

Edale Rise Primary and Nursery School: Pupil Premium Review Statement 2022-2023

This statement review the impact of our pupil premium strategy to date. This is the first year of a three year strategy.

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 2019-2023)
Pupil premium lead	Dean-Michael Crosby (Headteacher)
Governor / Trustee lead	Andrew Sharp (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

Intended outcomes

This table shows a review of intended outcomes to date and next steps for the upcoming academic year

Intended outcome	Success criteria Summer 2025	Review Summer 2023
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.	<p>EYFSP 2022 Pupil Premium:</p> <ul style="list-style-type: none"> Listening, Attention and Understanding: 38% EXS Speaking: 38% <p>EYFSP 2023 Pupil Premium:</p> <ul style="list-style-type: none"> Listening, Attention and Understanding: 83% EXS ↑ Speaking: 75% EXS ↑ <p>EYFSP in listening, attention and understanding shows a significant improvement in our pupil premium cohort from 2021-2022 to 2022-2023. Leaders attribute this to 'Early Talk Boost' interventions and a continued investment in CPD regarding sustained shared thinking.</p> <p>Leaders monitoring confirm that this improvement in children's improved oral language skills is evident in lesson drop-ins, pupil voice sessions and environment audits. This was particularly evident in Votes for Schools sessions.</p> <p>The development of vocabulary was identified as a strength in the school's Ofsted inspection in June 2023.</p> <p>Next Steps 2023-2024:</p> <ul style="list-style-type: none"> Develop and embed the school's explicit vocabulary curriculum Continue to embed the school's approach to oracy through the curriculum, specifically the 'Votes for Schools' sessions
Improved phonics outcomes among disadvantaged children	Y1 phonics screening check in 2024/2025 show that more than 82% of disadvantaged children pass.	<p>Phonics (Y1) 2022 Pupil Premium:</p> <ul style="list-style-type: none"> Pass: 52% <p>Phonics (Y1) 2023 Pupil Premium:</p> <ul style="list-style-type: none"> Pass: 79% ↑ <p>The successful implementation of Sounds Write has led to a significant increase in the percentage of pupil premium children passing the phonics screening in Y1.</p>

		<p>Next Steps:</p> <ul style="list-style-type: none"> • Continue to embed the Sounds Write approach in EYFS and KS1 • Continue to develop the implementation of Sounds Write in Y3 • Continue to invest in phonics interventions across school (including KS2) via the NTP
Improved reading attainment among disadvantaged children	KS2 reading outcomes in 2024/25 show that more than 74% of disadvantaged children meet the expected standard.	<p>KS2 Reading EXS 2022 Pupil Premium:</p> <ul style="list-style-type: none"> • EXS: 36% <p>KS2 Reading EXS 2023 Pupil Premium:</p> <ul style="list-style-type: none"> • EXS: 39% ↑ <p>KS2 Reading EXS 2024 Pupil Premium (Projected Outcome)</p> <ul style="list-style-type: none"> • EXS: 50% ↑ <p>There has been an improvement in reading attainment in end of KS2 outcomes; however, there is still work to be done. Projections for current Y6 pupil premium look to see a significant improvement.</p> <p>Current Y5 Reading NTS Assessments Y5 Reading EXS 2023 Pupil Premium (Actual Y4 Performance)</p> <ul style="list-style-type: none"> • EXS: 69% ↑ <p>The current Y5 performance in their summer Y4 assessments show that our strategy is impacting our pupil premium children with 2025 end of key stage projections looking positive.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Continue to develop the Edale Rise Reading curriculum to ensure QFT and curriculum resources for all • Continue to embed and refine the school's approach to reading fluency in KS2, especially early intervention for children with WCPM <100 • Work with the Literacy Priority project to ensure reading interventions are specific, targeted and effective

Improved writing attainment among disadvantaged children	KS2 writing outcomes in 2024/25 show that more than 74% of disadvantaged children meet the expected standard.	<p>KS2 Writing EXS 2021 Pupil Premium:</p> <ul style="list-style-type: none"> EXS: 34% <p>KS2 Writing EXS 2022 Pupil Premium:</p> <ul style="list-style-type: none"> EXS: 73% <p>KS2 Writing EXS 2023 Pupil Premium:</p> <ul style="list-style-type: none"> EXS: 62% ↓ <p>KS2 Writing EXS 2024 Pupil Premium (Projected Outcome)</p> <ul style="list-style-type: none"> EXS: 43% ↓ <p>KS2 Writing EXS 2025 Pupil Premium (Projected Outcome)</p> <ul style="list-style-type: none"> EXS: 62% - <p>KS2 outcomes in writing are not currently on track for the target of 74% for pupil premium in 2025. There has been a significant improvement since 2021 showing that the current strategy is having a positive impact. The projected 2024 dip can be attributed to the cohort of pupil premium children having a significant (35%) N2E cohort</p> <p>Next Steps:</p> <ul style="list-style-type: none"> Continue to embed and refine the school's approach to writing to ensure that early transcription in KS1 and knowledge of sentence structure in KS2 is clearly prioritised Work with the Literacy Priority project and Trust Associate Team to quality assure the Edale Writing Curriculum to ensure it is as effective as possible Work with the Literacy Priority project to ensure writing interventions are specific, targeted and effective Continue to develop and embed the Edale vocabulary and spelling curriculum
Improved maths attainment among disadvantaged children	KS2 maths outcomes in 2024/25 show that more than 74% of disadvantaged children meet the expected standard.	<p>KS2 Maths EXS 2022 Pupil Premium:</p> <ul style="list-style-type: none"> EXS: 36% <p>KS2 Maths EXS 2023 Pupil Premium:</p> <ul style="list-style-type: none"> EXS: 69% ↑ <p>KS2 Maths EXS 2024 Pupil Premium (Projected Outcome)</p>

		<ul style="list-style-type: none"> EXS: 78% ↑ <p>KS2 outcomes continue to increase in maths for pupil premium children at Edale. The power maths scheme and the focussed development of mental fluency has had a significant and sustained impact on pupil outcomes.</p> <p>Next steps:</p> <ul style="list-style-type: none"> Continue to embed the Power Maths curriculum and approach Continue to embed the school's approach to mental fluency Continue to monitor performance in NTS assessments to ensure interventions are targeted, specific and effective
To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged children	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <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 participation in enrichment activities of disadvantaged children is in-line or above that of non-disadvantaged children 	<p>Wellbeing & Involvement: 2022 (Y1-Y6)</p> <ul style="list-style-type: none"> PP: 94 / 94 Non PP: 96 / 93 <p>Wellbeing & Involvement: 2023 (Y1-Y6)</p> <ul style="list-style-type: none"> PP: 76 / 82 Non PP: 86 / 83 <ul style="list-style-type: none"> Although 'involvement' remains broadly in-line with non-pupil premium, the gap in wellbeing appears to have widened. When analysed, refugee status, social housing issues, safeguarding concerns and attendance are the key factors distinguishing pupil premium low wellbeing from non-pupil premium wellbeing. These are all concerns being targeted by attendance officers, learning mentors and the safeguarding team continuously. Y6 exit surveys and pupil voice across school showed no obvious distinction in children's perceived happiness in school, sense of safety or enjoyment of the curriculum/enrichment offer. Participation in enrichment / after school clubs of disadvantaged children is in-line or above that of non-disadvantaged children <p>Next Steps:</p> <ul style="list-style-type: none"> Pupil voice of pupil premium children regarding wellbeing Continued investment in broad offer of enrichment / after-school clubs

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged children.</p>	<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 	<p>Attendance 2021-2022</p> <ul style="list-style-type: none"> All: 91.41% PP: 91.18% <p>(Gap 0.23)</p> <p>Attendance 2022-2023</p> <ul style="list-style-type: none"> All: 91.82% PP: 90.29% <p>(Gap 1.53)</p> <p>Attendance of pupil premium children continues to be a concern and will remain a high priority. The pupil premium cohort are disproportionately impacted by issues such as social housing re-housing and refugee status which does significantly impact this group's attendance. The attendance team continue to work conscientiously to improve attendance for all, especially pupil premium children and this work will continue in 2023-2024.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> Continue support from EWO Continue liaison with social housing/services to aid families in finding permanent residence Parent/carer meetings for all children with attendance below 90% in the first term Attendance officer support to continue MHST involvement to continue Learning mentor to continue to focus on attendance
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