

Sir Edmund Hillary Primary School - Pupil premium strategy statement

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	440
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23-2024/25
Date this statement was published	Dec 23
Date on which it will be reviewed	Nov 24
Statement authorised by	Governors
Pupil premium lead	Chris Guest
Governor / Trustee lead	Louise Baxendale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,485
Recovery premium funding allocation this academic year	£9,714
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*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.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£94,199

Part A: Pupil premium strategy plan

Statement of intent

Our passion is for all learners to thrive & achieve well, but we believe we need to tackle any barriers to learning and achieving that pupils from disadvantaged backgrounds may face. For our disadvantaged children, this runs from issues of poverty that they find themselves in, through to unconscious bias on the part of staff. At the heart of progress for pupils is High Quality Teaching and Learning & therefore this will always be our core purpose and core strategy to provision for disadvantaged pupils.

We recognise that the school needs to provide a high-quality curriculum that will enable all learners, but especially disadvantaged children, to know more and remember more. A High Quality Curriculum, well taught, 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Because the school has strong means of assessing the needs of children, our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- The strategies that are outlined in this plan also are relevant to many pupils irrespective of whether they trigger Pupil Premium funding- for instance some children may be in the Social Care system, are Post-adoptive, or are young carers. Some may be in families that cannot access social support funding but are still living in economically deprived households with poor housing or parents working multiple jobs

It has further been identified that our disadvantaged cohort are more likely to have a Special Educational Need or Additional Need. The proportion is not just increasing but the nature of the needs are also increasing in complexity. Changes to the strategy have therefore been made to reflect this.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2, affect the acquisition of all forms of knowledge throughout the curriculum, and have an especial impact on Reading and Writing outcomes. In '23 KS1 Writing 46% of our DP pupils achieved the expected standard which is comparable to the outcome locally and nationally; and at KS2 37% did which is lower than those achieved locally.</p> <p>Our previous system for the teaching of writing did not take account of potential 'cognitive overload' and therefore potentially mitigated against the most productive use of writing time. We therefore implemented a new scheme over this year to address this concern.</p> <p>Likewise, for the whole of the curriculum, the means by which all of the children can learn more and remember more, with a sharp focus on what the essential vocabulary may be and how it relates to subject based knowledge, was not easily accessible and therefore needed entirely re-writing.</p> <p>Because of the increasingly high correlation in the school between disadvantage and complexity of Additional Needs, the school needs to have a clearly programmed sequential curriculum identifying vocabulary of increasing complexity that all children can access, alongside appropriate intervention and support.</p>
2	<p>Internal and external assessments show that both in this school and nationally, disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers as KS2 results are lower for disadvantaged pupils.</p> <p>The first full year of the Little Wandle Letters and Sounds programme was from Sept '22- 23. 78% of all pupils met the Standard whereas of the 12 of Disadvantaged pupils, 8 met the standard -66%. There is a high correlation to children joining the school, new to the country.</p> <p>In Sept 22 we rolled out a new Reading programme at KS2 that had begun to, but did not have enough time to, gain traction on attainment. Nationally 72% of pupils met the standard but in our school only 57% of children (Very high SEN proportion of 30% reflected in both disadvantaged and non-disadvantaged population) 33% of disadvantaged pupils did whereas in the LA 60% of disadvantaged pupils met the standard.</p> <p>Because of the increasingly high correlation in the school between disadvantage and complexity of Additional Needs, the school needs to have a clearly programmed support for children so that they can access</p>

	reading through a phonics based approach, wherever they are in the school.
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils has been significantly below that of non-disadvantaged pupils. Results are stronger in KS1 than KS2</p> <p>For several years pre-pandemic, our whole school data shows that around 75% of pupils met an ARE standard in Maths but that only 50% of our disadvantaged pupils were at the same standard. This is the same as the Local Authority's average. The gap had started to close but the results on return were poor for All Pupils but especially for the disadvantaged pupils. The outcomes for 2023 at KS2 were significantly lowered by the high correlation between SEN and deprivation. Analysis shows that the school needs to deliver a stronger curriculum around reasoning and ensuring that all aspects of the curriculum are taught.</p> <p>Because of the increasingly high correlation in the school between disadvantage and complexity of Additional Needs, the school needs to have a clearly programmed sequential maths curriculum that all children can access and appropriate intervention and support.</p>
4	Our assessments and observations indicate that disadvantaged pupils may have a need to access further provision or services to support their emotional health and wellbeing. We therefore need to provide an infrastructure of care and support that is easily accessed by these pupils and an ability to meet the more complex social and emotional needs of children with Additional Needs.
5	In the past, absenteeism has negatively affected the progress disadvantaged pupils have made. Just before the pandemic, the gap in attendance had closed considerably following provisions made by the school. Because 16% of our disadvantaged children have an additional need attention needs to be paid to the cross effect of these issues in a child's life. These provisions and adaptations need to be maintained and reinvigorated as currently the gap has grown again, largely because of the pandemic affecting the resilience and the cost of living crisis affecting the resources of families.

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
Improved expressive language skills (oral and written) and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>More disadvantaged children without identified additional needs will achieve the Communication & Language area of</p>

	<p>learning in Early Years (July 22 67%, '23 being an untypical year, to aim for 80% by 2024 and '25)</p> <p>At KS2 Writing standards, there will be parity between advantaged and disadvantaged children without any additional needs.</p>
Improved reading attainment among disadvantaged pupils.	<p>By 2024/5 Y1 Phonics outcomes will be comparable to or better than the National for disadvantaged pupils.</p> <p>KS2 reading outcomes in 2024/25 will show that a comparable or greater proportion of disadvantaged pupils without identified additional needs meet the expected standard than the LA average.</p> <p>A significant number of pupils will also have outcomes within the Higher Attaining Band.- (Aut 21 internal figures- 33% of All Pupils across school cf 19% of Disadvantaged Pupils scoring at the higher standard)</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2024/25 show that more than 60% (2019 KS2 Sats – 30%) of disadvantaged pupils without identified additional needs, met the expected standard. A significant number of pupils also have outcomes within the Higher Attaining Band.</p>
Improved outcomes for children remembering and connecting the sequence of the wider curriculum- knowing more and remembering more	<p>Staff report higher engagement and outcomes in low stakes testing of PP engagement- pupil voice interviews</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> increased number of actions from Pupil Needs Analysis giving better qualitative data from student voice, student and parent surveys and teacher observations <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance in 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 96.4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2% from 93.4% in 2019. The gap for 2021-22 1.5% points, but ALL pupil attendance needs to rise as the whole school (incl F2) was at 92.8%.

	<p>the percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</p> <p>improved relative attendance of deprived pupils with Additional Needs</p>
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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: £ 47,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Previous assessments were not giving reliable data.</p> <p>Moderation of outcomes and training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Ensuring that we create a robust and comprehensive view of learning outcomes across the school that references to National norms, is an essential element of identifying inequalities in outcome. Testing is of no use without diagnostic elements identifying strength and weaknesses of children so that appropriate rather than generic support is given.</p> <p>Hattie: Develop tools to provide feedback to teachers that shapes learning rather than just measuring.</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will fund ongoing teacher training and release time to support Habits of Discussion and Let's Interact, Train Fnd staff in LWLS Early Years. Attend CPD by LEAD, embed Oracy into</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4

Disciplinary Features of Subject Areas		
Extend the resourcing of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Reading opens up the world of the wider curriculum and therefore has wider outcomes for children. Phonics - EEF	2
Purchase resources to implement a Fluency programme that extends learning beyond Phonics and establishes children ready for independence.	Improving Literacy in KS2 This guidance report gives advice on the important features a literacy programme needs to have to promote strong learning within reading.	2, 4
Continue to embed The Write Stuff writing package to ensure systematic teaching of writing across the school bearing in mind cognitive overload- especially an issue for disadvantaged children. Increase the amount of Independent Writing	EEF A guide to Implementation This guide gives advice to the process of effective school improvement	1,2,4
Purchase Big Maths & White Rose package to ensure children have access to closely sequenced programme that will , provide strategies for problem solving, close gaps & address misconceptions. Ensure manipulatives & visual representations are used to support learning	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3, 4
Join Maths Hub to manage strategic implementation of Mixed Year group planning. Ensure all staff are trained in implementation of single system of learning. Release Leaders to Quality Assure implementation of strategy	EEF A guide to Implementation This guide gives advice to the process of effective school improvement	2, 3 4

<p>A well sequenced planned curriculum is supported by Knowledge organisers and teaching that is structured to include retrieval practice. Staff are trained and understand the importance of Retrieval Practice. Embedded into long term planning and system created for staff to embed this in lessons.</p>	<p>Didau 2016 -The Testing Effect</p>	<p>1,2,3,4</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches (Maintain 1x ELSA trained TA) will be embedded into routine educational practices and supported by professional development and training for staff</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning</p>	<p>4,5</p>

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

Budgeted cost: £ 23,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Phonics Interventions given strategically for PP failing to reach ARE- 1:1/small group.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly 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:</p> <p>Phonics - EEF</p>	<p>2</p>
<p>Apply Maths Interventions strategically for PP failing to reach ARE- CLIC Catch Up 1:1/small group.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>1:1 & Small Group Tuition EEF</p>	<p>3</p>

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

Budgeted cost: £ 23,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure children can access the wider world of curricular and extra curricular activities and community organisations	Based on our experiences and those of similar schools parents of disadvantaged children do not always have funds available at times when events in and out of school are happening. This fund ensures that children can access a rich diet of activity in and out of the school day. EEF PP Guide- tiered approach	4, 5
Ensure children have appropriate emotional health and wellbeing supports; from universal PSHCE provision to 1:1 Counselling support & access to Outdoor Learning Take 5 – breathing and emotional regulation/ resilience programme	Based on our experiences and those of similar schools, disadvantaged children benefit from a strongly supportive, emotionally intelligent ethos. They are also more likely to experience dysregulated family lives that may need time and space for them to think through the issues they raise for themselves and build resilience to manage themselves within these stresses. EEF Learning Outdoor Adventure EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.or g.uk)	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Continuing access to breakfast club	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	5
Increase the quantity of Parental Engagement Activities across the school and across the academic year	EEF Parental Engagement is a low cost high efficacy strategy. The intention for disadvantaged children is to break down perceived barriers between home and school, ultimately to increase the quantity and quality of the learning happening at home.	All
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 94,199

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data using local Authority and National Data sets, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national level and because the LA processes data we could also look at County and District level outcomes (although these comparisons are to be considered with caution). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

The proportion of disadvantaged children achieving the standard of the Y1 Phonic check was the same as the National at 67%. All 4 Y2 retakers met the standard.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations as our own internal data had shown to expect better outcomes. Our analysis suggests that the reason for this is primarily that the curriculum approaches and organisation of the children were not being effective in rapidly bringing all children back to expectations, & therefore that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. We also identified the ongoing impact of COVID-19 creating a difficulty in providing consistent staffing and a stable classroom environment for the children.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 2.6% points higher than their peers in 2021/22 (Available ISDR at time of writing) and persistent absence 19 %points higher, meaning that over half of the 27 children that fell into the Persistent Absentee category were from a disadvantaged background. There was a strong alignment with this and with being disadvantaged and with a Special educational Need. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour with respect to children from a disadvantaged background was no more or less than pre-pandemic years. The vast majority of pupils show resilience in their mental health and wellbeing but particularly older children, where there has been some pre-existing extra

vulnerability that has required support either health, relationship building or resilience within the home; for these pupils the impact has been acute and reflected in attendance figures.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.