

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	Edith Cavell Primary School
Number of pupils in school	275
Proportion (%) of pupil premium eligible pupils	26.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024 To 2026- 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2027
Statement authorised by	Miss H Cooke Head teacher
Pupil premium leads	Miss J Martin KS1 lead – PP Champion Miss C Dakin LKS2 lead – PP champion
Governor / Trustee lead	Mrs Julie Balaam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,850
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0

Part A: Pupil premium strategy plan

Statement of intent

Edith Cavell Primary is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focused support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. We are committed to 'Closing the Gap' between vulnerable pupils and their peers; the pupil premium funding forms a vital part of this process.

The Government allocates Pupil Premium, additional funding, to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

Challenges

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

Challenge number	Detail of challenge In school
1	The gap between PP children and their peers within school and nationally
2	A higher percentage of pupils with EAL/SENd within this group than the non PP eligible

3	% of children who are PP eligible are working significantly lower in the areas of communication and language on entry than their peers, with low levels of vocabulary
4	Pupils and their families have a lack of aspirations for their futures reducing their motivation and commitment to learning
5	Pupils not being 'ready to learn' in class (pupils are not in a secure place mentally/emotionally) and demonstrate poor learning skills such as difficulties with organisation, commitment and resilience.
Challenge number	Detail of challenge External to school
6	The home learning environment is not always conducive for effective learning for some pupil premium children; there is a lack of regular routines including home reading, homework, spellings and having correct equipment in school such as a PE kit.
7	Parental engagement with school and perceptions and importance of education leads to poor attendance of Pupil Premium eligible children
8	Lack of engagement from parents for home reading and home /school learning as well as parental ability to support learning at home. There is the need for parents to help children with their daily reading, phonics development, writing and number skills.
9	Low household income restricts the life experiences of children and the opportunity for the extra-curricular, cultural or out of school activities such as holidays, visits to local and national places of interest and so limits the opportunity to develop cultural capital. (Cultural capital is the essential knowledge and experiences that children need to prepare them for their future success)

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 receive the support within school to narrow the gap between PP and NPP nationally in all year groups.	<ul style="list-style-type: none"> The gap between PP and NPP Nationally will narrow so that at least 65% of PP children are working at ARE Termly assessment by SLT and Teachers via various assessment methods including formal and informal. SLT and Teachers will have a greater awareness of the PP pupils in their class and hold more accountability for PP outcomes for themselves and as a year group. PP pupils known to all staff within the year group and across the school.

	<ul style="list-style-type: none"> • PP pupils closely monitored for attainment/progress/attendance by class teachers/TA's and SLT. • Consistent implementation of excellent practice and high expectations across the school, with all teaching to be consistently good. • Highly effective teaching leading to accelerated progress of PP pupils. • Increased % of pupils working at or above age related expectations across the school in reading, writing and maths. • Increased parental engagement, through supporting parents to help their child with their home learning.
Pupils coming into school that are PP with weak language levels and restricted vocabulary have daily communication-rich opportunities	<ul style="list-style-type: none"> • Extensive staff training around word level language has been undertaken and is now supporting children with developing oracy. • Oracy and language rich classrooms, interactions and focus ensure that all children hear, experience and are immersed in a rich tapestry of high-quality language • Pupils taught Sounds Write will gain clear pronunciation and word semantics when reading • All staff model grammatically correct language and re-shape children's responses where necessary so that children's language skills will be increased. • High quality texts used to support learning • High quality texts read aloud to classes
All pupils are encouraged and those that want to will participate in school trips and other trips that extend their personal experience including after school clubs and other extra-curricular activities.	<ul style="list-style-type: none"> • All pupils' who eligible for PP funding will access half price costs for any trips or visits. Some may access full costs of visits and trips. • A greater number of Reception and KS1 parents will complete the forms necessary to enable PP funding. • A greater number of PP pupils will have access to residential, school trips and after school clubs.
All pupils eligible for PP will receive support in reading at school and support with comprehension of texts. This support will develop a culture for reading for enjoyment.	<ul style="list-style-type: none"> • Improvements in the provision or reading for PP pupils. • Teacher and TA intervention for reading to be consistent across the whole school. • Consistent implementation of excellent practice and high expectations across the school for reading. • Increased % of PP pupils working at ARE or above across the school in reading. • High quality texts used to support learning • High quality texts read aloud to classes
Parents are able to support children with home learning, including reading, writing and maths development; they	<ul style="list-style-type: none"> • On-going letters, handouts and emails for parents explain the curriculum and learning opportunities for their children.

<p>remain active partners in their children's learning.</p>	<ul style="list-style-type: none"> • Information shared at all events where parents come into school via power points, QR codes, and web links. • On-going letters, handouts and emails for parents on how they can help with their child's learning. • If PP children are SEN, Provision Maps will support parents on focused targets • Open day events and year group learning workshops. • Homework clubs for each phase for children to attend
<p>Attendance of PP children is in line with national averages.</p>	<ul style="list-style-type: none"> • Attendance officer makes daily contact of PP child is not in school, or continually late leading to improved awareness of importance of good attendance by parents • Importance of good attendance repeatedly highlighted to whole school across the year • Individual attendance meetings with Head teacher if a PP child's attendance falls below 90% to enable HT to fully understand barriers to attendance and punctuality • PP children to be offered FOC places at Breakfast and after school clubs to support good attendance • Siblings of children invited to additional tutoring and boosting, attend Gems or breakfast club to ensure sibling can attend additional tutoring sessions. • Identified child(ren) plus parent supplied with bus pass to ensure financial difficulties are not preventing regular attendance at school

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

Budgeted cost: £ 56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continual raising of teachers' expectations	Variable grouping for different lessons ensures that support is	1, 2,3, 9

<p>of PP pupils and provision of challenge for these children in all lessons [focus of all lesson observations] Maintain pupil to adult ratios to support PP children by deploying TAs to identified areas of need. Half termly review of deployment</p>	<p>targeted appropriately, there are consistently high expectations of all children and high quality learning tasks match children's abilities to enable high levels of academic progress.</p> <p>Within class attainment grouping</p>	
<p>Provision of teacher led [wherever possible] interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up.</p>	<p>The EEF research into small group tuition coupled with tuition taking place after the school day conclude that <i>'before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits'</i></p> <p>Small group tuition Extending School Time</p>	<p>1, 2, 3, 6, 9</p>
<p>Trained school staff will deliver Talking Success, Talk for All and Five to Thrive to children with identified speech and language issues or identified as disadvantaged. Delivery could be whole class, small group or individuals.</p>	<p>The EEF foundation research into Oral Language interventions is substantial and indicates that interventions on a 1-1 and small group basis prove effective in raising the oracy levels of participating children.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3, 5, 6</p>
<p>Disadvantaged pupils partake in Forest school programme that provides them with opportunities to experience the outdoors, problem solving and decision making activities</p>	<p>While there are limited studies into the academic impact of outdoor education, its wider benefits in terms of self-confidence and self-efficacy are recognised</p> <p>Outdoor Education - Toolkit Strand - Education Endowment Foundation - EEF</p>	<p>5, 8</p>

Targeted academic support

Budgeted cost: £ 41, 017

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning mentor will support individuals or groups to meet their emotional and well-being needs. Learning mentor develops relationship with parents of identified pupils to ensure that any home issues raised by pupils can be addressed and parental skills to support learning at home and engagement are increased.</p>	<p>Evidence suggests that mentoring support for pupils from disadvantaged backgrounds can have positive effects on attitudes to school, attendance and behaviour which in turn will support academic achievement</p> <p>Mentoring - Toolkit Strand - Education Endowment Foundation - EEF</p> <p>Early intervention foundation report – adolescent mental health advocates that in addition to reducing mental health and behavioural difficulties it is essential to support the development of social, emotional and behavioural competencies at a universal level.</p>	4, 5, 6, 7
<p>Vulnerable children have increased life chances by being offered opportunity to access individual instrument lessons Siblings of children invited to additional tutoring and boosting, attend Gems or breakfast club to ensure sibling can attend additional tutoring sessions.</p>	<p>Identified pupils engage with activities they may not otherwise be able to afford. As a result, their wellbeing improves, as evidenced by pupil and parental voice through conversations and/or questionnaires. Siblings to Gems or breakfast club to allow for catch up tutoring for sibling – parents only need to pick up once</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4, 7, 9
<p>Disadvantaged pupils partake in Forest school programme that provides them with opportunities to experience the outdoors, problem solving and decision making activities</p>	<p>Youth Endowment fund – Adventure and wilderness Therapy</p> <p>Outdoor Education - Toolkit Strand - Education Endowment Foundation - EEF</p>	5, 8
<p>Teacher led targeted group booster sessions focus on identified areas for</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an ef-</p>	1, 2, 3, 6, 9

<p>development to ensure identified gaps in knowledge and understanding are addressed so that pupils may feel confident in their knowledge and skills when approaching Y6 SAT tests.</p>	<p>fective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Sensory circuit activities provided for identified disadvantaged pupils with sensory needs each morning Sensory tent sessions and activities provided at identified times and on a needs basis to disadvantaged pupils identified with sensory needs.</p>	<p>NHS advice states <i>‘Participation in a short sensory motor circuit is a great way both to energise and settle children into the school day.’</i></p> <p>NHS - Sensory Circuits</p> <p>This is further backed up by research which concludes <i>‘the use of sensory-based movement activities has the potential to influence academic outcomes’</i></p> <p>The Impact of Sensory-Based Movement Activities on Students in General Education</p> <p>NHS Children’s Occupational Therapy Services Sensory Motor Circuits - A Sensory Motor Skills Programme for Children</p>	<p>2, 5</p>
<p>Attendance levels of disadvantaged pupils are raised to enable consistent and full access to quality whole class teaching and where appropriate targeted small group and 1 -1 support Attendance at school of vulnerable pupils does not fall into the persistent absenteeism category (PA)</p>	<p>The EEF’s Rapid Evidence Review: Attendance Interventions examines the existing research on interventions that aim to improve attendance.</p>	<p>4, 7</p>

Wider strategies

Budgeted cost: £4,833

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being of vulnerable and non-vulnerable pupils is monitored and tracked to enable support to be targeted and swiftly available.	The EEF research Improving Social and Emotional Learning in Primary Schools Recommends Improving Social and Emotional Learning in Primary Schools is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.	1, 4, 7
School will subscribe to the National College to ensure that the school meets, and exceeds, the statutory safeguarding requirements to keep pupils safe online.	The EEF research Effective Professional Development Guidance report states “High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.”	1, 2, 3, 7
Increased/improved parental engagement in supporting homework, home learning and readiness for school	The EEF research Working with parents to support children’s learning recommends that schools critically review how they work with parents and seek the views of those who are more difficult to engage about what support they would find useful.	6, 7, 8, 9
Short term TLR awarded to members of SLT for monitoring, supporting and challenging achievement of pupils who qualify for Pupil Premium Grant	Co-ordinated, planned and monitored implementation of establishing additional tuition across the school is advocated as having more chance of lasting success. Putting Evidence to Work – A School’s Guide to Implementation	1, 2, 3, 9

Total budgeted cost: £ 101, 850

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.

The performance of vulnerable children in Y6 and Y2 SAT's, while below those without such vulnerabilities, is characterised by pupils having more than one vulnerability, most notably SEND, which significantly limits their progress towards the national expected standard.

The performance of vulnerable pupils in Year 6 SAT's in 2024 exceeded the national averages in Reading, Writing, Maths and GPAS.

2023 KS2 SATs

	Reading	Writing	Maths	Comb	GPAS
National	60.2%	58.3%	59.1%	44.1%	59.2%
EC	62.5%	62.5%	62.5%	37.5%	75%

Focus on oracy and language in EYFS and Year 1

60% of PP children achieved a GLD in Reception equal to non PP children at 60.7%

80% of PP children achieved ELG's in Communication compared to 71% of non PP children

70% of PP children achieved ELG's in Literacy compared with 64% of non PP children

65% of children in Y1 achieved a pass mark in phonics test

66.7% of PP children achieved a pass mark

Attendance supported by Learning Mentor

Attendance of vulnerable pupils in 2023- 24 improved from 91. 31% in the spring term to 92.77% in the summer term and in 2024-25 in the Autumn term to 94.75%

Attendance at after school small group tuition sessions

All pupils in Y6 in receipt of FSM and in receipt of PP funding attended additional small group tuition sessions, with their younger siblings attending After School Club free of charge so as to remove barriers to attendance for targeted children.

Wider Strategies

We used our PP funding to pay for music lessons, swimming lessons, milk, before and after school club provision and every school visit and residential was subsidised for our PP children to ensure that they were able to participate in the wider school life.