

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 and Nursery School
Number of pupils in school	380
Proportion (%) of pupil premium eligible pupils	Oct 23 – 109 pupils 28%
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	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Sue Bridges
Pupil premium lead	Michael Vere
Governor / Trustee lead	Chris Burks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 158,595
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
Provide staff with a licence for Showbie which will enable staff to use iPad to support the lowest 20%		
Continue to embed Little Wandle SPP across key stage 1 and ensure	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development	2, 3, 4, 5

effective phonics intervention is occurring in key stage 2.	of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF (educationendowmentfoundation.org.uk)	
To continue the roll out of the Wellcomm scheme in EYFS and Y1, extending it to Year 2 and 3	There is extensive evidence that the WellComm programme positively impacts children's oral language development in the early years. Sandwell Keeps Talking with help from WellComm Early Years - GL Assessment (gl-assessment.co.uk)	3
To track the progress of EAL children through the use of Bells assessment and introduction of the Flash Academy App	Using Insight, to create an effective EAL tracking system that 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 3 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 in our current Year 3 (2023-24) 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	Phonics approaches have a strong evidence base to positively impact children's reading. Phonics has a	2, 3, 4, 5

who require further phonics support.	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)	
WellComm targeted support for oral language development	Following initial assessment of all EYFS, Y1 and Y2 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
Tutoring provision for PP children who need to accelerate their progress in writing	As a school, writing is an area we are focusing on. To support PP children who need to make accelerated progress to achieve ARE, there is targeted weekly tutoring sessions (1hr).	2
Additional targeted intervention for maths and English in Y5 and Y6	Due to the impact of Covid19 on the following year groups there has been an additional teacher supporting with small groups which include some of the most disadvantaged children.	2, 4, 5 and 7

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

Extra-curricular activities including sporting activities	<p>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 disadvantaged children who may not experience extra-curricular activities should school not offer these.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	1, 7
To continue to use the 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 2022 to 2023 academic year.

Absenteeism remains an issue despite being praised for the actions taken to tackle the issue. The attendance of PP children is slightly below that of the whole school - 94% compared to the whole school which is at 95%. This is a similar picture for the persistently absentees who are at 15% compared to the whole school at 12%. Many of the PP children who are PA represent multiple characteristics such as EAL and SEND.

Studybugs has been successfully implemented in the school and is allowed staff to respond to absenteeism with greater efficiency.

End of Key Stage 2 data for PP children was very positive with PP children outperforming the non PP in ARE for reading, SPAG and maths and for GDS in reading and SPAG.

Writing is an area of focus across the school. In the majority of year groups the PP children are performing as well as the non PP. However, there are a few year groups where the gap is larger. Targeted tutoring is being put in place to accelerate the progress of PP children in writing. A recent pupil voice has shown that children are enjoying their writing lessons and feel confident to write. They particularly like the range of vocabulary they develop through their English lessons.

Recent Wellcomm progress data has shown the gap between PP and non PP, in Y2, has not just closed but outcomes are now higher than for non PP. In Y1 great improvement has been seen and the gap between PP and not PP is closing. In Y3 all children has now met the expected standard.

There is a continued improvement in resilience and self esteem of children with PP. Some of the year groups are showing higher levels than others and these groups are being supported in school through a range of strategies including nurture groups.

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?	