or identified as disadvantaged. Delivery could be whole class, small group or individuals.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 3, 5, 6
Disadvantaged pupils partake in Forest school programme that provides them with opportunities to experience the outdoors, problem solving and decision making activities	While there are limited studies into the academic impact of outdoor education, its wider benefits in terms of self-confidence and self-efficacy are recognised Outdoor Education - Toolkit Strand - Education Endowment Foundation - EEF	1, 4, 5, 8
Provision of teacher led [wherever possible] interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up. Half termly book trawls by Phase lead and half termly assessment data analysis.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2,3,4, 9

Targeted academic support

Budgeted cost: £30,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor will support individuals or groups to meet their emotional and well-being needs.	Evidence suggests that mentoring support for pupils from disadvantaged backgrounds can have positive effects on attitudes to school, attendance and behaviour which in turn will support academic achievement Mentoring - Toolkit Strand - Education Endowment Foundation - EEF	5, 6
To continue to provide financial support for PP pupils to enable them to attend school trips, residential and after school clubs. Residential and school trips ensure that we are developing the whole child and providing them with opportunities to develop their cultural capital. Financial circumstances shouldn't be a barrier to these experiences.	Council for learning outside the classroom state This is not only about <i>what</i> we learn, but most importantly, <i>how</i> and <i>where</i> we learn. It is about improving young people's understanding, skills, values, personal and social development and can act as a vehicle to develop young people's capacity and motivation to learn. Why LOTC?	4, 8
Sensory circuit activities provided for identified disadvantaged pupils with sensory needs each morning	NHS advice states <i>'Participation in a short sensory motor circuit is a great way both to energise and settle children into the school day.'</i> NHS - Sensory Circuits This is further backed up by research which concludes <i>'the use of sensory-based movement activities has the potential to influence academic outcomes'</i> The Impact of Sensory-Based Movement Activities on Students in General Education	2, 5,
Reception & Year 1 pupils identified with poor language skills make rapid progress through participation in the NELI programme, to enable them to narrow the gap on achieving the expected standard in their year grp.	The EEF foundation research into Oral Language interventions is substantial and indicates that interventions on a 1-1 and small group basis prove effective in raising the oracy levels of participating children. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4, 5, 6, 7, 9
Teacher led targeted group catch-up/booster sessions focus on identified areas for development to ensure identified gaps in knowledge and understanding are addressed so that pupils may feel confident in their knowledge and skills when approaching Y6 SAT tests.	The EEF research into small group tuition coupled with tuition taking place after the school day conclude that <i>'before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits'</i> Small group tuition Extending School Time	1, 2, 3, 4, 6, 9

Wider strategies

Budgeted cost: £10,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor will support individuals or groups to meet their emotional and well-being needs.	<p>Evidence suggests that mentoring support for pupils from disadvantaged backgrounds can have positive effects on attitudes to school, attendance and behaviour which in turn will support academic achievement</p> <p>Mentoring - Toolkit Strand - Education Endowment Foundation - EEF</p>	5, 6
Short term TLR awarded to member of SLT for monitoring, supporting and challenging achievement of pupils who qualify for Pupil Premium Grant	<p>Co-ordinated, planned and monitored implementation of establishing additional tuition across the school is advocated as having more chance of lasting success.</p> <p>Putting Evidence to Work – A School's Guide to Implementation</p>	1, 2, 3, 9

Total budgeted cost: £86,420

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