

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	398
Proportion (%) of pupil premium eligible pupils	23.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 1 2023/24 Year 2 2024/25 Year 3 2025/26
Date this statement was published	Year 1 Sept 23 (reviewed Dec 2023) Year 2 Sept 24 (Reviewed Dec 24)
Date on which it will be reviewed	Dec 25
Statement authorised by	Nicola Mc Intrye (Exec Head)
Pupil premium lead	Deborah Eccles (Head of School)
Governor	Louise Baxendale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,492.78
Recovery premium funding allocation this academic year	£0
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</i>	£0

<p><i>2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	
<p>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></p>	<p>£116,492.78</p>

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

20% of our disadvantaged cohort 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 '24 KS1 Reading, 53% Writing 47% of our DP pupils achieved the expected standard and at KS2 Reading 54% and 62% writing.</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 in 2023-24 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. This curriculum was re-written in 2022-23 but requires a curriculum review to further embed the implementation of language and oracy strategies and opportunities to practise and apply</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, 54% achieved the standard in July 2024</p> <p>The first full year of the Little Wandle Letters and Sounds programme was 2023-2024. 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. In 2024, 91% of pupils met the standard whereas 78% of Disadvantaged pupil past the phonics screening test.</p> <p>In Sept 23 we rolled out a new Reading programme from Y2 to lower KS2 focussing on fluency. 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. In July 2024, 64% of all pupils</p>

	<p>inY6 and 54% of disadvantaged pupils reached the expected standard in reading, compared to national figures of 74% (all pupils) and 62% disadvantaged.</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 reading through a phonics-based approach and a clear fluency programme.</p>
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 KS2 than KS1.</p> <p>Y2 - 2024 = PP 53% / non PP 58% Y6 = PP 62% / non PP 70%</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.. Analysis shows that the school needs to deliver a stronger curriculum around reasoning and confidence in arithmetic 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	<p>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.</p>
5	<p>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. These provisions and adaptations and further focus on the 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.</p> <p>In 2023 - 24 PP attendance 91.5% and persistent absence at 25.3% Non- PP attendance 94% and persistent absence at 12%</p>
6	<p>Wider opportunities and cultural capital</p> <p>Within our context, many of our pupils eligible for Pupil Premium, there is a lack of engagement wider opportunity experiences, for example visiting the theatre or music concerts, trips, attending clubs.</p>

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 will be 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 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>2024/5 and 2024/25 Y1 Phonics outcomes will be comparable to or better than the National for disadvantaged pupils.</p> <p>KS2 reading outcomes in 2024/25 and 2025/26 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.- (Summer 24 whole school figures of disadvantaged pupils 13%, Non PP 23% scoring at the Greater depth Standard)</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2024/25 and 25-26 will show that more than 60% of disadvantaged pupils without identified additional needs, meet the expected standard. A significant number of pupils will 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 will report higher engagement and outcomes in low stakes testing of PP engagement- pupil voice interviews.</p> <p>Attainment of Disadvantaged children in foundation subjects will be in line with their attainment in English.</p>
To achieve and sustain improved wellbeing for all pupils in	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <p>A significant increase in participation in club enrichment activities, particularly among disadvantaged pupils</p>

our school, particularly our disadvantaged pupils.	A significant number of pupils engaged with the “Power of Pupils” activities identified in the AIP strand of personal development
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance in 2024/25 and 2025-26 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. 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>
<p>Wider opportunities, cultural capital and hardship fund</p> <p>Within our context, many of our pupils eligible for Pupil Premium, there is a lack of engagement wider opportunity experiences, for example visiting the theatre or music concerts, trips, attending clubs.</p>	<p>Visitors/visits planned into the curriculum for all year groups.</p> <p>A greater range of activities for disadvantaged children to access (lower in cost or no cost).</p> <p>Pupils attend school with their basic needs met by being supported with uniforms, school equipment and access to breakfast club.</p>

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: £ 57,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Ensuring that we create a robust and comprehensive view of learning outcomes across the school that references	1, 2, 3, 4

<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>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>	
<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 NELI and Let's Interact, Train Fnd staff in LWLS Early Years. Attend CPD by LEAD, embed Oracy into Disciplinary Features of Subject Areas</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> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-neli</p>	1,2,4
<p>Extend the resourcing of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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.</p> <p>Phonics - EEF</p>	2
<p>Purchase resources to implement a Fluency programme that extends learning beyond Phonics and establishes children ready for independence.</p>	<p>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.</p>	2, 4
<p>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</p>	<p>EEF A guide to Implementation This guide gives advice to the process of effective school improvement</p>	1,2,4

amount of Independent Writing		
<p>Embed 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.</p> <p>Ensure manipulatives & visual representations are used to support learning</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>	3, 4
<p>Work alongside Maths Hub and Maths lead practitioners by facilitating release time for teachers to manage strategic implementation of Mixed Year group planning.</p> <p>Ensure all staff are trained in implementation of single system of learning.</p> <p>Release Leaders to Quality Assure implementation of strategy</p>	<p>EEF A guide to Implementation This guide gives advice to the process of effective school improvement</p>	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>	1,2,3,4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches (Maintain 2x 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>	4,5

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

Budgeted cost: £ 29,496

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Phonics Interventions given strategically for PP failing to reach ARE-1:1/small group.	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: Phonics - EEF	2
Apply Maths Interventions (rapid Maths, times table intervention and pre and post teaching, strategically for PP failing to reach ARE-1:1/small group.	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 1:1 & Small Group Tuition EEF	3

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

Budgeted cost: £ 29,496

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. Extend the extra curricular offer to include a opportunities across the curriculum.	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	Based on our experiences and those of similar schools, disadvantaged children	4

<p>health and wellbeing supports; from universal PSHCE provision to 1:1 Counselling support & access to Outdoor Learning</p> <p>Take 5 – breathing and emotional regulation/ resilience programme</p>	<p>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.</p> <p>EEF Learning Outdoor Adventure</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Continuing access to breakfast club</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p>	5
<p>Increase the quantity of Parental Engagement Activities across the school and across the academic year</p>	<p>EEF Parental Engagement is a low cost high efficacy strategy.</p> <p>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.</p>	All
<p>Supporting school attendance. Employing an attendance officer to work with families to improve attendance of all pupils.</p>	<p>EEF Supporting school attendance</p>	All 5
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours we have identified a need to set amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £ 116,492

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 2023/24 academic year using 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.

Year Group	PP at EXS+ (%)	NA EXS+ Comparison +/-	Non-PP/Peer Gap Comparison +/-	NA Gap Comparison	PP at GDS (%)	NA GDS Comparison +/-	Non-PP / Peer Gap Comparison +/-	NA Gap Comparison
		NA EXS+: 62%		NA Gap: -18%		NA GDS: 17%		NA Gap: -15%
Y6	54%	-8%	-13%	+5%	8%	-9%	-9%	+6%
Y5	60%	-2%	-16%	+2%	10%	-7%	-27%	-12%
Y4	69%	+7%	-9%	+9%	13%	-4%	15%	0%
Y3	63%	+1%	-19%	-1%	6%	-11%	-14%	+1%
KS1	READING EXS				READING GDS			
Year Group	PP at EXS+ (%)	NA EXS+ Comparison +/-	Non-PP/Peer Gap Comparison +/-	NA Gap Comparison	PP at GDS (%)	NA GDS Comparison +/-	Non-PP Peer Gap Comparison +/-	NA Gap Comparison
		NA EXS+: 62%*		NA Gap: -16%*		NA GDS: 14%*		NA Gap: -14%*
Y2	67%	+5%	-9%	+7%	15%	+1%	+4%	+18%
Y1	78%	+16%	-6%	+10%	11%	-3%	-19%	-5%

*KS1 outcomes based on 2019 as no NA data for KS1 given in 2022, unlike KS2.

Year Group	PP at EXS+ (%)	NA EXS+ Comparison +/-	Non-PP/Peer Gap Comparison +/-	NA Gap Comparison	PP at GDS (%)	NA GDS Comparison +/-	Non-PP / Peer Gap Comparison +/-	NA Gap Comparison
		NA EXS+: 58%		NA Gap: -20%		NA GDS: 7%		NA Gap: -9%
Y6	62%	+4%	-12%	+8%	8%	+1%	-5%	+4%
Y5	50%	-8%	-22%	+2%	0%	-7%	-6%	+3%
Y4	38%	-20%	-31%	-11%	0%	-7%	-6%	+3%
Y3	47%	-14%	17%	+3%	7%	-1%	-2%	+6%
KS1	WRITING EXS				WRITING GDS			
Year Group	PP at EXS+ (%)	NA EXS+ Comparison +/-	Non-PP/Peer Gap Comparison +/-	NA Gap Comparison	PP at GDS (%)	NA GDS Comparison +/-	Non-PP Peer Gap Comparison +/-	NA Gap Comparison
		NA EXS+: 44%*		NA Gap: -21%*		NA GDS: 3%*		NA Gap: -7%*
Y2	47%	+3%	-13%	+8%	13%	+5%	+10%	+3%
Y1	70%	+26%	-10%	+11%	10%	+7%	+2%	+5%

*KS1 outcomes based on 2019 as no NA data for KS1 given in 2022, unlike KS2.

Year Group	PP at EXS+ (%)	NA EXS+ Comparison +/-	Non-PP/Peer Gap Comparison +/-	NA Gap Comparison	PP at GDS (%)	NA GDS Comparison +/-	Non-PP / Peer Gap Comparison +/-	NA Gap Comparison
		NA EXS+: 58%		NA Gap: -20%		NA GDS: 7%		NA Gap: -9%
Y6	62%	+4%	-8%	+12%	8%	+1%	-7%	+2%
Y5	60%	+2%	-28%	-8%	0%	-7%	-33%	-24%
Y4	69%	+11%	-6%	+14%	13%	+6%	-21%	-12%
Y3	60%	+2%	19%	+1%	19%	+12%	-8%	+1%
KS1	Maths EXS				Maths GDS			
Year Group	PP at EXS+ (%)	NA EXS+ Comparison +/-	Non-PP/Peer Gap Comparison +/-	NA Gap Comparison	PP at GDS (%)	NA GDS Comparison +/-	Non-PP Peer Gap Comparison +/-	NA Gap Comparison
		NA EXS+: 44%*		NA Gap: -21%*		NA GDS: 3%*		NA Gap: -7%*
Y2	53%	+9%	-5%	+16%	7%	+4	-4%	+3%
Y1	70%	+26%	14%	+7%	20%	+17%	+18%	+25%

*KS1 outcomes based on 2019 as no NA data for KS1 given in 2022, unlike KS2.

Key	Outstanding	Good	Expected	Just Below	Below
Attainment	10% or above	1% to 9% above	At	1% to 5% Below	5% or more below
Progress %	100%	99% to 95%		95% to 90%	Below 90% or more

Phonics Y1 % of children passing

PP School	National	National comparison
78%	68%	+10%

The proportion of disadvantaged children achieving the standard of the Y1 Phonic check was above the National. No Y2 children were required to retake the test. This shows that the current strategy is effective.

Data from tests and assessments in 2023-24 shows that the attainment of the school's disadvantaged pupils of PP in reading and maths is above national in most year groups but significantly below in writing in half.

	PP Pupils	Gap between non PP
Attendance	91.5%	- 3.1% points
Persistent Absence	25.3%	- 11.1%

Attendance among disadvantaged pupils was lower than their peers in 2023-24 and persistent absence was higher, meaning that over half of the children that fell into the Persistent Absentee category were from a disadvantaged background.

Our observations and assessments demonstrated that pupil behaviour with respect to children from a disadvantaged background was no more or less than non – disadvantaged. 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.

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.