Pupil premium strategy statement

Edenfield Church of England Primary School

This statement details our school's use of pupil premium (and recovery 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	201
Proportion (%) of pupil premium eligible pupils	10.7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022 - 2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Charlotte Garner
Pupil premium lead	Charlotte Garner
Governor lead	Barbara Dewar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32 820
Recovery premium funding allocation this academic year	£1755
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	
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*	£34 575

Part A: Pupil premium strategy plan

Statement of intent

Edenfield C E Primary school is committed to developing a community of learners, irrespective of their background or challenges they face, where learning is valued, enjoyed, supportive and lifelong. The school will enable **all** children to become confident, resourceful, enquiring and independent learners whilst developing their self-respect and encouraging every individual to respect the ideas, attitudes, values and feelings of others regardless of race and culture. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

The strategies and plan outlined in this statement are also intended to support pupils' needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of Edenfield C E Primary School's approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in the school. It is the school's intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Edenfield C E Primary School prides itself on being highly inclusive and everyone is very clear about the great value that pupils of all abilities and backgrounds bring to the school. We welcome everyone to our school family and uphold as paramount the importance, and value, of all. We have high expectations for all children and believe that all children should be included in the full range of educational opportunities.

The school curriculum recognises that children learn and progress in different ways. It intends to raise aspirations, provide a sense of purpose and relevance, and identify strengths, interests and talents which are celebrated. Learning opportunities incorporate a range of strategies in order to engage children in learning and meet the individual needs of all learners.

We are committed to meeting the individual needs of pupils, including those who are identified as more able, ensuring that they make progress and reach their full potential. Children receive quality first teaching which means that they are taught using a varied and multi-sensory style of teaching. Appropriate learning objectives are set for all children allowing the curriculum to match and challenge their needs.

This personalised school curriculum ensures that the needs of all children are met. High quality teaching, enhanced by a commitment to ongoing professional development, is enhanced by targeted intervention programmes as required. The impact of Targeted Action Plans and interventions are measured and adapted accordingly to promote progress and attainment.

All children receive quality first teaching which means that they are taught using a varied and multi-sensory style of teaching. Appropriate learning objectives are set for all children allowing the curriculum to match and challenge their needs. Strategies used may involve:

- Targeted support from the class based teaching assistant during the lesson
- Small group intervention out of class prior to the lesson
- Individual intervention out of class prior to the lesson
- Pre-teach of key vocabulary and concepts prior to the lesson
- Alternative resources such as ICT access, visual prompts, modified resources

Funding will be used to continue to enhance the skills of teaching staff and available resources, in order to maximise the impact of teaching and learning to ensure Pupil Premium children reach their full potential. Edenfield C E Primary School firmly believes that good teaching is the

most important tool schools have 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. With this in mind, the Pupil Premium Strategy is rooted strongly in the ratios of staff and CPD of staff.

Each class is allocated a suitably qualified teaching assistant and most classes have TA support for the whole day or most of the day, and at least every morning and some afternoons. During this time, teaching assistants provide support during English and Maths, and deliver targeted interventions. In addition, they lead intervention such as pre-teach sessions to enable identified pupils to access unfamiliar vocabulary and concepts prior to specific lessons.

The school also employs two additional teachers to deliver tutoring and 1-1 intervention to pupils every morning with a specific focus on English and maths. There is a weekly timetable of support for these pupils.

A specialist teacher from the LCC Inclusion Service provides twenty hours of 1-1 teaching to identified pupils each term. She also liaises with the class teachers and teaching assistants to support their work in the classroom.

All classes follow a structured PSHE curriculum to support personal, social and health development. However, for those children who may need additional support in this area, we fund and employ a range of strategies and interventions such as:

- Social awareness games and activities
- Friends at Play Club
- Regular access to a qualified ELSA (emotional literacy support assistant)
- A wide range of extra-curricular activities such as horse riding, skiing, sports, singing, art
- Lego therapy sessions
- Individualised programmes of work
- Access to external agencies and professionals

These approaches combined help pupils excel. To ensure they are effective the school is committed to ensuring that:

- disadvantaged pupils are appropriately challenged across all areas of the curriculum
- the school acts promptly to intervene at the point need is identified
- a whole school approach is adopted and consistently applied so that all staff take responsibility for raising expectations and therefore outcomes for disadvantaged pupils

Edenfield C E Primary school, where children come first, is dedicated to ensuring ALL pupils will fulfil his or her God given potential, celebrate talent and individuality and achieve all their goals and aspirations.

Challenges

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

Challenge number	Detail of challenge
1	53% of pupil premium pupils are on the SEND register or have an EHCP plan
2	Improve progress and outcomes in reading and writing for those pupils *

3	Improve progress and outcomes in mathematics for those pupils *
4	Pupils eligible for pupil premium in the EYFS and key Stage 1 and identified as needing further support are on track to meet the expected standard for reading and phonics at the end of the EYFS and Y1.

***Please note due to very small percentage of pupils eligible for pupil premium there is no specific pattern across specific year groups.**

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
Provision for children with SEND and EHCP plans is highly effective via external support and expertise and investment into additional SEN teaching staff and high quality CPD for all staff	Disadvantaged children with SEND/ EHCP plan are making good or better progress against individual targets (in line with their cognitive ability) and this is evidenced through rigorous 'plan, do, review' cycles of targeted action plans and use of PIVATS 5. Staff demonstrate confidence when adapting their practice to meet the needs of ALL pupils. Staff quickly identify need, share concerns with the SENCO, and write effective TAPs /SMART targets. Interventions are evidence led and effective through careful deployment of staff expertise and pupil identification alongside rigorous tracking and monitoring
Improved outcomes for disadvantaged pupils for both progress and attainment in reading and writing (evidenced in end of key stage assessments)	End of EYFS, KS1 and KS2 assessments in reading and writing show that at least 50% of disadvantaged pupils achieve the expected standard (or are at least in line with NA)*
Improved outcomes for disadvantaged pupils for both progress and attainment in maths(evidenced in end of key stage assessments)	End of EYFS and KS1 assessments show that at least 50% of disadvantaged pupils achieve the expected standards. End of KS2 assessments show that at least 50% achieve the expected standard. *
Improved outcomes for pupils in the phonics screening at the end of Y1	Phonics screening results indicate that 50% of disadvantaged pupils achieved the expected standard*

*pupil numbers are low as follows which impacts data predictions:

- EYFS: 2 pupils
- Y1: 2 pupils
- Y2 : 2 pupils
- Y3: 2 pupils
- Y4: 2 pupils
- Y5: 5 pupils
- Y6: 5 pupils

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: *£35 650*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ additional SEN teachers to deliver 1-1 tuition and targeted action plans across all key stages Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of SEND pupils Action rigorous 'plan, do, review' cycles of targeted action plans and use of PIVATS 5. A timetable of support for pupils is devised and followed daily. This is carefully planned to avoid too much	Quality first teaching is the most effective resource in improving pupil outcomes for all groups. Two additional support teachers are employed to deliver 1-1 intervention to disadvantaged pupils to ensure any gaps in learning are closed and the children are on track to the targets on their TAPs. Evidence shows that high quality teaching in whole class settings for all has the greatest impact on attainment but research also indicates that high quality teaching should be supplemented with small group and one to one interventions. Additional TA2 is also employed to support delivery of 1-1 and small group phonic intervention across both KS1 and KS2.	1,2,3 and 4

disruption to the core curriculum.		
Writing intervention is planned and delivered 1-1 and in small groups including booster writing groups for talented writers in Y6	Research evidence indicated that highly effective strategies for modelling writing have a significant impact on progress and attainment.	2
All of KS1 and KS2 now follow Red Rose Mastery in maths. A significant investment in CPD and participation in pilot schemes with LCC (LPDS) means this approach is consistently followed and embedded across the whole school from Y1-Y6.	Mastery in maths fosters a 'can do' approach. Barriers to learning are swiftly identified and removed and appropriate resources and equipment allows access for all. From a very early age, all pupils are taught how to approach problem solving. Every lesson starts with a problem and the children rapidly acquire the necessary skills to solve a range of problems and can articulate why they chose their method and how they achieved their answer. These strategies combined with a focus on daily arithmetic (separate to the maths lesson) result in very positive outcomes in maths for all key stages and for all groups. Targeted intervention address misconceptions swiftly and quality teaching is enhanced with focused intervention for identified pupils.	3
Streaming of teaching for phonics across KS1 supplemented by intense intervention delivered by SEN teachers and trained TAs. This is provided in Y1 and also in Y2 for those disadvantaged pupils who do not meet the required standard for phonics in the statutory screening,	Evidence shows that high quality teaching in whole class settings for all has the greatest impact on attainment enhanced by targeted, personalised intervention A multi-sensory approach combined with practical activities and games delivered consistently using the RRP approach is proven to help pupils acquire the skills to blend and segment. This is followed by practice and assessment.	2 and 4

Intervention includes daily 1-1 reading sessions. Red Rose Letters and sounds and accompanying resources are purchased, and the planning and teaching tool is used to deliver phonics consistently across the school (including those pupils in KS2 who require additional support). Bounce Back Phonics Boost Pack is purchased to deliver additional intervention for those PP pupils whose acquisition of phonics is not yet secure.	Daily 1-1 reading 100% decodable books strengthens pupils' ability to blend for reading.	

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

Budgeted cost: *£29 960*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A proportion of the pupils who receive tutoring will be disadvantaged,	Targeted and personalised intervention is an effective method in supporting low achieving pupils or those falling behind age related expectations. This is delivered both 1-1 and in small groups as appropriate. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3 and 4

including those who are high attainers.		
Additional phonics sessions targeted at disadvantaged pupils who require additional phonics support supplemented by Daily 1-1 reading of 100% decodable books	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2 and 4

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

Budgeted cost: £ *2500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support from SENDCO for vulnerable children and families. This is supplemented with further support provided by the school's ELSA (emotional literacy support worker) Train an additional staff member as an ELSA SENDCO to complete Mental Health Lead Training with Lancaster University Children with social, emotional and mental health needs are supported appropriately The school promotes the emotional wellbeing of pupils and staff The school further devel-ops relationship based	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. Taking a coordinated and evidence-in-formed approach to mental health in schools and colleges leads to improved pupil and student wellbeing, which, in turn, can improve learning. The guidance outlining a whole school or college approach describes the areas to consider to enable good mental health and wellbeing practice. https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges	1, 2, 3 and 4.

approaches and the existing culture of inclusion is further enhanced Develop knowledge and understanding of relational and attachment based approaches to whole school mental health		
CAF/ TAF process with vulnerable families- allowing them to access key services, Bespoke and intensive support for the most vulnerable pupils in school		All
Well planned transition arrangements into EYFS to ensure nursery and parents identify 'at risk' pupils as, or before, they start school Well planned transition for vulnerable pupils between key stages, classes and ahead of transitioning to KS3.		All

Total budgeted cost: £35785 (teaching costs and targeted support = £29960 and included once)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to the very small numbers of children eligible for pupil premium it can be difficult to present data as the small pupil groups (often one or two pupil per cohort can render this statistically insignificant). However, this does not detract from the school's commitment to cater for the need of disadvantaged pupils nor its endeavours to help them achieve the ambitious targets set.

In 2023-2024:

Key stage 2 disadvantaged

Average progress for disadvantaged pupils in reading, writing and maths

	Reading	**Writing**	**Maths**
Progress score for disadvantaged pupils	**12.96**	**5.63**	**-6.93**
Confidence interval	0.6 to 25.3	-6.2 to 17.5	-18.5 to 4.7
Number of disadvantaged pupils	1	1	1
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils	0.43	0.36	0.51
Previous National average for disadvantaged pupils	Like-for-like -0.83	Like-for-like -0.76	Like-for-like -1.15

Reading, writing and maths combined

Number of disadvantaged pupils = 1

The low number of pupils in the cohort means this data is not statistically significant.

Edenfield C E Primary School used its Pupil Premium funding to provide both individual and group intervention / tuition to ensure continued progress and academic achievement. Following a series of baseline assessments, teachers worked alongside the SEN teacher to plan and deliver targeted action plans with a specific focus on English, maths and phonics. This included the use of Red Rose Letters and Sounds, IDL, Bounce Back Phonics, Fast Track Phonics, Red Rose Maths and Times Tables Rockstars. All teachers completed CPD on precision teaching as well as a wide range of SEN training through the LPDS. All PPG funded intervention and provision is assessed constantly and evaluated to measure impact.

Actions included:

- Devising personalised interventions for pupils in KS1 and KS2 to support the acquisition of:
  Phonics
  Reading skills
  Mathematics knowledge and skills
  Writing knowledge and skills
- Devising personalised interventions to support the development of reading comprehension and vocabulary development for identified pupils in Year 2 upwards and include:
  Literal comprehension
  Reorganisation
  Making inference
  Language for effect
  Themes and conventions
  Evaluation
  Appreciation
- Using Lancashire LAPS to plan structured, effective interventions towards meeting age related expectations in reading and writing (teach, build, achieve, embed, master)
- Using LAPS successfully to engage pupils in level matched tasks
- Using active reading strategies to support the acquisition of early reading and writing skills
- Working alongside the class teacher to plan personalised maths programmes using Lancashire LAPs and the document 'Ready to Progress' to engage pupils in level matched tasks with a specific focus on the application of number skills and problem solving (link to Red Rose mastery if appropriate)

As a result:

- Baseline diagnostic assessment were used to identify specific gaps in learning
- Regular weekly assessment of progress was reported to class teacher and next steps planned appropriately
- Half termly assessment ensured progress and attainment was tracked and next steps planned
- Identified pupils made good progress against SMART targets
- Writing stamina and quality of content for identified pupils improved so it is moving towards age related expectations
- The use of age appropriate vocabulary enhanced the quality of writing and this impacted on writing progression
- Outcomes and progress were assessed half termly and tracking data showed progress in reading, writing and maths for identified pupils is improving
- Reading comprehension skills cover all the required domains so that pupils are able to answer questions about a text fully and give reasons for their answers as well as using retrieval
- Reading journals evidence the development and acquisition of reading skills in line with age related expectations. Improved progression is evidenced in literal, inferential and evaluative comprehension (tracking data)
- Pupils use and apply number effectively and enjoy the challenge of increasingly complex problem solving. Maths books evidence a closing of gaps so that attainment is working towards age related expectation
- Improved outcomes in the acquisition of mental strategies and problem solving are evidenced in half termly tracking data.

All new KS1 staff are fully trained in the delivery of systematic, synthetic phonics and the quality teaching of early reading. The phonics programme is rigorous, systematic and used with fidelity and consistency across KS. Additional 100% phonetically decodable reading books were purchased for KS1 to ensure that all home reading material is fully aligned to sounds being in taught in class each day / week. Pupils continue to access a sequence of reading books which show a progression in phonics knowledge and have opportunity to re-read books that match the grapheme – phoneme correspondence they already know. An additional support teacher is employed to deliver 1-1 intervention to disadvantaged pupils to ensure any gaps in learning are closed and the children are on track to meet the expected standard for reading and phonics at the end of the EYFS and Y1. An additional TA2 is employed to support delivery of 1-1 and small group phonic intervention across both KS1 and KS2. Further intense phonics intervention was provided in Y2 for those disadvantaged pupils who did meet the required standard for phonics in the statutory screening, including daily 1-1 reading sessions.

The school offers a wide range of enrichment activities such as termly educational visits, theatre trips, extra-curricular activities such as horse riding, skiing, various sports and arts, gardening and computing. Places are prioritised for disadvantaged pupils and fully funded. The annual residential trip for Y5/6 pupils is fully funded for the disadvantaged.

The school has adopted the three tiered approach to pupil premium spending by improving teaching, targeted academic support and wider strategies.

Excellent teaching is the most important resource schools have to improve outcomes for disadvantaged pupils. The Pupil Premium Strategy involves investing in the CPD of teaching and support staff. This includes, professional development, training, and recruitment and retention.

Successful teaching and learning, and remaining at the forefront of effective educational practice, lies at the very heart of Edenfield C E Primary School and results in high standards, consistently above national and local averages, at the end of each key stage. High quality CPD has focused on metacognition, pedagogy, retrieval, the core and foundation curriculum, Maths planning and delivery, and phonics, and this has had a significant impact on the quality of the curriculum and teaching and learning.

Externally provided programmes

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

Programme	Provider
Red Rose Letters and Sounds	LCC LPDS

IDL Literacy	International Dyslexia Learning (IDL) provides specialist multi-sensory software to primary and secondary schools in the UK and around the world. THE IDL STORY