

Pupil premium strategy statement – Edenham CofE Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Edenham CofE Primary School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	29.9.21
Date on which it will be reviewed	38.2.22
Statement authorised by	A.Flack (Executive Head)
Pupil premium lead	M.Pasqualino (Head of School)
Governor / Trustee lead	Nicola Lawton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,872
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£14,872

Part A: Pupil premium strategy plan

Statement of intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole. The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges in order to achieve this and to ensure there is equality for all.

Our Pupil Premium Statements supports all children who may be vulnerable, no matter what their academic or personal achievements. We see it as vitally important, as referred to in our Curriculum Intent, that all of our children should develop a love of learning, have a love of the environment and be prepared for the future. By providing an education to all of our children, regardless of their background, enabling to achieve these things is what we believe ensures fairness and will enable all our children to become global citizens.

Our research and bespoke training that we have undertaken informs us that by delivering quality teaching and learning for our most vulnerable pupils, we will also be able to deliver quality teaching and learning for all our pupils – which is always our aim.

Research identifies quality-first teaching as being the most effective way to close the attainment gap between disadvantaged children and their peers, therefore this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure disadvantaged pupils' attainment will be accelerated and sustained in line with their non-disadvantaged peers.

The decision to implement these planned steps is not only based on research, but also the relationships we have with our individual children and our ability to assess their specific needs.

Challenges

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

Challenge number	Detail of challenge
1	Pupil discussions lesson visits show that children lack perseverance and can sometimes fear challenge.
2	Pupil observations and pupil discussions have shown that children lack confidence in unfamiliar situations and in turn can be concerned when visiting unfamiliar places or people.
3	Conversations with children and families show that children can lack resources when learning at home, and families can lack the knowledge to support their children's learning.
4	Curriculum reviews showed that disadvantaged children lack engagement in reading for pleasure
5	Pupil discussions show that children lack well rounded worldly knowledge
6	Data shows although children make good personal progress, there is a gap in relation to attainment

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
To close the gap between DA Pupils and non-DA Pupils	<ul style="list-style-type: none">• Children to make good personal progress• Children to achieve in line with National Data (both progress and attainment)• The gap between DA and non-DA has diminished
For children to become more confident in unfamiliar situations	<ul style="list-style-type: none">• Children can approach new situations with confidence• Children participate in opportunities provided for them• Children volunteer for roles and responsibilities within school
For children to become more confident in conversation	<ul style="list-style-type: none">• Children taught confidently to un-familiar people• Children use increased vocabulary• Children instigate conversations
For children to become more engaged with reading	<ul style="list-style-type: none">• Children read more regularly at home• Children enjoy the process of reading• Children engage positively in reading sessions

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: £ 7,952

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD surrounding Reading (inc.whole school RWI training)	<p>By developing a quality reading curriculum that is based on a sound understanding of phonics means that children will be able to access the world around them, becoming more independent and achieving in all areas of the curriculum.</p> <p>Having all staff trained in the schools phonics scheme means that immediate intervention can be achieved in all areas of school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	4, 6
CPD surrounding feedback Teacher time 1:1 verbal feedback	<p>By providing direct quality feedback children have a better understanding of how to improve and begin to take ownership of their learning. Parents can also receive feedback of their children's learning enabling them to have specific targets to help their children progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1,3
Upskilling subject leads to increase quality of subjects taught across the whole curriculum CPD surrounding scaffolding	<p>By improving subject leadership, the quality of the provision of each subject will also increase ensuring all children are receiving quality provision across the curriculum. This is particularly in relation to scaffolding across the curriculum, ensuring all children are aiming of the same intention, but have personal support in order to help them achieve this.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	4, 5, 6

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

Budgeted cost: £4,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention	<p>By providing small group intervention we are able to be bespoke and specific with what it is we are teaching. Working in small groups also increased the confidence of our children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,3
Teacher led intervention	<p>By carrying out intervention with skilled practioners, precise teaching can be achieved, leading to increased progress.</p> <p>With this a focus on vocabulary will enhance the child's all around capabilities with accessing the world around them, and provide them confidence to interact with others.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	3,5,4

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

Budgeted cost: £ 2,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor education ELSA Jigsaw (PSHE)	<p>By providing children with the opportunity to partake in outdoor education, they will have the opportunity to understand how to select a strategy for a given task and increase their understanding of what it means to learn as well as their confidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,2
Games and puzzle Library	<p>By engaging parents, children will have the opportunity to converse with an adult. Once engaged in play, they dialogue can then be open. Many games also have an educational aim of some sort to help re-hearse a skill or knowledge in some way.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,2
Peer to Peer support	<p>By using Peer to Peer tutoring, children's confidence will increase as they have the opportunity to aid in a peers progress. They will also have the opportunity to re-visit a previous learnt skill or knowledge to aid their understanding.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	1,2
Mathletics/reading eggs	<p>By setting homeworking using Mathletics or ReadingEggs, the tasks given can be bespoke. It also enables us to be able to ensure all children quickly have the resources need to enable them to further their learning outside of the classroom</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	3
Inspiring experiences	<p>By planning a range of experiences for children they will have the opportunity to speak to a range of unfamiliar</p>	2,3

	<p>people and experience events and things that before hand would be unknown to them. Making links to local organisations will also provide opportunities for children to take advantage of with their families outside of school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
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Total budgeted cost: £14,872

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 2020 to 2021 academic year.

During the year of 20/21 all disadvantaged pupils made at least expected progress however disadvantaged and non-disadvantaged children attainment did not become in line with one another.

School surveys showed that disadvantaged pupils grew in confidence throughout the year, and enjoyed being in school.

Pupil interviews showed that children did not see themselves as 'different' to their peers showing our inclusive approach was effective.

CPD around subject leadership was having a positive effect on the curriculum meaning disadvantaged pupils were receiving improved teaching across the curriculum, this must now become embedded.

Our blended learning approach meant during times of school closure or isolation disadvantaged children still could access learning, the same approach will be used once again if needed.