Governor approved 17/10/23

Edward Feild Pupil and Recovery Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Edward Feild Primary School	
Number of pupils in school	275
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Governors
Pupil premium lead	Raluca Chende
Link governor	Emma Duckett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,655
Recovery premium funding allocation this academic year	£5,945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£65,600

Part A: Pupil premium strategy plan

Statement of intent

What are our ultimate objectives for our disadvantaged pupils?

There is compelling evidence that high quality teaching and leadership are vital in raising attainment. From research, we also know that schools that are most effective in improving outcomes for disadvantaged pupils always use evidence about what makes a real difference and make sure that the best teachers work with the most vulnerable.

At Edward Feild, to improve outcomes our disadvantaged pupils, school leaders will work with colleagues to:

 • Make the achievement of pupils eligible for Pupil Premium funding a priority.

 • Use evidence and research-based teaching practice, including the Education Endowment Foundation (EEF) Teaching and Learning Toolkit and the Centre for Literacy in Primary Education to inform spending discussions and decisions.

 • Take a whole-school approach to quality first teaching, which sets high aspirations for all pupils.

• Recognise that disadvantaged pupils are not a homogenous group and whilst children may face similar challenges, it is vital to identify each individual's barriers to learning.

 • Identify the main barriers to learning and use different approaches for groups or individuals facing particular barriers.

• Ensure that members of staff know who our disadvantaged pupils they work with are and take an interest in their success.

• Ensure that when a pupil's progress slows, interventions are put into place rapidly.

• Make every effort to engage parents in the education and progress of their child.

• Where poor attendance and punctuality is an issue, address this as a priority.

• Provide personalised support for each pupil following a consultation with their parents.

 • Ensure staff (teachers and support staff) receive in-depth training on strategies chosen to overcome barriers to learning.

• Ensure governors understand the role to play in providing constructive challenge to the school's Pupil Premium Strategy.

• Effectively monitor and evaluate the impact of spending in improving outcomes for pupils.

How does our current pupil premium strategy plan work towards achieving those objectives?

Research has found that disadvantaged pupils have been worst affected by partial school closures and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium. It is therefore more important than ever that our school strategy focuses on support for disadvantaged pupils.

What are the key principles of your strategy plan?

Our school's pupil premium strategy is founded on the following principles and practices:

1. We focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.

2. Our pupil premium strategy is embedded within a broader strategic implementation cycle, such as the one set out in the EEF Implementation Guidance Report (diagnose our pupils' challenges and needs, use strong evidence to support our strategy, implement our strategy, monitor and evaluate our strategy).

3. Approaches adopted are selected on the basis of strong educational evidence.

4. We spend some of our pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19.

What do we consider when making decisions about the most effective approaches to improve outcomes for disadvantaged pupils?

School leaders and governors take an evidence-based approach to selecting the most effective ways to improve outcomes. Answers to the following questions provide a structured framework:

How well are our disadvantaged pupils achieving being mindful that many pupils may have been out of school for a prolonged period over the Covid-19 lockdown?

We identify any current gaps in attainment and progress and compare these to school and national averages. We have enhanced Nurture provision across the school and staff have implemented more work around Zones of Regulations, wellbeing, mindfulness and relationships.

What are the barriers to learning for our disadvantaged pupils?

Barriers to learning include lack of support from home, lack of opportunities, lack of technology, poverty, disrupted attendance, SEND (Communication & Interaction and Cognition & Learning difficulties).

What are our desired outcomes for pupils?

Raised attainment; increased rates of progress; improved attendance; proactive family engagement; the development of skills and personal qualities to build emotional resilience; and extended opportunities.

How will success be measured?

For each desired outcome, we will decide how success will be measured and set ambitious targets as well as ensuring that school leaders and governors are committed to the challenge of achieving them.

Which approaches will produce these outcomes?

To choose our approaches we will use evidence of what works: decide on what staff training is needed; monitor pupil progress regularly; get the balance right between short-term and long-term approaches, as well as between whole school and targeted strategies.

Which approaches are effective, and which are not? We evaluate our approaches by asking: Are the chosen approaches impacting on improved outcomes? Can we make improvements? What else can be done? What needs to be done differently?

Challenges

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

Challenge number	Detail of challenge
1	**Lack of parental support** due to complex family situations, including limited life experiences or high levels of deprivation. Effective parental involvement and aspiration is associated with pupils' academic success.
2	**Access to technology** Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home, especially during recent Lockdowns. Lack of access to technology has been a barrier for many disadvantaged children
3	**Issues around emotional wellbeing and self-esteem** Social and emotional learning interventions have an identifiable and significant impact on pupils' attitudes to learning, social relationships in school, and

	attainment. It is very important to carry on and support pupils' mental health and wellbeing as they start the new academic year
4	**Lack of opportunity** For a child to have equality of access, they must be encouraged to reap the benefits of what the school has to offer by attending regularly, by engaging in both curricular and extracurricular activities, and by being supported at home and in their community.
5	**Underachievement in literacy skills** Language acquisition is poor which has led to a number of pupil premium pupils making less than expected progress in Reading, Writing, Maths. *Good literacy skills provide the building blocks not just for academic success, but for fulfilling careers and rewarding lives. Yet despite our best efforts, a disadvantaged child in England is still more than twice as likely as their classmates from more advantaged homes to leave primary school without reaching the expected levels in reading and writing. (Education Endowment Foundation: Improving Literacy Guidance Report, 2017)* *Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life……….. For many pupils, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that a single approach will be enough. It is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities. (Education Endowment Foundation: Covid-19 Support Guidance for Schools, June 2020)*
6	**Special Educational Needs** Some children require additional support within the school environment in order to benefit to the same degree as others, particularly children with special educational needs.

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
All pupils are appropriately challenged in lessons. Progress made by pupils eligible for PP funding is at least in-line with that of their peers.	Pupils eligible for PP identified as behind with progress in Reading (R), Writing (W) or Maths (M) make rapid progress by end of the year, so that all pupils eligible for PP funding have closed the gap towards ARE or GD (greater depth) PP children are enthused, motivated and supported by well-planned Maths and

	English curriculums, with a focus on Phonics/Reading and the Wider Curriculum, so that they achieve better. Measured by teacher assessments and successful moderation practices which focusses on the progress/attainment of pupils eligible for PP funding. Modelling/ Scaffolding (part of the Mastery approach to learning) represents a feature of each lesson so appropriate teacher support is used throughout our curriculum.
Early intervention results in attainment differences diminishing for disadvantaged pupils in EYFS.	Targeted Teacher/TA time in EYFS to support interventions. Focus on Communication & Language during teacher-led activities. Focus on Phonics/book talk/motor skills Mastery Maths and embedding new curriculum
Highly trained and qualified staff support the needs of pupils eligible for PP funding effectively.	Writing/Reading training for all staff as priority areas-support from English consultant Staff meetings schedule reflects staff CPD needs, linked to outcomes of all pupils, especially PP Continued focus on feedback and assessment and developing scaffolding and modelling Monitoring of support and progress by HT
Pupil Premium pupils show increased engagement in and ownership of their learning	Use of weekly Certificates to encourage high expectations and learning behaviour Focus on end of units outcomes in the wider curriculum so products or presentations are shared with other members of our community Assemblies promoting our school values and ensuring all pupils are focussed and engaged and that children think about what makes a good learner.
Improved attitudes to reading for identified pupils.	Engage more parent/community volunteers to support reading.

Increased fluency and developed comprehension skills result in accelerated progress.	Embed Reading for Pleasure, contributions of Librarians and Reading Ambassadors, Reading buddies
	All identified pupils to be heard read 1:1 at least twice weekly in EYFS and weekly in small groups in KS1 and supported twice weekly with a phonics intervention in KS2
	Small group teacher-led comprehension support for identified children in KS2 through the weekly reading comprehension lesson
	Differentiated Maths and English Booster support for Y6 pupils using new Maths homework platform
Increased parental engagement.	Class teachers are flexible when organising meetings with parents of PP children
	Extra opportunities for meeting time throughout the term to be allocated as issues arise so these can be dealt with immediately and parents feel listened to and supported appropriately
	Teachers and Pastoral Support Worker (PSW) discuss enrolling parents on the Parenting programme
The attendance of Pupil Premium pupils is in-line with others nationally and in school.	Closely monitor the attendance of PP pupils.
	SENDCo/PSW to support communication with parents and teachers
	Headteacher to meet with families where attendance becomes a concern.
Social, emotional and mental health needs of pupils are addressed.	ELSA TA to develop role and interventions with identified Pupil Premium pupils who have been identified as requiring additional emotional literacy and nurture support.

All Pupil Premium pupils take part in at least one after-school club during the 2023-24 academic year.	A range of clubs will be offered each term and places for Pupil Premium pupils will be allocated for each club and confirmed before general bookings are opened. Participation of Pupil Premium pupils each term in after-school clubs is monitored Provide free places to paid clubs where the need is identified
Approaches taken to raise aspirations and self-esteem of pupils who attract PP funding have a positive impact.	The National Curriculum and the wider curriculum offered by the school promote children's personal and social development, alongside their academic performance. Develop our presonal development passport which includes enriched learning experiences
Transition to secondary school is supported effectively.	Discussions with pupils and parents to identify any barriers/concerns relation to transition. Supporting additional induction opportunities. Pupils eligible for PP funding, those with SEND and those identified as 'at risk' pupils are invited to take part in additional transition sessions as appropriate.

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: £17,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Modelling/Scaffolding 5xstaff meetings 2xdepartment meetings	EEF, Teaching and Learning Toolkit	5, 6
Embed Phonics in KS1 Develop Phonics in KS2 2x staff meetings 2x dept meetings In school training all KS2 staff	EEF, Teaching and Learning Toolkit	5
Embed Reading Comprehension strategies 1x SLT 2x dept meetings 2x staff meetings	EEF, Teaching and Learning Toolkit	5
Wider Curriculum Staff CPD on new schemes of work/Action plans for subject leads 2x days HT 6x staff meetings	High quality CPD for staff is essential so they are trauma informed and have high quality understanding of methods and needs	4,5,6
SEND -additional day for early identification of need and for preparing EHCP documentation, supporting staff and SEND, embed SEND assessment, meeting parents 2x SLT 2x TA meetings 2x staff meetings	Many disadvantaged children have significant SEND difficulties requiring high levels of care. Many PP chn are both SEND and disadvantaged. Some PP chn have additional medical needs and higher level of care.	1,3,4,6

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
In lesson Scaffolding/ Modelling support for SEND/HA 20 mins/ day x5 times a week	EEF, Teaching Learning Toolkit	1,5,6
ELSA Intervention 1x per week with PSW	EEF, Teaching and Learning Toolkit	3,4,6
Whole school subscriptions-TT Rockstars, Numbots, Purple Mash, Spelling Shed. Priced separately	These have proved popular with children who traditionally didn't complete homework meaning they are now practising these skills	4, 5, 6
Pupil Premium Champion	Able to track children and their progress and tailor opportunities to help children flourish.	1-6
1:1 support staff 6x 1:1 TA time	Many PP chn need 1:1 support	6
Phonics specialist TA 13 hours pw	Many PP chn need individual phonics support	1,3,4,5,6

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

Budgeted cost: £26,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parenting Programme (Family links)	EEF, Teaching and Learning Toolkit	1,2,3,4
Residential trips, books, school trips and workshops	Essential for wellbeing that children have the same experience as their peers.	4
Subsidised enrichment activities and ensuring the curriculum is broad and balanced-virtual	Creative opportunities allow children to have cultural development.	1,4

author visits, music lessons, clubs		
Free school uniform annually	Essential for wellbeing that children have the same experience as their peers.	1,3,4
Pastoral support for families and children on a daily basis including attendance (approx 50% of a PSW/admin)	EEF, Teaching and Learning Toolkit 10	1,3,4
Technical support for families when children are working at home, including configuration and management of devices Teacher support for curriculum delivery	EEF, Teaching and Learning Toolkit	1,2,4,5

Total budgeted cost: £65,600

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 2022 to 2023 academic year.

1.All pupils are appropriately challenged in lessons.

Progress made by pupils eligible for PP funding is at least in-line with that of their peers-

==Reading key points:== Year 6 100% PP vs 83% Non-PP work at expected standard, Year 2 60% PP vs 55% Non-PP work at expected standard, Year 3 100% PP vs 64% Non-PP work at developing and expected standard, Year 4 50% PP vs 28% Non-PP work at expected standard, Year 5 50% PP vs 42% Non-PP work at expected standard

==Writing key points:== Year 6 75% PP vs 66% Non-PP work at expected standard, Year 1 75% PP vs 71% Non-PP work at developing and expected standard, Year 2 40% PP vs 3% Non-PP work below, Year 3 100% PP vs 66% Non-PP work at developing and expected standard, Year 4 75% PP vs 16% Non-PP work below, Year 5 50% PP vs 19% Non-PP work below, no PP chn working at greater depth across year groups

==Maths key points:== Year 6 PP 100% vs 78% Non-PP working at expected standard, Year 1 75% PP vs 51 % Non-PP work at expected standard, Year 3 50% PP vs 32% Non-PP work at expected standard, Year 4 50% PP vs 13% Non-PP work below, Year 5 60% PP vs 41% No-PP work at developing and expected standard, only in Year 4 and 6 PP chn work at greater depth

2. Early intervention results in attainment differences diminishing for disadvantaged pupils in EYFS

==In EYFS,== 100%of PP reached GLD and 77% of Non-Pupil Premium reached GLD

3. Highly trained and qualified staff support the needs of pupils eligible for PP funding effectively-

Scaffolding and Modelling training for all staff , English consultant planning support for Writing in all key stages, subject leadership professional development during staff meeting and Twilight, Phonics training for Phonics lead and KS2 staff with KS2 Phonics interventions, SEND courses(Communication and Interaction, Colourful semantics) on developing staff who work with children on the autistic spectrum led by SEND lead, all supported PP children appropriately.

4. Pupil Premium pupils show increased engagement in and ownership of their learning-lessons 'drop ins' across the Curriculum, book monitoring in all subjects, writing moderations,

'Drop-ins', Learning walks, 'Pupil Voices' and Monitoring schedule evidence the engagement and pride of PP chn in their learning.

5. Improved attitudes to reading for identified pupils. Increased fluency and developed comprehension skills result in accelerated progress

Reading for Pleasure's profile was raised across the school, including Book Spine, Book Week celebrations, weekly school library visits with the class teacher but also Local Library visits, Reading Ambassadors, Reading Assembly celebrations, Whole Class Reading strategies were embedded through teachers' professional development.

6. Increased parental engagement-

Parenting course running three times a year is a very successful way of engaging all disadvantage families and supporting them, longer allocated time for parent-teacher meetings, flexible arrangements for the parents, Pastoral support.

7. The attendance of Pupil Premium pupils was 87.9% vs 94.2% for non PP, these levels are below normal due to Covid, however the gap between PP and non-PP is in line with the national average.

8. Social, emotional and mental health needs of pupils are addressed

ELSA trained, Monitoring of teaching and learning of PSHE, SEND lead and ELSA weekly meeting to monitor PP children who receive Emotional Literacy support, Eddies lunchtime clubs, regular checking-in time with an allocated adult.

9. All Pupil Premium pupils take part in at least one after-school club during the 2022-23 academic year

Football, Rounders, Spanish, Coding, Chess and Beehive Breakfast and After school clubs prioritised PP chn.

10. Approaches taken to raise aspirations and self-esteem of pupils who attract PP funding have a positive impact

A range of workshops and trips to support the delivery of our Wider Curriculum took place across the Key Stages which enriched, enthused and raised aspirations for all PP children. Class novels, school uniforms and PE t-shirts, residentials were offered to all our PP chn to ensure they access same opportunities as their peers.

11. Transition to other key stages and secondary school is supported effectively

Pupil premium children have had extra transition days, supported by the Pastoral Support Worker or TAs. Also, all the information around all our PP chn was carefully discussed in detail with new teachers or Secondary transition and SEND Leads.

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

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No service premium pupils
What was the impact of that spending on service pupil premium eligible pupils?	No service premium pupils