

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	The King Edward Primary School
Number of pupils in school	378
Proportion (%) of pupil premium eligible pupils	Oct 22 – 116 pupils 31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	Nov 2022
Date on which it will be reviewed	Nov 2023
Statement authorised by	Sue Bridges
Pupil premium lead	Michael Vere
Governor / Trustee lead	Phee Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 160,660
Recovery premium funding allocation this academic year	£ 18,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 178,930
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

Nationally, there is a gap in attainment between those children who are eligible for Pupil Premium and their peers. The main purpose of the Pupil Premium is to close this gap by raising the achievements and aspirations of Pupil Premium children. At King Edward, we believe that school should be an exciting, fun and inspiring preparation for our futures. We respect each other, whatever our background. We know that, if we never give up, there is no limit to future achievements.

We provide enhancement opportunities, which some pupils may otherwise never experience, to engage learning and believe that school should be a happy, investigative, and enquiring time where there are no limits and there is a thirst for new experiences and knowledge. A primary focus is to raise aspirations, engender a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every student find their strengths and interests.

High-quality teaching is at the heart of our approach, with a focus on areas children with Pupil Premium require the most support to ensure we give them the best opportunities to meet their full potential. We adopt a whole school approach in which all staff take responsibility for the outcomes of children in receipt of Pupil Premium and raise the expectations of what they can achieve.

Recently we have seen an increase in the number of EAL children arriving at the school with a low level of English, several of these are in receipt of PP and we have emphasised the ongoing need to support the oracy of the children in the school.

We know that together, inspired, excited and determined, we will succeed.

Challenges

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

Challenge number	Detail of challenge
1	Historically, our children in receipt of Pupil Premium have had a higher number of school absences than our non-Pupil premium children. There have been a higher number of persistent absentees that are in receipt of pupil premium than those that are not, this inevitably impacts on their attainment data.

2	Assessment and pupil voice show that writing engagement, especially with boys, is lower for children in receipt of pupil premium.
3	Assessments, observations and discussions with staff has highlighted oral language skills to be an area of concern for many of our children with pupil premium. This is particularly prevalent in EYFS and KS1. An increase in the number of children with EAL has also had an impact on the lower levels of language skills.
4	Every day in school, we utilise all staff as best and effectively as we can. We have limited TA support in class. A challenge for us is to ensure that interventions are led by staff, and we know that interventions in place are effective. With a growing number of pupils in receipt of pupil premium this will need to be effectively led and managed.
5	The lowest 20% of readers, of whom many are DP, will often struggle to access the curriculum due to their reading ability. Several of these DP children are also EAL. We need to ensure that these children have every opportunity to access the curriculum either through targeted scaffolding or through the use of digital technology.
6	As we are in a digital age, it is imperative that children are able to develop the skills (as well as the ability to use the technology) that they will require for the jobs of the future. This is a significant issue for DP children who may not have access to the technology at home. This is something we must provide as a school.
7	Since the pandemic, some of our children need additional emotional support. Resilience levels have decreased and in some areas of the school, children are struggling with their work ethic. The current finance climate is also adding extra pressures onto many of our families including those in receipt of pupil premium. Therefore, PSHE and mental wellbeing is a factor for many children including those in receipt of pupil premium.

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
Decrease the number of persistent absentees of children receiving PP	Attendance is improved for children receiving PP in particular persistent absentees and is in line with the non-PP. The percentage of persistent absentees that are in receipt of PP is in line with non-PP.
Continue to increase the levels of attainment in writing especially boys with PP	The percentage of PP children achieving ARE in writing has increased across the school.

	The progress made by the PP children is exceeding the progress made by the non-PP, allowing the gap to be closed
Increase language acquisition of our children with EAL and those in EYFS with decreased levels of language	There is a significant increase in oral language skills for pupils in receipt of PP as seen through Bells Assessments and Flash Academy. This is particularly evident in our EAL children who are in receipt of PP.
Improve the opportunities for children to access a rich curriculum through the use of digital technology	Through work scrutinises and pupil voice, Pupils have increased confidence in the use of digital technology to support their learning. Staff are confident to use technology effectively to support a rich and balanced curriculum.

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: £ 89530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide staff with the hardware and training to improve the teaching and learning from the use of digital technology. Supporting the roll-out of 1:1 iPads across the school	The EEF's 'Using Digital Technology to Improve Learning' offers the best evidence available and includes a number of practical examples of technology being used in ways which support improved teaching and learning. Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	2, 3, 5, 6
Continue to embed Little Wandle SPP across key stage 1	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF (educationendowmentfoundation.org.uk)	2, 3, 4, 5
To continue the roll out of the Wellcomm scheme	There is extensive evidence that the WellComm programme positively impacts	3

in EYFS, extending it to Year 1	children's oral language development in the early years. Sandwell Keeps Talking with help from WellComm Early Years - GL Assessment (gl-assessment.co.uk)	
To track the progress of EAL children through the use of Bells assessment and introduction of the Flash Academy App	Working closely with our LA advisors an effective EAL tracking system shows evidence of increased progress of those children new to English, closely following their language acquisition and ensuring all staff are aware of their next steps to ensure swift progress or any further support that may be required.	2, 3
Recruitment of extra support for Year 6 and Year 2 with a particular emphasis on boys in receipt of pupil premium for both academic and pastoral support	We have a large number of pupil premium children in our current Year 6 (2022-23) and Year 2 (2022-23) From recent feedback and monitoring, some of these children have lower levels of stamina, resilience and work ethic. This is affecting their achievements and we aim for all children to reach their full potential before leaving King Edward.	2, 3, 4, 5

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

Budgeted cost: £ 44700

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA targeted one to one tuition to improve the social and emotional aspects for identified children	Social and emotional learning EEF (educationendowmentfoundation.org.uk) There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	7
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base to positively impact children's reading. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds	2, 3, 4, 5

	Phonics EEF (educationendowmentfoundation.org.uk)	
WellComm targeted support for oral language development	Following initial assessment of all EYFS and Y1 children targeted support will be given using the WellComm programme with our EYFS staff, a significant proportion of the targeted children will be our most disadvantaged. Oral language interventions EEF (educationendowmentfoundation.org.uk)	2, 3

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

Budgeted cost: £ 44700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to utilise the National Breakfast Programme	There is evidence linked to children's wellbeing, as well as their physical and mental health, if they miss breakfast. We have a growing number of children that we now give a snack to when they let us know they've had no breakfast. We hope this will combat some of our readiness to learn, children's health and wellbeing and also school absences due to providing the free breakfast. National school breakfast club programme - GOV.UK (www.gov.uk)	1
To improve parental engagement through clear communication and regular drop ins sessions and open mornings	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the Education Endowment Foundation (EEF) Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. EEF Parental Engagement Summary of recommendations.pdf (educationendowmentfoundation.org.uk)	1
Extra-curricular activities including sporting activities	There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. Children are unable to achieve if they are not in school and if their self esteem is low. Sporting activities increases both of these especially for	1, 7

	<p>disadvantaged children who may not experience extra-curricular activities should school not offer these.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	
To implement a new absence tracking system in school	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>EEF Parental Engagement Summary of recommendations.pdf (educationendowmentfoundation.org.uk)</p>	1

Total budgeted cost: £ 178,930

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 2021 to 2022 academic year.

Intended outcome	Success criteria	Review
Decrease the number of persistent absentees of children receiving PP	Attendance is improved for children receiving PP in particular persistent absentees. The percentage of persistent absentees that are in receipt of PP is in line with non-PP.	<p>Due to the impact of Covid, the attendance of PP children dropped from 93.9% (2020/21) to 89.9% (2021/22). However the non PP attendance also dropped from 95.3% to 92.3%. the gap between PP and non PP has broadly stayed the same. The percentage of persistent absentees in PP children has increased. In 2020/21 22% of PP children were PA compared to 13.6% of non PP children. However in 2021/22, 43% of PP children were PA compared to 23% of non PP. However, if you look at the PP with attendance above 88% the percentage of PP who are PA drops to 28% and 18% for non PP.</p> <p>Absenteeism remains an issue for the despite being praised for the actions taken to tackle the issue.</p> <p>To address the issue the school is introducing Study Bugs so that absenteeism and the reasons for the absence can be tracked more efficiently as well as sending out regular notifications to parents. This is seen an immediate impact with PA within PP dropping to below the level on non PP at the start of this year.</p> <p>The school has also introduced its own system for tracking absenteeism in the school.</p>
Increase the levels of attainment in writing especially boys with PP	<p>Number of PP children achieving ARE in writing has increased across school.</p> <p>Enjoyment in writing has increased across school and particularly in boys.</p>	<p>Progress in writing is particularly strong in UKS2 with over 60% of PP children making significant progress (across a year) in writing with the progress for boys with PP being as strong as all PP in that year group. However, the progress over the Key Stage is still low with WBFSM progress score of -4.6. This shows that initiatives to support writing is having an impact but need time to be embedded.</p> <p>Progress in writing is not as strong further down the school with fewer children making expected progress. This may be as a result of low phonically knowledge which is being addressed through the implementation of</p>

		<p>Little Wandle SSP to support the development of reading and writing in EFYS and KS1.</p> <p>A recent pupil voice completed by the governors at the school has shown that children were pleased to talk about/show their work to the governors.</p>
Increase language acquisition of our children with EAL and those in EYFS with decreased levels of language	There is a significant increase in oral language skills for pupils in receipt of PP. This is evident for children in EYFS and for our EAL children receiving PP.	<p>Through the implementation of Bells assessment and the tracking of the results as well as the introduction of the Jane Considine approach in writing; the pace of language acquisition has improved for EAL children. To continue to improve this language acquisition the school is implementing Zoom Academy to further support EAL children with PP.</p> <p>WellComm has been introduced in EYFS and is allowing better tracking of the communication and language section of the EYFS curriculum as well as supporting its development, which has led to improved outcomes. WellComm is now being used to support children in Y1 who require continued support, particularly PP children.</p>
Improve the levels of resilience and increase self-esteem of children receiving PP	Student voice, parent surveys and staff feedback indicate that pupils are showing higher levels of emotional and educational resilience. This is having a positive impact on self-esteem for pupils in receipt of PP.	A recent pupil voice completed by the governors at the school has shown that children are continuing to develop emotional and educational resilience through supporting others in their classroom as well as knowing know they can turn to if they are stuck.

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

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	