

Edmund de Moundeford Primary School Pupil Premium strategy statement 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Edmund De Moundeford VC Primary School
Number of pupils in school	177 (correct as of 06.07.23)
Proportion (%) of pupil premium eligible pupils	43 so 24% of population. There are 0 Services child and 2 adopted/post LAC children.
Academic year/years that our current pupil premium strategy plan covers	This version covers 2021-2022, 2022-2023 and 2023-2024. Previous versions cover each year since the strategy started, and can be viewed on our website.
Date this statement was published	18.07.23
Date on which it will be reviewed	28.11.23
Statement authorised by	Full Governing Body
Pupil premium lead	Julie Lillycrop

Funding overview

Detail 2021-2022	Amount
Pupil premium funding allocation	£45,693
Recovery premium funding allocation	£2,030
Pupil premium funding carried forward from previous year	£0
TOTAL	£47,723
Detail 2022-2023	Amount
Pupil premium funding allocation	£49,426
Recovery premium funding allocation	£2,030
Pupil premium funding carried forward from previous year	£0
TOTAL	£51,456
Detail 2023-2024	Amount
Pupil premium funding allocation	£51,725
Recovery premium funding allocation	£2,320
Pupil premium funding carried forward from previous year	£0
School led tutoring	£2,025 Will be taken back as unspent
TOTAL	£54,045 after amount taken back

Part A: Pupil Premium strategy plan: Statement of intent

Our intention is that **all** pupils, make good progress and achieve well across all subject areas. We want all pupil to be able to soar to success.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already achieving well. We aim to support vulnerable pupils, such as those who have a social worker, too, regardless of whether they are disadvantaged or not.

Good quality teaching is the main way in which we intend to help all pupils, 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 our school.

Our Pupil premium funds, Recovery Premium funds and School led tutoring funding is/was also targeted at **tutoring and intervention** for pupils whose education has been worst affected, including non-disadvantaged pupils. Our pupil monitoring enables us to act swiftly to give children time limited targeted support for specific weaknesses, then evaluate its impact.

Part A: Pupil Premium strategy plan: Challenges

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

Challenge number	Detail of challenge
1	<p><i>Free School Meals</i> children:</p> <p>Low levels of literacy and numeracy on entry and some specific learning issues such as dyslexia and dyscalculia (Use of specific teaching assistant interventions).</p> <p>A common barrier in this locality is that a significant number of children and parents do not speak in standard English, which then affects their ability to write in standard English and to pass the <i>GPS</i> test. This is more often the case for <i>FSM</i> children than non <i>FSM</i> children.</p> <p>Low emotional wellbeing can be a significant factor.</p> <p>There are a number of children with speech and language communication needs (Following programmes designed by therapists)</p> <p>Low parental expectations might hold a child back.</p> <p>Lack of reading opportunities outside of school.</p> <p>Parents who might feel apprehensive about attending parent consultations or meeting teachers to discuss their child's learning.</p>

	<p>Children not coming to school with the equipment that they need, for example pe kits or having completed their homework.</p> <p>Attendance is often lower for this group of children than it is for non Pupil Premium children. Poor attendance contributing to lower than expected academic progress, including arriving</p>
2	<p>For some specific Pupil premium children:</p> <p>Social and emotional needs, including difficulty in interacting within their peer group. (Nurture support).</p> <p>Children's Services involvement as a result of identified high family needs.</p> <p>Limited experiences at home which can impact on their ability to write about certain topics and mean that vocabulary is limited. This can often lead to low aspirations for their futures, which can in turn further reduce their motivation and commitment to learning.</p> <p>In some cases parental learning needs make it harder for them to support their child at home.</p> <p>In some cases parental expectations of behaviour are a lot lower than school expectations thus make it hard for children to be ready to access the learning.</p>

Part A: Pupil Premium strategy plan: 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
<p>Through:</p> <ul style="list-style-type: none"> high quality first teaching and intervention teaching <p>further improve standards in Reading, Writing and Maths for all Pupil Premium children so end of Key Stage results meet national/beat national for each of the 3 key stages.</p>	<p>A) School % reaching expected end of Year 6 in all of Reading, Writing and Maths matches national or exceeds this.</p> <p>B) School % reaching expected end of Year 2 in all of Reading, Writing and Maths matches national or exceeds this.</p> <p>C) School % reaching expected at the end of EYFS in all areas, especially in Reading, Writing, Numbers and Shape, Space and Measure matches national or exceeds this.</p> <p>D) School % of PP achieving greater depth/Good level of Development in all 3 key stages matches or exceeds national.</p> <p>E) School Progress scores Key Stage 1 to 2 for Reading, Writing and Maths match or exceed national, especially for Pupil Premium children.</p>
For Pupil Premium children to attain as well as non Pupil Premium children.	Gap between Pupil Premium end of key stage data and non Pupil Premium end of key stage data is same as, or less than, national gap.

To achieve good wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Pupil, staff and parent voice shows good individual wellbeing.
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Activity

This details how we intend to spend our pupil premium (and recovery premium funding) **each academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching: Consistent standards of teaching (Good +) across all teaching staff, regardless of amount of experience so that attainment and progress are raised.</p> <p>This is to be achieved through our curriculum offer, and through adapting our teaching.</p> <p>Teacher release time, for subject leaders, is given to monitor standards and offer support to other staff</p>	<p><u>Maths</u></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p><u>English</u></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>All</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions: Individual and group interventions/activities which we can choose from to improve English skills include: Hearing children read 1:1 or in small groups, writing practice 1:1 or in small groups with a teaching assistant or a teacher, letter formation practice, spellings practice, writing sentences, editing work.</p> <p>We can also choose from these intervention programmes: Precision Teaching (for spelling), Beat Dyslexia (for spelling, Spelling made easy (for spelling), Accelerated/Accelerate, Fresh Start.</p> <p>The SENDCO monitors standards of interventions.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	All
<p>Interventions: Individual and group interventions/activities which we can choose from to improve Maths skills include:</p> <p>Practice 1:1 or in small groups with a teaching assistant or a teacher: times tables practice, number formation practice, pre learning of new concepts.</p> <p>We can also choose from these intervention programmes: Power of 1/Power of 2 programmes, Rising Stars Maths, Springboard Maths, Max's Marvellous Maths, Numicon big ideas, Easy Keysey.</p> <p>The SENDCO monitors standards of interventions.</p>	<p><u>Improving Mathematics in Key Stages 2 and 3</u></p> <p>(Pages 30 and 31)</p>	All
<p>Tutoring Grant Funding- £4,252.50 academic year 2021/2022: Tutor 1, JW, cost £2,100: 75% from Tutoring Fund is £1,575 Tutor 2, ES, £1,052.74 75% from TP is £789.53, Tutor 3, KM, £1999.9</p>	National Tutoring Programme	All

<p>75% from TF is £1499.93 Tutor 4, LS, £479.91 75% from TF is £359.93 Tutor 5, CH, £420.57 75% from TF is £315.43 Total Tutoring cost: £6,146.14 75% of this cost is £4,609.61</p>		
<p>Recovery Premium Funding 2021/2022 £4025 academic year 2021/2022: Tutor 1, JW, cost £2,100, 25% from Recovery Premium is £525 Tutor 2, ES, £1,052.74, 25% from RP is £789.55 Tutor 3, KM, £1999.9 25% from RP is £499.98 Tutor 4, LS, £479.91 25% from RP is £119.97 Tutor 5, CH, £420.57 25% from RF is £105.14 Total Tutoring cost: £6,146.14 25% of this cost is £1536.54 Training/supply for training: £585 Home learning Nessy spelling programme subscription: £200 Total cost £2,321.54</p>	<p>National Tutoring Programme https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>All</p>
<p>Recovery Premium Funding 2022/2023 £2,320 academic year 2022/2023: Athena school placement £1,760 (1 term) Pixl assessment/teaching tool £2,700 OUP subscription for interventions £230 Ruth Miskin phonics training £640 Supply for training: £1416 Times Table Rockstars subscription for home learning £102.20 Pupil Premium activity support £500 Total: £7,348.2</p>		

Final costs for teaching support staff assigned to classes, 2021-2022 for both Teaching and Targeted Academic Support:

	Autumn 2021	Spring 2022	Summer 2022
TA A	£1,990	£2,309	£2,590
TA B	-	£2,309	£2,590
TA C	£1,990	£2,309	£2,590
TA D	-	£2,264	£2,544
TA E	£1,990	£2,309	£2,590
TA F	£1,990	£2,309	£2,590
TA G	-	-	-
TA H	-	-	-
TA I	£1,990	£2,309	-
TA J	£1,990	-	-
Ta K	£1,990	-	-
	£13,930	£16,118	£15,494

Total: £45,542

In addition, Assistant H costs £2,379 per term and covers both English and Maths interventions (**Targeted Academic Support**) and nurture support (**Wider Strategies**). (See below)

Costs for teaching support staff assigned to classes, 2022-2023 for both Teaching and Targeted Academic Support:

	Autumn 2022	Spring 2023	Summer 2023
TA A	£2,590	£2,590	£2,590
TA B	£2,590	£2,590	£2,590
TA C	£2,590	£2,590	£2,590
TA D	£2,590	£2,590	£2,590
TA E	£2,590	£2,590	£2,590
TA F	£2,590	£2,590	£2,590
TA G	£2,590	£2,590	£2,590
	£18,130	£18,130	£18,130

Total £54,390

In addition, Assistant H costs £2,532 per term and covers both English and Maths interventions (**Targeted Academic Support**) and nurture support (**Wider Strategies**). (See below)

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture	https://www.nurtureuk.org/reports/the-eef-toolkit-and-nurture-groups/	All

Costs:

Assistant H costs £2,532 per term and covers both English and Maths interventions (**Targeted Academic Support**) and nurture support (**Wider Strategies**).

Part B: Review of outcomes

See previous report, on old format, section 6 for impact analysis up to July 2021.

End of Key stage 1 results for Pupil Premium children.

	May 23 Teacher Assessment
Reading	75%
Maths	75%
Writing	50%

End of Key stage 2 results for Pupil Premium children.

	May 23 Teacher Assessment
Reading	75%
Maths	75%
Writing	50%
GPS	75%

End of EYFS (Reception year) results for Pupil Premium children.

2022: 100% met the expected standard in all 17 areas.

2023:

<i>EYFS Judgement</i>	% meeting expected standard
Listening, Attention and Understanding	57
Speaking	86
Self-Regulation	43
Managing Self	71
Building Relationships	71
Gross Motor Skills	100

Fine Motor Skills	100
Comprehension	100
Word reading	71
Writing	57
Number	57
Numerical Patterns	86
Past and Present	71
People, Culture and Communities	100
The Natural World	100
Creating with Materials	100
Being imaginative and expressive	100

Services children.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Nurture support, as needed.
What was the impact of that spending on service pupil premium eligible pupils?	Good wellbeing achieved for these children.