

Pupil premium strategy statement – Edale Rise Primary and Nursery School

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	234
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023, 2023-2024 & 2024-2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jackie Colley (Chair of Governors)
Pupil premium lead	Dean-Michael Crosby (Headteacher)
Governor / Trustee lead	Jackie Colley (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,255
Recovery premium funding allocation this academic year	£9,135
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£96,390

Part A: Pupil premium strategy plan

Statement of intent

At Edale Rise, our vision is that all children make good progress and achieve high attainment across all subject areas, irrespective of their background or the challenges they may face. Our pupil premium strategy focusses on supporting disadvantaged children, including those who are already high attaining, in achieving this vision. It is rooted in research and is in line with our school's overarching vision:

- To improve the life chances of every child through the pursuit of knowledge
- To ensure all children are well-rounded pupils with strong moral values through the 'Take Care' approach

High quality teaching, partnered with a knowledge-rich curriculum across all subjects, sits at the centre of our pupil premium approach. Through assessments, observations and discussions with staff, children and parents, we have identified specific areas where our disadvantaged children require the most support. Developing these areas both in terms of curriculum design and teaching approaches will close the disadvantaged attainment gap and benefit the non-disadvantaged children in school.

Our strategy ensures there is targeted support for those identified as needing it through the National Tutoring Programme and other programmes. Edale has a robust assessment policy which helps identify those in need early and target effectively.

Edale's strategy also considers wider school approaches shown to improve wellbeing, attendance and attainment. These approaches are based in current research and are adapted to meet the needs of children at Edale.

Our strategy will be responsive to common challenges and individual needs, rooted in on going formative and summative assessment. The approaches we have adopted complement each other to help children excel. Our strategy aims to:

- Improve academic attainment across all subjects especially phonics, reading, writing and maths for all children
- Improve wellbeing for all children
- Improve attendance for all children

Implicit throughout our strategy is that all these actions will benefit all children and that the attainment and wellbeing gap between disadvantaged and non-disadvantaged will close.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language Assessments, observations and discussions with children indicate underdeveloped oral language skills in our children. This is evident from entry in Nursery through to KS2. For example, on entry to Reception in 2021-2022, 55% of non-disadvantaged were assessed as on track for expected compared to 38% of disadvantaged children.
2	Knowledge & Vocabulary Assessments and observations suggest that our disadvantaged children possess a knowledge and vocabulary gap when compared to their peers from less disadvantaged positions. This gap affects reading comprehension as comprehension relies so heavily on background knowledge. This gap was exacerbated by the pandemic as children experienced limited life experiences and knowledge building opportunities in school.
3	Phonics Assessments and observations suggest that our disadvantaged children have greater difficulty with phonics than their peers and fewer pass the phonics screening check in Y1. This negatively impacts their development as readers. In 2021-2022, 42% of disadvantaged children passed the screening check in Y1, compared to 67% of non-disadvantaged children.
4	Reading Attainment Internal and external assessments indicate that reading attainment of disadvantaged children is lower than that of their non-disadvantaged peers. Assessments and observations of pupils indicate that a higher score on reading fluency assessments is a strong predictor of overall reading success.
5	Writing Attainment Assessments and observations suggest that writing attainment of our disadvantaged children is lower than that of their non-disadvantaged peers. Close analysis indicates that disadvantaged children are often behind their peers in terms of both transcription and composition.
6	Maths Attainment Assessments and observations suggest that maths attainment of our disadvantaged children is lower than that of their non-disadvantaged peers. Close analysis indicates that our disadvantaged children have larger gaps in their knowledge regarding place value, arithmetic, fractions and mental fluency.

7	Wellbeing & Involvement Assessments, observations and discussions with children, parents and staff suggest that our disadvantaged are more likely to be struggling with wellbeing and involvement than their peers. Our Leuven scale assessments confirm that disadvantaged children do not score as highly as non-disadvantaged children in terms of wellbeing and involvement. Children who score low on wellbeing and involvement are less happy than their peers and are not able to achieve their potential academically
8	Attendance Attendance data shows that the attendance of disadvantaged children is lower than that of their non-disadvantaged peers. This demonstrates the need for further sustained attendance intervention and support.

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 oral language skills and vocabulary among disadvantaged children	Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics outcomes among disadvantaged children	Y1 phonics screening check in 2024/2025 show that more than 82% of disadvantaged children pass.
Improved reading attainment among disadvantaged children	KS2 reading outcomes in 2024/25 show that more than 74% of disadvantaged children meet the expected standard.
Improved writing attainment among disadvantaged children	KS2 writing outcomes in 2024/25 show that more than 74% of disadvantaged children meet the expected standard.
Improved maths attainment among disadvantaged children	KS2 maths outcomes in 2024/25 show that more than 74% of disadvantaged children meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged children	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> Leuven 'Wellbeing and Involvement' assessments being in-line with non-disadvantaged children qualitative data from student voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none"> • participation in enrichment activities of disadvantaged children is in-line or above that of non-disadvantaged children
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged children.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall school attendance being 96% or above • the attendance rate of disadvantaged and non-disadvantaged to be broadly in-line • the percentage of all pupils who are persistently absent being below 10% • the percentage of disadvantaged children who are persistently absent being in-line with their non-disadvantaged peers

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: £51,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 continue to embed sustained shared thinking in EYFS and in KS1 continuous provision</p> <p>We will continue to embed and refine our use of 'Votes for Schools' to provide explicit opportunities for class discussions in KS1 and KS2</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>	1, 2, 3, 7
Embedding the knowledge-rich curriculum across school.	A knowledge-rich curriculum, implemented effectively, improves background knowledge of all	1, 2, 4, 5, 7

<p>Release time for subject leaders to monitor and develop their subject</p> <p>Knowledge-rich schemes to be purchased in subjects requiring further development</p> <p>Staff CPD on implementing a knowledge rich curriculum</p>	<p>children and reduces the knowledge gap. A significant amount of research shows that those from a disadvantaged background have “the most to gain from a knowledge rich curriculum and the most to lose from its absence” (Hirsch 2016)</p> <p>Hirsch, ED (2016) Why Knowledge Matters: Rescuing our Children from Failed Educational Theories</p>	
<p>Embedding the ‘Sounds Write’ phonics schemes across EYFS – Y3</p> <p>Release time for Phonics Lead to monitor implementation of the scheme</p> <p>Release time for teachers to work in coaching/mentoring sessions with the Phonics Lead</p> <p>Continue to enhance the quality and availability of books matched to the phonics scheme</p>	<p>Sounds Write is a DfE approved phonics scheme. 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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3, 4, 7
<p>Enhancement of our teaching of reading in line with the DfE and EEF guidance.</p> <p>Continuing to embed and refine our Edale Rise reading curriculum</p> <p>CPD for teachers and teaching assistants in teaching reading fluency and comprehension strategies both as whole class and group/1:1 interventions</p> <p>Release time for reading leaders to monitor implementation of our reading curriculum</p>	<p>There is a strong evidence base supporting the explicit teaching of reading fluency as a whole class, group and a 1:1 strategy. Research shows developing fluency has a strong impact on disadvantaged children (Herts, 2018)</p> <p>There is an equally strong evidence base for teaching comprehension strategies; however, this is as a short-term intervention.</p> <p>Edale will continue to refine and embed its research informed reading curriculum & approach</p> <p>Reading Fluency Disadvantaged Herts for Learning</p> <p>EEF Guidance Report Improving Literacy in Key Stage 1 EEF</p>	2, 4

Release time for teachers to work in coaching/mentoring sessions with reading leaders	EEF Guidance Report Improving Literacy in Key Stage 2 EEF Reading at Edale – Intent and Implementation	
<p>Enhancement of our teaching of writing and curriculum planning across school in line with the DfE and EEF guidance</p> <p>CPD for all staff in embedding and refining the Edale Rise writing curriculum: process and intent documents (inform, entertain, persuade and discuss)</p> <p>We will fund teacher release time to work with leaders in coaching/mentoring sessions to develop their writing pedagogy.</p>	<p>The EEF guidance is based on a range of best available evidence. Edale's intent and implementation of writing is grounded in this evidence.</p> <p>EEF Guidance Report Improving Literacy in Key Stage 1 EEF</p> <p>EEF Guidance Report Improving Literacy in Key Stage 2 EEF</p>	5
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will purchase a subscription to the DfE approved scheme, Power Maths.</p> <p>We will fund teacher release time to work with leaders in coaching/mentoring sessions to develop their maths pedagogy, especially around mental fluency and the embedding of the Power Maths scheme.</p>	<p>There is guidance from the NCTEM that draws on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	6
<p>Purchase of standardised diagnostic assessments (NTS) in KS1 and KS2.</p> <p>CPD for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	4, 6

<p>Develop and embed the use of the Edale Rise Teaching and Learning Principles</p> <p>CPD for staff to deepen their understanding of high-quality, evidence informed teaching and learning principles</p> <p>We will fund teacher release time to work with leaders in coaching/mentoring sessions to develop their understanding of the teaching and learning principles</p>	<p>There is a strong evidence base to show that high quality teaching is the most important lever schools have to improve outcomes for their pupils. There is a significant evidence base to show that, when partnered with a knowledge-rich curriculum, an approach to teaching and learning that utilises Rosenshine's Principles of Instruction can have a significant impact on pupil outcomes.</p> <p>High Quality Teaching Maximising Learning EEF</p> <p>Renshine, B (2012) Principles of Instruction</p>	2, 7
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £26,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding pre and post teaching sessions across school in reading, writing and maths sessions, especially for those who are new to English	<p>Interventions targeted at specific knowledge gaps have been shown to be a highly effective method to support lower attaining pupils, both one-to-one and in small groups</p> <p>1:1 Tuition EEF</p> <p>Small Group Tuition EEF</p> <p>Providing Equity through Pre-teaching Trundley et al 2017</p>	1, 2, 4, 5, 6, 7
Providing communication and language interventions in	Oral language interventions have been	1, 2, 4, 7

EYFS and KS1 e.g. Early Talk Boost, EMAG sessions	<p>shown to have a positive on attainment</p> <p>Oral Language Intervention I EEF</p>	
National Tutoring Programme prioritised to provide substantial phonics tutoring in KS1 and KS2	<p>Interventions targeted at specific knowledge gaps have been shown to be a highly effective method to support lower attaining pupils in small groups</p> <p>Small Group Tuition I EEF</p>	3, 7
National Tutoring Programme prioritised to provide substantial reading and maths tutoring in upper key stage 2	<p>Interventions targeted at specific knowledge gaps have been shown to be a highly effective method to support lower attaining pupils in small groups</p> <p>Small Group Tuition I EEF</p>	4, 5, 7
Full time Learning Mentor to support children who require regular 1:1 sessions or small groups sessions to engage with academic work	<p>Interventions targeted at specific knowledge gaps have been shown to be a highly effective method to support lower attaining pupils, both one-to-one and in small groups.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>1:1 Tuition I EEF</p> <p>Small Group Tuition I EEF</p> <p>Social and Emotional Learning I EEF</p>	1, 2, 3, 4, 5, 6, 7, 8
Social and Emotional Interventions led by trained staff available e.g. ELSA, Think Children	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p>	7, 8

	Social and Emotional Learning EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time Learning Mentor to support children who require regular 1:1 sessions or small groups sessions to explore emotional and behaviour strategies such as 'Zones of Regulation'	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>Social and Emotional Learning EEF</p> <p>Zone of Regulation Research Summary</p>	7, 8, 1, 2, 3, 4, 5, 6
Part-time Attendance Officer to support and work with families of all children to promote and improve attendance	<p>Evidence suggests that working closely with families struggling with attendance can have positive impact on pupil outcomes</p> <p>Attendance Interventions EEF</p>	7, 8, 1, 2, 3, 4, 5, 6
We will fund after school clubs 4 days a week for the whole year. We will also subsidise school trips and visitors to ensure no child misses out on high-quality enrichment activities	<p>There is extensive literature regarding the importance of life experiences outside of the classroom and the positive impact this can have upon wellbeing and attainment</p> <p>Willingham, DT (2021) Why Don't Students Like School?: A Cognitive Scientist Answers</p>	2, 4, 5, 7, 8

	Questions About How the Mind Works and What It Means for the Classroom	
Social and Emotional Interventions led by trained staff available e.g. ELSA, Think Children	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>Social and Emotional Learning EEF</p>	7, 8

Total budgeted cost: £96,390

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Leaders have analysed the performance of our disadvantaged children at Edale Rise during the 2021/2022 academic year. To assess impact on academic attainment, leaders have used the KS1 and KS2 performance data, phonics screening check results, EYFS assessments, our own internal standardised assessments in reading and maths (NTS), and teacher assessments in writing. Leaders have also utilised staff, pupil and parent voice, in-school observations of teaching practice/outcomes, and other internal monitoring to assess the impact of initiatives.

Schools are not required to publish their 2022 key stage 2 results as the DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

During 2021-2022, Edale's disadvantaged cohort changed dramatically. It increased in size by 29% (28 children). 12 of these children joined our EYFS unit (7 nursery and 5 reception) and 16 children joined Y1 – Y6 after the start of term. 65% of these new disadvantaged children were EAL (17 children) and 50% (14 children) were assessed as being New to English (N2E). This not only greatly impacts the overall performance of the disadvantaged cohort but also provides a clear direction for future initiatives.

Analysis of tests and assessments shows us that, despite some strong individual performance, the progress and attainment of Edale's disadvantaged children in 2021/2022 was below our expectations. Analysis suggests that this is largely the result of the ongoing impact of COVID-19. During spring 2022, Edale experienced a significant increase in COVID-19 cases amongst pupils and staff. This not only reduced the amount of sessions children attended but also affected key interventions and developments as staff absence was unavoidably high.

The attainment gap between our disadvantaged and non-disadvantaged has grown since the start of the pandemic. Prior to COVID-19, KS2 pupil premium attainment was broadly in line or above non-pupil premium attainment. This attainment gap is in line with national and regional figures.

Gap analysis of our internal academic assessments revealed that our disadvantaged children's performance in reading, writing, maths and phonics was affected by:

- Phonics knowledge and fluency
- Speaking and Listening proficiency (especially in EYFS and KS1)
- Reading fluency rates (in KS2)

- Fluency and confidence in fundamental age-related transcription objectives in writing (e.g. use of possessive apostrophes)
- Mental maths fluency; number fact recall; and confidence in arithmetic in maths

In response to the above observations, our 2022-2025 strategy will prioritise academic interventions that specifically target the above areas.

Attendance of disadvantaged children was below that of their peers in 2021-2022. This demonstrates the need for ongoing attendance interventions. This will continue and be developed further in the 2022-2025 strategy.

Pupil, staff and parent voice reported a positive impact of our enhanced enrichment offer for 2021-2022. Children were able to access a broader, richer offer provided by subject specialists which led to improved outcomes across the curriculum. One example being the use of the professional singing teacher to provide all year groups with focussed singing sessions and assemblies resulted in Edale hosting two separate singing events that were highly attended by parents. Children also performed in venues across the city with confidence and competence.

Leaders' observations and assessments demonstrated that pupil wellbeing and behaviour improved over the course of last year as a direct consequence of the Learning Mentor. The establishing of a Learning Mentor meant that:

- groups and individuals could receive regular targeted support for behaviour / emotional wellbeing (e.g. 'Zones of Regulation' training)
- children had regular access to a safe space if they began to feel overwhelmed
- relationships with families with challenging circumstances could be developed further
- staff received thorough and evidence-based CPD related to behaviour management

These results mean, that although Edale has made good progress towards our 'Intended Outcomes' in our 2021-2022 strategy, we have not fully achieved them. Consequently, many of these outcomes will be carried over into 2022-2023. However, our approach will be revised in certain areas and Edale will switch to a three year plan as recommended.