

# 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	King Edwin Primary School
Number of pupils in school	424 (incl. 41 in F1)
Proportion (%) of pupil premium eligible pupils	76 (18%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Andrew Callaghan-Wetton (Headteacher)
Pupil premium lead	Andy Ogle
Governor / Trustee lead	Bev Cary

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,460
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£91,460

# Part A: Pupil premium strategy plan

## Statement of intent

### King Edwin will make a difference

Closing the attainment gap between disadvantaged children and their peers is one of the greatest challenges facing King Edwin. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, we are confident King Edwin can make a difference.

### Evidence can help

Evidence-informed teachers and leaders at KEPS combine findings from research with professional expertise to make decisions. Taking an evidence-informed approach to Pupil Premium spending helps our school to:

- Compare how similar challenges have been tackled in other schools
- Understand the strength of evidence behind alternative approaches
- Consider the likely cost-effectiveness of a range of approaches

### Quality teaching helps every child

Good teaching is the most important lever King Edwin has to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is a different grant from core funding, this financial split doesn't prevent us from understanding and using whole class teaching to promote progress for all children, including our disadvantaged pupils.

### Implementation matters

The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage. At KEPS, we certainly do not wish to put all our eggs in one basket, but we do want to ensure our key focuses do not get lost in a long list of interventions and new strategies.

### Support middle and high attainers too

The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children, and this is certainly the case at King Edwin. However, tackling disadvantage is not only about supporting low attainers. We ensure

that we offer support and guidance to disadvantaged students with the aim of **all** achieving their full potential.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance of disadvantaged pupils, including participation of After School Clubs, school trips, residential and parents' evenings.</i>
2	Understanding and following the school values: demonstrating these values independently
3	Reading and writing – achieving a WA at the end of the two Key Stages, as well as passing the phonics test in Year 1.
4	An enthusiasm and a love for reading.

## 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 with a disadvantaged background attend school regularly in line with Governments national expectation	<p>Disadvantaged pupils have an attendance better than 96%.</p> <p><b>All</b> parents from disadvantaged families attend parents' meetings and engage with their child's education. Any parents not attending on the night(s) are to be chased up by class teachers to ensure these meetings happen – preferably face to face but if not, then over MS teams.</p> <p>After-school clubs are heavily attended by disadvantaged pupils and children are spoken to in order to encourage them to join and participate.</p> <p>All these can be monitored by registers: attendance register, parents evening registers, after-school club registers.</p>
Children become polite children and good citizens by demonstrating respect, determination, good choices, creativity and excellence (school values)	Children understand each of these values and demonstrate these on a daily basis. Through pupil voice, these children engage with staff (and visitors) in a positive manner and can talk about the importance of our school values, including how integrated they are to daily school life.

<p>Disadvantaged children diminish the difference between themselves and non-disadvantaged pupils by attaining high levels of Working At the expected level with which they are in.</p>	<p>To continue in narrowing the gap of 14% in reading and 11% in writing between disadvantaged and non-disadvantaged.</p>
<p>Children improve their reading and demonstrate a love for it.</p>	<p>Children are reading at home on a regular basis (evidence in homework diaries) as well as attending Early Bird Reading. They are also able to talk more enthusiastically about books they are reading in class.</p>

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants – to spend a large proportion of their time supporting and working with disadvantaged pupils. This maybe on a one-to-one basis, pairs or small groups. A list of interventions they are currently offering are as follows: Switch on Reading Switch on Writing Precision Teaching	The average impact of the deployment of teaching assistants is about an additional five months' progress over the course of a year when delivering high quality interventions (EEF).	1,2,3,4
<i>Phonics training for all staff, including KS2 teachers.</i>	The teaching of phonics has demonstrated an impact of an additional 5 months of progress (EEF).	3,4
To continue to develop, train and support teachers in their early careers, including inhouse observations and surgeries with experienced members of staff.		1,2,3,4
Host and attend moderations throughout the family of schools, sharing good practice in English, as well as interventions and what works well for PP in other schools.		

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

Budgeted cost: £ *[insert amount]*

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Lightning squad 1-to-2 reading intervention</i>	1-to-1 tuition has shown an additional 5 months progress (EFF) Reading interventions have also proven they add an additional 6 months of progress (EFF)	3,4
<i>Third Space Learning</i>	1-to-1 tuition has shown an additional 5 months progress (EFF)	3,4
<i>Extra cover (PP time) provided for class teachers to spend time with children. This could be on a 1-to-1 basis or small group work.</i>	1-to-1 tuition has shown an additional 5 months progress (EFF)  Small group tuition has shown an additional 4 months progress (EFF)	1, 2, 3, 4
<i>Power of 2</i>	1-to-1 tuition has shown an additional 5 months progress (EFF)	2
<i>Nuffield Early Year Catch up program (NELI) – speech and language for F2/Year 1</i>	Small group tuition has shown an additional 4 months progress (EFF) 1-to-1 tuition has shown an additional 5 months progress (EFF)  Phonics interventions have shown an additional 5 months of progress (EFF)	3,4
<i>Books</i>		3, 4

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

Budgeted cost: £ *[insert amount]*

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>After-school clubs, including a host of sports, academic (phonics, maths, reading), forest school, art</i>	Physical activities have shown an additional 1 month progress (EFF).  Arts participation has shown an additional 3 months of progress (EFF).  Reading comprehension strategies have shown an additional 6 months of progress (EFF).	1,2
<i>Funding for summer club</i>	Summer Schools have shown an additional 3 months of progress (EFF).	1,2

<i>Providing learning platforms for all pupils, including support with technology (Chromebook)</i> <i>Doodle Maths</i> <i>TTRS</i> <i>Purple Mash</i> <i>Rising Stars online library</i>	Homework has shown an additional 5 months progress (EFF).	3,4
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**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## 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.

**Intent:** Pupils eligible for PP will make at least sufficient progress in RWM

***Impact:*** R, W and M were reported half-termly and targets set with teachers through pupil progress meetings. These targets were supported by suggestions of interventions and how best to use time with teaching assistants. Whilst at home, during lockdown periods, children received live sessions throughout the day (part of our blended learning package). This was attended by nearly all pupils – only 1 or 2 children per class didn't interact with this offer. Some children were accessing the learning in school (as key workers) while others online using TEAMS as a learning platform. All staff members had been trained in how to use TEAMS as a vehicle for education, and in some year groups, the children actually worked on 'One Note' to produce all their work (Year 5).

**Intent:** Increase proportion of PP achieving ARE in Reading, Writing and Maths by the end of the academic year

***Impact:*** Home-school learning provision has been superb this year. During lockdown (January – February half-term), live sessions were delivered on a daily basis in every year group. Learning continued this way when year group bubbles were shut down. Attendance to these was nearly 100% with follow up phone calls from class teachers and then SLT members when absent. Children were being taught either on screen through TEAMS or within the classroom whilst online sessions were taking place (blended learning).

The teaching of reading, writing and maths has been strong regardless of lockdowns and COVID-19 closures. By the end of the academic year, 70% were WA in maths (65% PP), 68% in reading (57% PP) and 63% WA in writing (54% PP). Many PP children were supplied with chromebook or ipad to ensure attendance in live sessions. Some children were also invited in and classed as vulnerable to ensure children did not fall behind and we could continue to develop the child not just academically, but also emotionally and socially.

**Intent:** Pupils eligible for PP will make at least sufficient progress in Maths – to improve their mental arithmetic skills in terms of number bonds, times tables, place value – particularly in KS2

***Impact:*** Power of 2 have been used extensively in KS2. With no assembly times and children remaining in bubbles, interventions such as this have been tricky to organise and timetable. However, year 3, 5 and 6 have used them all year (year 5 and 6 even used the intervention across TEAMS on a one-one basis) mainly ran by TA's. The gap in years 3 and 5 only stands at 5% and 6% between PP and non-PP in maths. This gap has decreased, and we believe (in some part) this is due to the use of the Power of 2 intervention. The Power of 2 intervention



has been used for the children working before the expected standard and many TA's have commented on the amount of progress the children have made through them. The intervention has been timetabled at least 3 times a week as this consistent approach (only about 10 minutes per session) has proved the most effective. TA's have once again asked if we could again purchase these books for the new year 3's (year 2 last year and did not do Power of 2) and the year 5 children (year 4 were not able to do Power of 2). The PP children who have been accessing this 1-to-1 intervention have improved in attitude and confidence, as well as the core mathematical skills, such as number bonds, doubling, halving, mental addition and subtraction.

This intervention continues to be a success at KEPS and one that we will continue to offer as our catch-up program. I have been so impressed with the success (as well as comments from TA's) that I have promoted this intervention to other schools through leading Maths Network Meetings.

**Intent:** Pupils eligible for PP with make accelerated progress in Reading, writing and maths

***Impact:*** Although most year groups were able to host after-school clubs (which were invite specific) for maths, phonics, reading and writing, this wasn't as successful as I would have liked. PP lead to take more of a role in helping class teachers decide on which children to select for tuition (heavily PP) and what objectives to focus on after analysis of termly assessments.

Year 2 and 6 were able to run quite a few clubs for maths (GD and WT) throughout the year; and phonics and maths in Year 2. Year 6 internal SATs results (no official tests this year) showed that 76% achieved WA in maths (64% PP with two children scoring a scaled score of 99 – so just missing out on the WA judgement).

**Intent:** Pupils eligible for PP with make accelerated progress in Reading, Writing and Maths (through extra teaching time during the school day)

***Impact:*** AU taught a lot of sessions last year (he covered all year groups for an hour every week) to allow teachers the time to spend on one-to-one interventions with disadvantaged pupils (KL also provided extra time – especially in year 4). After monitoring what staff were working on in this time with their PP students, we found most sessions were reading, shared/structured writing, comprehension sessions, responding to marking (and learning from their mistakes), Power of 2 and maths objectives especially linked to misconceptions made in assessments. Interventions also included speedy writers (year 6) and switch on reading.

**Intent:** PP Pupils with achieve higher SAT scores and make better progress in line with non-disadvantaged pupils (Maths)

***Impact:*** Much investment has been made in 3<sup>rd</sup> Space Learning this year which has also been used as one our tuition catch-up programs. Year 4,5 and 6 have benefitted from the sessions. As the sessions are online, children were able to access 3<sup>rd</sup> Space Learning during lockdown. Phone calls were made constantly to remind pupils of these sessions and motivate children to attend.

This is the biggest battle with 3<sup>rd</sup> Space Learning – motivating the children to take part. Whether the sessions are after-school in the classroom (which are a lot better attended) or at home, the children do need some cajoling to take part in it. Once in the session, the children enjoy them, but the children we really want to target would rather go home. Thought has to be given to the children we select for this intervention, to make sure we get the most out of it.

Additionally, it is important parents are informed. Once the parents know about the tuition offer, many offer their support and help in encouraging children to attend (often with external rewards).

**Intent:** Home-school learning (blended learning) is accessible by all, and attended by all.

**Impact:** Children throughout the school have all had the opportunity to access our online provision during the January/February lockdown. Many vulnerable families took up our offer of Chromebooks or ipads and on several occasions, more than one chromebook per family was supplied (see business manager list of hired/rented/lent chromebooks for numbers). This was so siblings could each attend lessons at the same time. PP children that did not get a chromebook, families were all asked if they were struggling to access the provision, and then supplied a chromebook if required. Class teachers had a responsibility to complete a register each day, then inform SLT members if children were regularly missing sessions. This was then followed up with a phone call from SLT members. Each families circumstance was taken into consideration. SLT members offered advise on how it could be possible to work to the timetable (timetables were sent out to parents on the Tuesday after lockdown was in place on the Monday evening).

**Intent:** All PP pupils to attend school trips and residentials

**Impact:** Many school trips were unable to take place due to COVID-19 restrictions (especially day trips to places such as Southwell Workhouse and the Butterfly Farm. However, residentials still happened throughout the school and disadvantaged families were offered financial support if required. In year 6, 79% of PP attended the PGL. 21% of the families that didn't attend cited other reasons other than funding issues for their absence.

## 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
1-to-1 tuition in maths	3 <sup>rd</sup> Space Learning
1-to-1 tuition in reading	FFT – Lightning Squad

## 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?	