

Pupil premium strategy statement – Edenham C of E Primary School 2024-2025

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2022/2023 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2025
Statement authorised by	<i>Michael Pasqualino, Headteacher</i>
Pupil premium lead	<i>Michael Pasqualino Headteacher</i>
Governor	Sally Mardling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,226
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£27,226

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	Data collected in a variety of ways shows there is gap between disadvantaged children's attainment in reading, writing and maths
2	Attendance data shows that disadvantaged children have lower attendance than their peers
3	Analysis has shown that the percentage of disadvantaged children attending clubs is below that of non-disadvantaged children
4	Analysis has shown that the percentage of children completing directed homelearning tasks is below that of non-disadvantage children

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 disadvantaged children and non-disadvantaged children in reading	<ul style="list-style-type: none"> Reading outcomes in 2024/25 show that 100% of disadvantaged children are at least 'working towards high' age expected standard Reading outcomes in 2024/25 show that 100% of disadvantaged children have made accelerated progress
To close the gap between disadvantaged children and non-disadvantaged children in Writing	<ul style="list-style-type: none"> Writing outcomes in 2024/25 show that 100% of disadvantaged children are at least 'working towards high' age expected standard Reading outcomes in 2024/25 show that 100% of disadvantaged children have made accelerated progress
To close the gap between disadvantaged children and non-disadvantaged children in Maths	<ul style="list-style-type: none"> Maths outcomes in 2024/25 show that 100% of disadvantaged children are at least 'working towards high' age expected standard Math outcomes in 2024/25 show that 100% of disadvantaged children have made accelerated progress

To achieve and sustain improved attendance for disadvantaged pupils.	<ul style="list-style-type: none"> • For all pupil premium children to have attendance of above 90% each term • The gap between persistence absence for disadvantaged children and non-disadvantaged children has closed
To ensure disadvantaged children are able to access clubs	<ul style="list-style-type: none"> • Every disadvantaged children to have accessed at least 1 club by June 2025
To ensure disadvantaged children are completing directed homelearning tasks, to provide teachers with key information and to prepare UKS2 children for life at secondary school	<ul style="list-style-type: none"> • Each disadvantaged child in UKS2 has completed 100% of directed home learning tasks
To ensure children in EYFS, KS1 and LKS2 disadvantaged children are completing directed homelearning tasks with parents	<ul style="list-style-type: none"> • Parents are aware of what their children are learning • Parents are more involved with their child's learning • Each disadvantaged child has completed 80% of directed home learning tasks

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: **£9,561**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of PIRA and PUMA assessments Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1
Purchase of a Read, Write, Inc support and resources to	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of	1

secure stronger phonics teaching for all pupils.	word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	
Review and enhancement of our maths teaching and curriculum with support from specialist provider and release for teachers to access this.	The importance of ensuring assessment is planning, assessment and a clear well thought out curriculum is evidenced : Improving Mathematics in Key Stages 2 and 3	1
Reading/Phonics and writing leads to work alongside LEAD teaching hub to upskill staff in the teaching of writing and reading		1

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

Budgeted cost: **£10,850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support, delivered by our most skilled staff	(+5 months) Evidence has shown that a clear systematic well taught phonics programme has a clear impact Phonics Teaching and Learning Toolkit EEF	1
Most skilled adults to work with small groups leading pre and post teaching ensuring a given objective has been mastered	(+5 months) Evidence has shown that ensuring children master a skill/objective before moving forwards yields increased progress Mastery learning - EEF toolkit	1
Purchase of materials and resources enabling teachers to plan and provide specific pathways to support children and parents with homelearning.	(+5 months) Homework with clear links to the classroom learning have positive impact Home learning - EEF toolkit (+4 months) Parents having a clear understanding of learning that is taken place and being encouraged to support and be involved with childrens learning	4

	Parental Engagement - EEF Toolkit	
Homelearning clubs before school led by staff to support children with carefully planned tasks	(+5 months) Home work clubs have been recognised as having a positive impact Home learning - EEF toolkit	2,4

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

Budgeted cost: **£6,815**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils social, emotional and behavioural needs	(+4 months) Educating and supporting children to understand their emotions and how to socialise will make children happier within school Social and emotional learning	2
Ensuring the school is working with families to raise attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. working together to improve school attendance.	2
Providing opportunities for children to communicate, enhance life skills and experiences	Evidence shows that by providing children with the opportunity to converse and listen with one another in a number of situations as well as participating in a wide range of activities can have a positive effect both mentally and academically. (+6 months) Oral language intervention (+1 month) Physical activity	All

	(+3 months) Arts participation	
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Total budgeted cost: £27,226

Part B: Review of the previous academic year (2023-2024)

Outcomes for disadvantaged pupils

We have undertaken a rigorous examination of the performance of disadvantaged pupils within our school, to do this we looked at the progress they had made academically, and their attainment – comparing this to national data and data within our own trust. We also carefully looked at other aspects of the children's development including their self esteem, attendance and general attitude towards learning.

45% of disadvantaged pupils reached the expected standard (KS2) in reading writing and maths.

15% of disadvantaged pupils were working at or above the expected standard in reading writing and maths (teacher assessment) across the school.

Although our performance data shows that there is gap between attainment of disadvantaged and non-disadvantaged children, disadvantaged children's progress is in line with their peers. We now are working to accelerate this progress to close this attainment gap.

In other areas of school life it was found that our disadvantaged children feel that they have a large part to play within our school and wider community. They contribute to the daily life of school, attending clubs within the school day and with the school's support, access visits and other extra-curricular activities.

Attendance of disadvantaged children did improve throughout the year with positive relationships being built with these families, although there is still a gap between the attendance of disadvantaged children and non-disadvantaged.

The approaches used within the last academic year has had a positive effect on the life of disadvantaged pupils within our school, we will now focus on accelerating the positive effect that these strategies have had whilst introducing new precise focuses.