

Pupil Premium Strategy Statement – Review Document 2022 - 2023



Edith Cavell Primary School

Academic Year	2022-2023	Total PP budget	£98,050	Amount of PP received per child	£1,385
Total number of Pupils	242	Number of pupils eligible for PP	69	Review of PP strategy	July 2023

1. Strategy Statement

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

2. Current attainment

	KS2 – 2020 Pupils eligible for PP - 12	KS2 – 2021 Pupils eligible for PP - 10	KS2 – 2022 Pupils eligible for PP - 13	KS2 – 2020 Pupils not eligible for PP - 23	KS2 – 2021 Pupils not eligible for PP - 29	KS2 – 2022 Pupils not eligible for PP – 27
	% achieved expected level or above					
Reading	66%	40%	38%	70%	62%	81%
Writing	25%	20%	31%	43%	52%	67%
Maths	50%	20%	46%	56%	45%	81%
GPAS	75%		62%	83%		81%
RWM combined	25%	10%	23%	43%	41%	63%

2020 data based on Mock SAT's completed in week prior to shut down in March 2020 (2 children absent, 1 PP 1 non PP)

	KS1 – 2022 Pupils eligible for PP - 9	KS1 – 2022 Pupils not eligible for PP - 15
	% achieved expected level or above	
Reading	44%	67%
Writing	33%	40%
Maths	44%	60%
RWM combined	33%	40%

3. Barriers to Future Attainment (for pupils eligible to PP)

In school barriers

A	The gap between PP children and their peers within school and nationally
B	A higher percentage of pupils with EAL/SENd within this group than the non PP eligible
C	% 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
D	Pupils and their families have a lack of aspirations for their futures reducing their motivation and commitment to learning

E	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.
External barriers	
A	The home learning environment is not always conducive for effective learning for some pupil premium children and there is a lack of regular routines including home reading, homework, spellings and having correct equipment in school such as a PE kit.
B	Parental engagement with school and perceptions of education.
C	Lack of engagement from parents for home reading and home /school learning as well as parental ability to support learning at home and the need for parents to help children with their daily reading, phonics development, writing and number skills.
D	Despite provision of IT equipment, poor engagement in home learning during January 2021 lockdown

4. Desired outcomes		
Desired Outcomes and how they will be measured		Success Criteria
A	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 2023. • 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. • 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 good/outstanding 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.
B	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.

		<ul style="list-style-type: none"> ● Pupils taught Sounds Write will gain clear pronunciation and word semantics when reading ● Pupils will engage in regular drama opportunities within English lessons, to 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.
C	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.
D	All pupils eligible for PP will receive support in reading at school and support with comprehension of texts. This support will develop a culture of reading for enjoyment.	<ul style="list-style-type: none"> ● Improvements in the provision of 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.
E	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

Pupil Premium Grant Impact Review 2022 - 2023

Quality Teaching for All

Key Actions taken	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps																		
<p>Provision of teacher led [wherever possible] interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up.</p> <p>Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all lessons [focus of all lesson observations]</p> <p>Half termly book trawls by Phase lead and half termly assessment data analysis.</p> <p>Maintain pupil to adult ratios to support PP children by deploying TAs to identified areas of need.</p>	£48,000	<p>Annotated seating plan available in all classrooms to inform anyone undertaking learning walks who are vulnerable children</p> <p>Books of PP children marked first, across the curriculum</p> <p>In Y3 PP children exceeded non PP children in Writing and Maths</p> <p>In Y5 PP children exceeded non PP children in Reading and Writing</p> <p>In KS1 5/14 pp children are also SEN</p> <p>In Y6 ¼ of the PP children are also SEND</p> <p>Other PP children maintained previous attainment or progressed from starting point. A high proportion of PP children also have other vulnerabilities.</p> <p>2023 KS2 SATs</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Comb</th> <th>GPAS</th> </tr> </thead> <tbody> <tr> <td>National</td> <td>60.2%</td> <td>58.3%</td> <td>59.1%</td> <td>44.1%</td> <td>59.2%</td> </tr> <tr> <td>EC</td> <td>62.5%</td> <td>62.5%</td> <td>62.5%</td> <td>37.5%</td> <td>75%</td> </tr> </tbody> </table>		Reading	Writing	Maths	Comb	GPAS	National	60.2%	58.3%	59.1%	44.1%	59.2%	EC	62.5%	62.5%	62.5%	37.5%	75%	Focus on attendance of PP children
	Reading	Writing	Maths	Comb	GPAS																
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<p>Education consultant will deliver 'Writing for a Purpose' training to all teaching staff and will provide termly support to the English Lead to ensure all pupils, especially those who are disadvantaged, are able to engage effectively within English lessons and their Writing is purposeful and coherent.</p>	£1,576	<p>At KS2 gap between PP and non pp only 3% = 1 child</p> <p>In Y4 Gap is 8% = 2 children</p> <p>In Y3 & Y5 PP Writing exceeded non PP</p>	Look to join local EIGG development of writing group for additional, proven interventions and whole class methods to further improve writing across the school																		
<p>Trained school staff will deliver Talking Success, Lift off to Language, 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.</p>	£5,000	<p>Focus on oracy and language in EYFS</p> <p>60% of PP children achieved a GLD in Reception equal to non PP children at 60.7%</p> <p>80% of PP children achieved ELG's in Communication compared to 71% of non PP children</p> <p>70% of PP children achieved ELG's in Literacy compared with 64% of non PP children</p>	Train additional and any new staff on oracy developing programmes so that principles can be used as part of continuous provision as well as interventions.																		
<p>Y6 children who are unable to swim 25 meters, continue to access weekly swimming lessons at Trinity Arts Centre. Swimming teachers work in small groups with identified children to develop their swimming abilities</p>	£1,000	Year 6 was 17.24 % WTS 82.76 % EXS	Continue to offer additional swimming lessons to those Y6 pupils unable to swim 25 m																		

Disadvantaged pupils partake in Forest school programme that provides them with opportunities to experience the outdoors, problem solving and decision making activities	£1000	Confidence and attendance of vulnerable pupils has improved while part of block of forest school sessions taking place.	Look to train additional staff to be able to deliver forest school activities so targeting additional vulnerable pupils.
Each classroom contains 3 laptops which are pre-loaded with the Accelerated Reader website each morning, enabling all pupils to access reading comprehension quizzes.	£5,000	Laptops in the classroom enable children to quiz throughout the day and record their understanding of the books that they have read KS2 Reading 68% in 2022 up to 71% in 2023 GD – 25% in 2022 up to 29% in 2023	Increase to 4 laptops per class to enable more frequent quizzing
Total	£61,576		

Targeted Support

Key Actions taken	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Learning Mentor was deployed to support individuals/groups with emotional or wellbeing needs, and developed a relationship with parents of the identified children to support any home issues and increase school engagement.	£8,138	PP attendance in 2022- 23 improved from 90. 54% in the spring term to 91.3% in the summer term and in 2023-24 in the Autumn term To 91.4%	Learning Mentor to continue to support disadvantaged pupils and their families. Learning Mentor promotes engagement with school and PP pupil attendance increases.
New to English learners receive weekly intervention to develop knowledge of English in everyday situations, grammar rules and standard English. Delivery could be small groups or individuals.	£8,000	New to English learners are able to communicate in everyday situations and have an understanding of standard English. NASSEA data indicated that New-to-English pupils have made some improvement in their Speaking & Listening skills over the course of the year (according to NASSEA's 'step' model). PP pupils and New-to-English pupils are therefore making progress in English according to their individual needs, albeit at a slower rate than their peers.	Continue providing disadvantaged pupils, and those new-to-English, with access to Learning Village to develop their language skills and understanding.
PP children were provided with 189ml of milk each day.	£3,359	Teacher voice indicated that pupils were better able to concentrate for the second half of the morning.	To continue.
TAs delivered the NELI programme to selected YR and Y1 pupils with poor language skills to enable them to develop their language, oracy, phonological awareness and vocabulary.	£500	<ul style="list-style-type: none"> • 61% of children in EYFS achieved GLD <ul style="list-style-type: none"> ○ 60% of PP children ○ 60.7% of non PP children • 65% of children in Y1 achieved a pass mark in phonics test <ul style="list-style-type: none"> ○ 66.7% of PP children achieved a pass mark 	NELI to be continued in YR next year to support pupils with their language development and comprehension.
Siblings of PP children attending after school, or before-school interventions were provided with free access to After-School Club or Gems Club.	£1,500	More pupils attended interventions as a result of the free sibling provision.	To continue where need arises.
Financial support provided for PP pupils to enable them to attend school trips, the residential and after-school sports clubs.	£1672	All PP pupils were able to access the residential if desired and pupil voice indicates they felt this was beneficial to their concentration, wellbeing and enjoyment of school. It has also lent	Financial support for PP to continue to enable pupils to access after-school sports clubs, the KS2 residential and trips to increase their cultural capital.

		<p>itself well to writing opportunities since returning, which will impact upon writing data.</p> <p>Disadvantaged pupils had their cultural capital raised, as many remarked that they had not seen a theatre show before (Theatre of the Widdershins).</p>	<p>Financial support provided for disadvantaged pupils to enable them to access termly enrichment opportunities linked to the theme's 'bigger picture' and purpose for writing.</p> <p>Encourage PP children to access offered instrument lessons</p>																		
CGP booster books/revision guides were provided for PP pupils in Year 6.	£572	<p>Mock results highlighted that in November 2022 only 1/8 PP children had passed Mock SAT.</p> <p>Through use of CGP books provided at home this had risen to 5/.8 by mock SAT in April 2023.</p> <p>2023 KS2 SATs</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Comb</th> <th>GPAS</th> </tr> </thead> <tbody> <tr> <td>National</td> <td>60.2%</td> <td>58.3%</td> <td>59.1%</td> <td>44.1%</td> <td>59.2%</td> </tr> <tr> <td>EC</td> <td>62.5%</td> <td>62.5%</td> <td>62.5%</td> <td>37.5%</td> <td>75%</td> </tr> </tbody> </table>		Reading	Writing	Maths	Comb	GPAS	National	60.2%	58.3%	59.1%	44.1%	59.2%	EC	62.5%	62.5%	62.5%	37.5%	75%	To continue to purchase additional CGP revision guides for Y6 PP children.
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Y6 SATs booster groups were run by teachers to revise and consolidate identified gaps in selected and disadvantaged pupils in the run up to SATs.	£2,950	<p>All 8 children who were PP in Y6, attended booster groups.</p> <p>5/8 = 62.5% passed Reading SAT in July 23. 12.5% achieved GD</p> <p>5/8 = 62.5% passed Maths SAT</p> <p>5/8 = 62.5% achieved the expected standard in Writing</p> <p>6/8 = 75% passed GPAS SAT in July 23. 12.5% achieved GD</p>	To continue. Booster groups to continue post-SATs for identified Year 5 pupils.																		
Breakfast was provided each day for Y6 pupils in SATs week.	£250	<p>Pupils' concentration and wellbeing improved as a result of the breakfast. Pupil voice indicated that this was their favourite part of SATs week and it helped to calm them before their tests.</p> <p>Data from Y6 SATs in 2023 showed</p> <p>PP children exceeded National levels of achievement on Reading, Writing, Maths and GPAS</p>	To continue.																		
Identified pupils with behavioural or emotional needs to access 'School Dog Programme' to help them identify strategies to support/improve their wellbeing or behaviour.	£1,800	<p>Observed improved resilience of participants. Pupils able to identify where a different course of action would have achieved a more positive outcome and express how their behaviour could be improved should the situation arise again.</p>	To Continue																		
Sensory circuit activities were provided for identified disadvantaged pupils with sensory needs each morning. TAs support pupils to access sensory tent sessions and other sensory activities at identified times each week.	£3,000	<p>Teacher voice has highlighted that Sensory Circuits has had a positive impact on pupils entering the classroom ready to learn each morning. The Year Five teacher remarked that her pupils now came in "focused and calm".</p>	To continue.																		
Total	£31,741																				

Other Approaches

Key Actions taken	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
School subscribes to the National College website to ensure that the school meets, and exceeds, the statutory safeguarding requirements to keep pupils safe online.	£1900	Staff are acutely aware of the dangers online that pupils face and the importance of keeping their knowledge and training current and up to date in order to identify risk in daily conversations and take appropriate action	Maintain subscription
TLR awarded to Pupil Premium Champion to monitor, support and challenge achievement of PP pupils.	£2,833		Continue to monitor, support and challenge achievement of PP pupils across the school; specifically in UKS2.
Total	£4,733		
		Total spend £98,050	£98,050

Additional areas to target next year:

- Financial support provided for disadvantaged pupils to enable them to access termly enrichment opportunities linked to the theme's 'bigger picture' and purpose for writing.
- Identified pupils with behavioural or emotional needs to access 'School Dog Programme' to identify strategies to support/improve their wellbeing or behaviour (£1,800).
- Laptops in classroom enable pupils to access Accelerated Reader three times weekly and for teachers to monitor PP reading progress and frequency more easily
- Subscription to National College (£1900) ensures that the school meets, and exceeds, the statutory safeguarding requirements to enable pupils to know how to stay safe online.
- Investigate use of a start and end of participation assessment to quantify progress achieved through attendance at Forest School – GL PASS
- Individual instrument lessons to develop wider interests and opportunities
- Extend opportunity to access BC and ASC club for PP children to improve school attendance
- Purchase weekly/monthly bus passes for identified PP children and parents to enable regular attendance at school