# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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

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| Detail | Data |
| School name | Edenthorpe Hall |
| Number of pupils in school | 198 |
| Proportion (%) of pupil premium eligible pupils | 30% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2027 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Thomas Orr |
| Pupil premium lead | Thomas Orr |
| Governor / Trustee lead | Andrew Crossley |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £71,533.33 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention at Edenthorpe Hall is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.  Ensuring we offer high-quality teaching is a priority and we know that providing this in every year group will have the most impact. Evidence suggests that this will have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.  We aim to ensure appropriate provision is made for those pupils who have limited extra-curricular activities by offering a free club per year. We also value our children’s health and wellbeing; investing in staff CPD to support our pupils with this.  By focusing on these areas, we our giving our pupils the best possible chance of attaining in line with their peers at Edenthorpe Hall. To ensure they are effective we will:  -ensure the progress of disadvantaged pupils is regularly reviewed  -act early to intervene at the point a specific 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  -be led by high quality research to support decisions around the quality of strategies selected strategies. |

## Challenges

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

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| Challenge number | Detail of challenge |
|  | The impact of COVID-19 has meant that the gap has widened for a number of PP children in reading and writing. Vocabulary, in both spoken and written shows the disrupted opportunities pupils have at time experienced.  Improve outcomes for disadvantaged learners and diminish the difference between disadvantaged learners and their peers |
| 2. | There are t gaps in attainment between Pupil Premium and Non Pupil Premium students in all subjects. Quality first teaching and learning is a priority to close these gaps as well as targeted interventions and group work |
| 3. | To improve opportunities for PP pupils to read at home. Support for many pupils can be lacking when compared to their peers. Some parents may not understand how to effectively meet the needs of their child |
| 4.. | To improve attendance rates for disadvantaged pupils, narrowing the gap to their peers. |

## 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.

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| Intended outcomes | Success criteria |
| Reading, Writing and Maths.  To ensure the percentage of pupils achieving combined ARE in reading, writing and Maths is brought in line with national averages and the gap with their peers is closed. | * Invest in CPD for all staff * Develop Edenthorpe Hall pedagogy for teaching to ensure consistent approach across the school * Ensure teacher’s practice is improving and that they are becoming experts * Well designed and forensic pupil progress meetings ensure pupils are making good progress |
| Reading and Phonics  Targeted interventions will ensure those who can’t read catch up quickly and close gaps  Parents will know how to support children so children read regularly at home and fluency is improved.  Delivery of high quality daily RWI phonics lessons by fully trained staff. | Pupils in vulnerable groups will make increased progress, narrowing the gap in attainment, this will be through:   * High quality deliver of RWI: supported by RWI lead offering coaching to all staff * Targeted Intervention timetables in place * Parental workshop to raise awareness of RWI and the importance of reading. * Guidance given for how to support children at home. * Individual reading records used by class teachers and TAs to communicate with parents about children’s individual progress. |
| Extra Curricular Experiences  To offer PP pupils a range of extra-curricular and out of school cultural experiences, including a range of clubs, visits and visitors | * Offer a wide range of activities in school (Astrea Promise) * Regularly monitoring shows all pupils attend a club either in school or out of school * Develop links with local providers to enhance our offer * Provide funding to support PP pupils attending trips, visits or accessing clubs |
| Speech and Language  Catch up speech and language intervention to improve the speech and language skills of children in EYFS/Y1/Y2 | * Targeted interventions in KS1 show rapid progress within communication and language. * Screening shows PP children shows progress in oral skills. * Tracker to be updated and rag rated half termly and shared with SLT and staff. |
| Attendance  Attendance for disadvantaged pupils will improve across school compared to non-disadvantaged pupils | * The number of persistent absentees to be reduced amongst those pupils eligible for PP. * Improve overall the attendance of PP pupils in order to fall in line with Non-PP pupils. * Attendance lead to form strong relationships with families and offer bespoke support |
| Behaviour  Learning mentor will support pupils with SEMH and behaviour needs to ensure learning behaviours improve. Focus on supporting disadvantaged pupils through the use of the ‘NEST’ (nurture, engage, support, thrive) | * Behaviour points will reduce * Suspensions will continue to decrease * Learning mentor creates d=strong relationships with families and external agencies. |

## 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: £31,856

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| Activity | Evidence that supports this approach | Challenge number(s) addressed | |
| Quality Teaching across the school. CPD to improve high quality teaching and learning throughout school:  Externally provided programmes to support teaching and learning (see below)  NPQH  NPQLT  NPQS  RWI  Leading teaching  $500 | <https://sandbox.educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment> shows that the attainment gap has grown as a result of national lockdowns. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.  <https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf> demonstrated a positive impact on outcomes from improving the quality of teaching and learning  <https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully> In line with the research, improving the quality or teaching and learning of disadvantaged pupils improves outcomes.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?> Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. | | 1, 2,3,4,5 |
| RWI  Support for phonics (RWI)  Phonics lead to support staff - weekly CPD in place for reading teachers.  Daily coaching offered.  $5265  Additional TA for groups  $2419  High quality reading books/RWI books / resources  $2000 | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/#closeSignup> demonstrates impact of Reading Comprehension Strategy teaching  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/> demonstrates the impact of provision of oral language intervention on pupil outcomes  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/> In-school monitoring demonstrated a need to develop reading comprehension strategies including higher order thinking | | 1,2,3 |
| Additional TA to support Y3  Small group keep up sessions throughout assembly times.  $19172 | [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)  Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.  In the EEF Attainment Gap report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements…There is particularly good evidence around the potential impact of teacher professional development  [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. | | 1,3,4 |
| Support pupil’s financial access to different educational experiences in order to build self-esteem, resilience, build social interaction skills and in order to prepare them for adult life.  $2,500 | <http://scholarworks.umass.edu/dissertations/AAI3179892/> demonstrates the importance of life experiences on learning.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/> demonstrates impact of developing a positive school ethos | | 4 |

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

Budgeted cost: £ 2903

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Speech and language intervention – TA led  Fresh start intervention for Y5 and Y6 pupils x 3 sessions per week TA Led  $2903 | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/> demonstrates the impact of providing individualised instruction for learners  <https://www.ruthmiskin.com/en/programmes/fresh-start/>  Fresh Start is a successful intervention programme developed by Ruth Miskin to rescue pupils age 9 and above who are below age-related expectations | 2,3,4 |

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

Budgeted cost: £ 36774

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance Lead /admin staff to monitor children’s attendance and follow up quickly on absences. First day response provision.  School attendance lead to monitor through the use of the weekly tracker  $3010  Weekly, half termly and annual attendance incentives.  Class attendance incentives  .  School attendance lead to monitor through the use of the weekly tracker  $300 | NfER briefing for school leaders identifies addressing attendance as a key step to improving attainment. Good attendance is also listed in the top 10 approaches for [disadvantaged children](https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully)  [Attendance interventions rapid evidence assessment | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment)  This rapid evidence assessment examines the existing research on interventions that aim to improve pupils’ school attendance and the characteristics of these interventions, based on a systematic search of existing literature. |  |
| Breakfast club held daily  Free places for pupil premium  $7020  After school activities held daily  1x free club for pupil premium  $3900 | The option is given to all children to attend a variety of afterschool activities. The option also extends to attend the daily breakfast club.  Many children who do not exceed as well in core subjects may thrive in extra-curricular activities, thus improving their self-esteem, motivation and enthusiasm to attend school regularly.  <https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully>  Breakfast Clubs should improve attendance – attending breakfast club means that pupils are on time for school and ready to learn.  Good attendance is also listed in the top 10 approaches for disadvantaged pupils in  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/> | 2,4,5,6 |
| Thrive Intervention TA Led  $6488 | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions | 5,6 |
| Behaviour and pastoral support: Leanirng mentor (partially funded)  $16,056 | [Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour)  Know and understand your pupils and their influences. Teach learning behaviours alongside managing misbehaviour. Use classroom management strategies to support good classroom behaviour .Use simple approaches as part of your regular routine. Use targeted approaches to meet the needs of individuals in your school |  |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| RWI | Ruth Miskin |
| Primary KC | Knowledge Schools Trust |
| Charanga Music | Charanga |
| Number sense | Success@number |
| TT Rockstars | Maths Circle |
| Literacy Tree | Literacy Curriculum |
| Ark Maths |  |
| Sumdog |  |