

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	403 (not including F1)
Proportion (%) of pupil premium eligible pupils	66 (16%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	November 2024
Date on which it will be reviewed	On going
Statement authorised by	Andrew Callaghan-Wetton (Headteacher)
Pupil premium leaders	Andy CW, Samantha Hawkins
Governor / Trustee lead	Amy Farmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133860
Recovery premium funding allocation this academic year	£ 9028
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£142888

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.

KEPS PP effective strategies focus predominantly on:

- Having the highest of expectations of all pupils, irrespective of background. Remembering that disadvantaged pupils don't lack talent or ability, but can lack opportunity. Prior attainment does not set limits on our ambitions for pupils at KEPS.
- A culture of collective responsibility for disadvantaged pupils, including governance, senior leadership, subject leadership, phase leadership, the classroom (where we really make the difference) and pastoral care & Pupil Leadership.
- A PP strategy rooted in assessment, not assumptions of disadvantaged pupils.
- A learning led approach, not a label led approach. Pupils at KEPS are not at risk of underachievement because they are 'Pupil premium' or any other label, but because of the impact of socio economic disadvantage on their learning over time.
- A culture of early intervention for addressing need, using an evidence informed (EEF) , tiered model of teaching and learning, academic intervention and wider approaches. Language and social interaction are at the heart of our strategy.
- At KEPS we avoid 'over intervention' and recognise the importance of curriculum equity. Our broad and balanced curriculum reduces the risk of double disadvantage.
- Effective strategies give teachers and support staff the capacity, knowledge, expertise and support disadvantaged pupils to experience success in challenging learning over time. Addressing disadvantage at KEPS is not about big, one off interventions. Every interaction matters, the quality of what we do is critical.
- At KEPS we have a strong focus on implementation. The disadvantage strategy should be part of our wider school improvement strategy through the lens of disadvantaged pupils and families.

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, residentials and parents' evenings.</i>

2	Understanding and following the school values: demonstrating these values independently
3	Reading, writing and Phonics attainment including developing an enthusiasm and a love for reading
4	Overall parental engagement – involving parents in education clearly benefits academic outcomes

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 good attendance.</p> <p>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.
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.	To continue in narrowing the gap in reading and writing between disadvantaged and non-disadvantaged children.
Children improve their reading and demonstrate a love for it.	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.

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: £98569

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.	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. Ongoing</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.	Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches (EEF)	1,2,3,4
Metacognition and self-regulation - learning to learn' -intended to help pupils think, more explicitly, about their own learning. Self-regulation where learners manage their own motivation towards learning.	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly. Interventions are designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. (EEF)	1,2,3,4
Outdoor learning such as climbing, Forest School, or outdoor sports -positively impacting on self-confidence, self-efficacy, and motivation.	Outdoor Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to de-	1,2,3,4

	<p>velop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. (EEF)</p>	
Chromebook leased digital technology - use of computer and technology-assisted strategies to support learning. Approaches are most beneficial for writing and maths practice and with young learners.	Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills. (EEF)	3,4
Bridging the Language and Vocabulary Gap - language-rich environment - purchasing sets of classic books and culturally significant books to increase vocabulary and add to their cultural capital.	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. (EEF)</p>	1,2,3,4
Additional SENCO to ensure that all PP SEND children receive highest quality support	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. An additional SENCO supports and ensures SEND provision for PP children is a priority in any setting.	1,2,3,4

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

Budgeted cost: £23959

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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) <u>Accelerated Progress: An independent study found that disadvantaged students receiving math tutoring from Third Space Learning made seven months' worth of progress in just 14 sessions¹.</u> This accelerated learning can help close the attainment gap between disadvantaged students and their peers. Personalized Support: Third Space Learning provides one-to-one online tutoring, which allows for personalized instruction tailored to each student's needs. <u>This individualized approach is particularly effective for disadvantaged students who may require additional support to succeed¹.</u> Positive Impact on Confidence and Engagement: The focused attention and tailored support help boost students' confidence and engagement in their studies. <u>This increased confidence can lead to better participation in class and a more positive attitude towards learning¹.</u>	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>Gap Analysis intervention across all year groups</i>	Prior success and past review of PP use	3,4
<i>Academic After-School whole group sessions (Catch up recovery)</i>	Prior success and past review of PP use	
<i>Literacy Volunteers</i>	Prior success and past review of PP use	4

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

Budgeted cost: £20360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>After-school clubs, including a host of sports, academic, forest school, art etc.</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) Doodle Maths/English/Spell TTRS Purple Mash TEAMS</i>	Homework has shown an additional 5 months progress (EFF).	3,4
<i>Fresh Start sessions for children that require additional transition support (Meet & greet , breakfast etc.)</i>	Sure Start program in the UK, which provided holistic support to families with children under five, significantly improved the educational outcomes of disadvantaged children. Research from the Institute for Fiscal Studies (IFS) found that children eligible for free school meals who lived near a	1,2,3,4

	Sure Start centre increased their GCSE performance by three grades compared to similarly disadvantaged children who did not have access to these centres	
<i>Early bird reading</i>	Strong evidence that early extra reading significantly benefits disadvantaged children. Research shows that children from low-income backgrounds who engage in early reading activities are more likely to achieve higher educational outcomes. For instance, reading for pleasure in the early years has a more powerful impact on a child's progress across the curriculum at age 16 than parental education or socioeconomic status¹.	1,2,3,4
<i>SEMH Leading team – Play therapy, Lego therapy, Elsa and lunchtime dropins</i>	<p>There is considerable evidence supporting the effectiveness of Social, Emotional, and Mental Health (SEMH) therapy and play therapy in helping disadvantaged children succeed.</p> <p>Play Therapy: A meta-analysis of child-centered play therapy (CCPT) conducted in schools revealed significant positive effects on various outcomes, including externalizing problems, internalizing problems, self-efficacy, and academic performance¹. This therapy helps children express their emotions and experiences through play, which can be particularly beneficial for those who may struggle with verbal communication.</p> <p>SEMH Therapy: Research indicates that addressing SEMH needs is crucial for children's overall development and success. A toolkit of evidence-based interventions highlights that SEMH needs significantly impact learning, behaviour, and life chances</p>	1,2
<i>Subsidised residential and extra curricular activities and visits</i>	Subsidised residential visits can have a significant positive impact on disadvantaged children's success. These visits provide opportunities for experiential learning, social development, and personal growth that are often not	1,2,4

	<p>available in their everyday environments.</p> <p>Educational Benefits: Residential visits often include educational activities that enhance learning outside the traditional classroom setting. Studies have shown that such experiences can improve academic performance, particularly in subjects like science and geography¹.</p> <p>Social and Emotional Development: These visits help children develop social skills, build confidence, and improve their emotional well-being. The immersive environment allows children to form stronger relationships with peers and teachers, which can lead to better classroom behaviour and increased engagement in school².</p> <p>Broader Life Skills: Residential visits expose children to new experiences and challenges, fostering resilience, independence, and problem-solving skills.</p>	
<i>Family support intervention through family support worker</i>	Previous experience and past use of PP funding evidences impact	2,3,4
<i>Forest School provision whole school</i>	Previous experience and past use of PP funding evidences impact	1,2,3,4
<i>Book bags for all children</i>	Previous experience and past use of PP funding evidences impact	1,2,3,4
<i>Uniform and food parcel support & Uniform swap</i>	Previous experience and past use of PP funding evidences impact	1,2,3,4
<i>Free music lessons - Inspire</i>	<p>Enhanced Brain Function: A study by Northwestern University found that two years of music lessons improved the precision with which disadvantaged children's brains processed speech sounds. This improvement is linked to better language and reading skills¹².</p> <p>Improved Academic Performance: Research indicates that music education can enhance cognitive abilities, leading to better academic outcomes. For example, children who participate in music programs often show improved</p>	1,2,3,4

	performance in subjects like math and reading³.	
<i>Play leader and play equipment support</i>	Previous experience and past use of PP funding evidences impact	1,2,3,4
<i>Pupil leaders (Mental health ambassadors etc.)</i>	<p>Improved Academic Outcomes: Leadership roles can motivate students to engage more deeply with their studies. A study by the National Foundation for Educational Research (NFER) found that schools with effective pupil leadership schemes often see improved academic performance among disadvantaged pupils¹.</p> <p>Enhanced Social Skills: These programs help students develop essential social skills, such as communication, teamwork, and conflict resolution. This is particularly beneficial for disadvantaged children who may lack these opportunities outside of school².</p> <p>Increased Confidence and Self-Esteem: Taking on leadership roles can boost students' confidence and self-esteem. This positive self-perception can lead to better engagement in school activities and a greater sense of belonging².</p> <p>Broader Life Skills: Pupil leadership schemes often involve activities that teach valuable life skills, such as problem-solving, decision-making, and time management.</p>	1,2,3,4

Total budgeted cost: £ 142,888

This document will be reviewed in December 2025.