

Pupil premium strategy statement – King Edward Primary School and Nursery

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	31.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Emma Estell
Pupil premium lead	Michael Vere
Governor / Trustee lead	Chris Birks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 176,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 176,120

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 preparing children for their future. We respect each other, irrespective of our background. We know that, if we never give up, there is no limit to future achievements.

A primary focus is to raise aspirations, instil 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 in, 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.

We provide enhancement opportunities, which some pupils may otherwise never experience, ensuring children are aware of the world around them. We do this through the school 'passport' which maps out a range of experiences available to children. As a school we ensure that all children are able to access these activities regardless of their families financial situation.

Through being deliberate in our development of character we aim for children to leave our school as well rounded individuals – a King Ed's Kid. We achieve this through focusing on the 5Cs: Compassion, Courage, Curiosity, Confidence and Community.

Recently we have seen increased mobility in our school with children from a range of backgrounds and needs arriving at the school. Within this, there are a number of EAL children arriving at the school with a low level of English, several of these are in receipt of PP. This has emphasised the ongoing need to support the oracy of the children in the school.

The number of children who have SEND and are in receipt of PP has also increased, therefore we need to ensure that these children are receiving the best support they can.

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	Attendance continues to be a challenge for the PP children in school. This is particularly evident in the children with multiple characteristics. Ensuring that these children get the support they need to get into school is vital.
2	As a school the development of writing is a key focus. Attainment in writing is not yet at the national standard and children in receipt of PP are currently behind their peers.
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 or SEN has also had an impact on the lower levels of language skills.
4	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.
5	The school has carefully planned out a range of enrichment opportunities throughout the year. However, with the financial constraints on the families of children who are in receipt of PP it is important that we ensure that funding is not a barrier to them accessing the opportunities.
6	We have found an increasing number of our Pupil Premium children are struggling with friendship issues. They often find it difficult to express their feeling in an appropriate way resulting in behaviour issues.

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
Attendance of children in receipt of PP is in line with the national average.	The gap between PP and non PP children has closed. Persistent absences

	is inline with non PP children and the national average.
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. 4 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	A clear and robust system to support language acquisition means that children new to English make good progress with spoken and written English.
Continue to 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.
All PP children are able to access a wide range of enrichment activities.	Through pupil voice, children are able to positively articulate the enrichment experiences they have experienced. Tracking data shows that they have been able to access a wide range of extra curricular clubs.
The SEMH needs of the PP children has been supported through Opal play and the introduction of Zones of Regulation	The number of behaviour incidents at lunchtime have reduced. PP children are able to describe and share their feelings.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 88,060

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. Continue to support the role out	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	4

of 1:1 iPads across the school.		
Provide bespoke training for staff with 1:1 iPads on Showbie, Socrative and Explain Everything, focusing on core subjects, including writing	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	4
To train a new Wellcomm lead in school ensuring the scheme remained embedded from EYFS it to Year 2	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	2, 3
Training of staff in the Opal play scheme	Research has shown the importance of play for children of all ages Research and Evidence - Outdoor Play And Learning	6
CPD on Transform Writing process	Teaching the writing process is considered an effective way of teaching writing DFE-RR238.pdf	2
CPD on Zones of Regulation	Studies examining The Zones of Regulation's impact have shown the curriculum has a positive effect on learner outcomes. Evidence-of-Effectiveness-Brief.pdf	6

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

Budgeted cost: £ 44030

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	2,3
Additional targeted intervention for maths and English in Y6	Due to the impact of Covid19 on the Year 6 group there has been an additional teacher supporting with small	2

	groups which includes some of the most disadvantaged children.	
To support and track the progress of EAL children through the use of Flash Academy	Flash Academy achieved the Learning Excellence Awards 2021 for their 'Innovative, excellent and effective initiatives in supporting schools with their EAL needs' News - FlashAcademy@	2,3
Targeted SEMH support through Nurture.	Social and emotional learning EEF There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	6
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 Phonics EEF	2

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

Budgeted cost: £ 44030

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	1,5
To continue to use the absence tracking system in school	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. Parental engagement EEF	1

To subsidise the cost of enrichment activities including extra curricular clubs	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. Physical activity EEF	5
Resources for setting up Zones of Regulation in classrooms	Studies examining The Zones of Regulation's impact have shown the curriculum has a positive effect on learner outcomes. Evidence-of-Effectiveness-Brief.pdf	6

Total budgeted cost: £ 176,120

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance

2022 – 2023				
	Pupil Premium	Not Pupil Premium		Gap
Absent rate	6.70%	5.80%		0.90%
Unauthorised absence rate	2.70%	1.10%		1.60%
Persistent Absence	21.90%	15.20%		6.70%
2023 – 2024				
	Pupil Premium	Not Pupil Premium		Gap
Absent rate	7.10%	4.70%		2.40%
Unauthorised absence rate	3.50%	1%		2.50%
Persistent Absence	18.60%	10.20%		8.40%

Attendance of Pupil Premium children continues to be an issue in school. The gap in absence rate between PP and Non PP has increased due to the Non PP absence rate reducing and PP rate increasing slightly. This is a similar picture for unauthorised absences. The gap in persistent absence has grown due to a large drop in Non PP children which wasn't reflected in the PP data. However there has been a drop in the number of persistently absence PP children, down 3.3%. Children who are PP and EAL have a higher PA rate of 23.5% and children who are PP and SEND have a higher rate of 33.5%. When looking at children who are not EAL or SEND the PA rate drops to 8.9%.

End of KS2 data

EXS+	Pupil Premium	Not Pupil Premium
Reading	79%	78%
Writing	79%	76%
Maths	71%	71%
Combined	64%	63%

The end of KS2 data for PP was strong. The gap has been closed in all subjects and PP outperformed the Non PP in Reading, Writing and Combined for EXS+.

GDS	Pupil Premium	Not Pupil Premium
Reading	21%	37%

Writing	21%	7%
Maths	21%	20%
Combined	21%	2%

The GDS data shows that the Pupil Premium combined, maths and writing scores are higher than the Non Pupil Premium.

Writing

In Y3, Y4 and Y6 data shows that PP children are in line or better than their Non PP counterparts. However they are significantly behind in Y2 and Y5. Boys in receipt of PP are also behind their peers in all year groups other than Y3 and Y6. Writing attainment continues to be a challenge across the school and not just with PP children.

Language acquisition

Recent Wellcomm progress data has shown the gap between PP and non PP, has closed, moreover the Pupil Premium children start at a lower point than non Pupil Premium children and make better progress than the non PP children and have better outcomes in the end.

Digital technology

Pupil and staff voice surrounding the use of digital technologies to support learning has been very positive. Children were able to talk confidently about a range of apps they have used on their ipads including Showbie, Garageband and Keynote. They talked about how using ipads has helped to develop their ability to work independently. Some children were able to explain how they have used some of the accessibility features to access their work. Children also felt that as their work was in digital folders on Showbie they were able to recap previous learning with ease. They also felt that having the slides from the lesson available to them meant that they never felt like they were going to fall behind as they would be able to move back to previous slides.

Where there are 1:1 iPads in school, staff are confident in using technology to support teaching a rich and balance curriculum. Staff feel that using iPads allows them to be able to scaffold the learning better to ensure that all children are able to access the learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.