

Edenbridge Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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
School name	Edenbridge Primary School
Number of pupils in school	381
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Vicky Marsh, RD
Pupil premium lead	Ellie Hover, AHT
Governor / Trustee lead	Jo Lakey, CoG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,340
Recovery premium funding allocation this academic year	£21,460
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£236,800

Part A: Pupil premium strategy plan

Statement of intent

At Edenbridge Primary School, we are determined that all our pupils, regardless of their background, receive a first class education that gives them the skills, resilience and confidence to build on their successes and make their way in the world.

We work with families and outside agencies to identify possible barriers and carefully plan how we can help minimise the impact of any obstacle in their path to achieving their potential. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

Quality first teaching is paramount as we believe that this has the greatest impact. Good quality CPD and coaching for all teachers ensures a focus on improving outcomes for all pupils with additional support as appropriate. We have identified pupils to target to close the disadvantaged attainment gap and have regular meetings to review and focus on children's progress to ensure that effective strategies are being implemented.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point 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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This has been particularly evident post lockdowns.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

3	Internal and external (where available) assessments indicate that writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.
5	The number of families working with social care following lockdowns has significantly increased.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. The attendance difference last year was 2.9% lower for disadvantaged pupils. This shows that the gap has started to close but further work on this needs to be completed. 27% of disadvantaged pupils were 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. However, this figure is lower than the previous academic year.
7	The emotional well-being and resilience of vulnerable pupils, as well as that of members of their families has been impacted particularly so over lockdown. We therefore need to continue to identify and increase appropriate support for children and adults including mental health, social and emotional 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
Children have access to suitable resources and opportunities to embed improved language skills	<p>Consistency of resources used across EYFS/KS1.</p> <p>Continued use of Speech and Language Link assessments and resources to identify any difficulties and target these areas.</p> <p>Planned language opportunities</p> <p>Progress of bottom 20% improved</p>

<p>Raise pupils' well-being and readiness to learn</p>	<p>Monitoring the impact of The Nest provision and SEMH interventions.</p> <p>Monitoring of children in lessons and their behaviour</p> <p>Broaden opportunities to engage with school life through increased trips and clubs</p>
<p>Raise attainment of pupils to reduce gap between PP (not SEND) and non-PP (not SEND) and between PP (SEND) and non-PP (SEND)</p>	<p>PPRs monitor progress.</p> <p>Gap reduced</p>
<p>Pupil to have attendance of at least 95%</p>	<p>Attendance data to show an increase</p> <p>Narrow gap between all pupils and disadvantaged pupils</p> <p>PA to be reduced</p>
<p>Increase parental engagement with school through workshops and parents' evenings</p>	<p>Parents' evenings and workshops have a higher rate of participation.</p> <p>Parents engaging with ClassDojo</p> <p>Parents participating in Support Groups organised by family worker</p>

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training 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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary</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 EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Purchase of a Little Wandle to secure stronger phonics teaching for all pupils.</p>	<p>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>	2
<p>Improve children's reading including further developing their love of reading</p>	<p>Fluent readers can read quickly, accurately, and with appropriate stress and intonation. Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	2,4
<p>Enhancement of our maths teaching and curriculum planning in</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of</p>	3

<p>line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Mathematics, drawing on evidence-based approaches:</p> <p>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:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Music lessons from specialist teachers</p> <p>Ukele for all of Year 6</p> <p>Violin offered at 50% reduction to cost for PP children</p> <p>Rock Steady Music School</p>	<p>Participation in the arts has been linked with better academic achievement, attendance and improved behaviour.</p> <p>www.rocksteadymusicschool.com/downloads/PremiumPupilBooklet2020.pdf</p>	<p>4,7</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocate additional members of staff to facilitate smaller group teaching across the school and targeted school led tutors.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>
<p>Empower parents to support their children at home through revision resources</p>	<p>Revision guides and other resources provided for children to use as support at home</p>	<p>2,3,4</p>

	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils to have attendance of least 95% and are punctual.</p> <p>EWO</p> <p>Attendance Officer</p> <p>Attendance awards</p> <p>Incentive scheme</p>	<p>Embedding principles of good practice set out in the DfE's Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	6
<p>To ensure disadvantaged pupils can access learning through Nurture training, nurture room and access to family worker</p> <p>X 3 Nurture Staff</p> <p>X 1 FLO</p>	<p>The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.</p> <p>What is nurture? nurtureuk</p>	5, 7
<p>Children's emotional needs are met by weekly meetings with a counsellor</p> <p>Educational Psychologist</p>	<p>Both targeted interventions and universal approaches can have positive effects</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5,7
<p>To ensure disadvantaged pupils have access to an extended curriculum through clubs and trips</p> <p>PP dinner</p>	<p>All children should have the opportunity to develop their interests through extra curricular clubs and residential trips or holiday clubs.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Well-organised outdoor learning, offsite visits and Learning Outside the</p>	5

	<p>Classroom can have a powerful impact on young people's learning and development, and achieve a wide range of outcomes – including improvements to academic achievement, personal development and behaviour.</p> <p>2 – Making the Case (oeapng.info)</p>	
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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.

Little Wandle phonics continued and new staff received training on delivering this programme. The phonics results were as follows:

Year 1 – 77%

Year 2 – 88%

These results show that using the Little Wandle programme and resources has significantly benefitted our children and they are making good progress in phonics. Quality first teaching was supported through all teaching staff receiving coaching and mentoring ECTS.

Improving children's reading including developing their love of reading was reflected in the following results:

Reception – 73.2% of all children achieved their Early Learning Goal in Reading. 67% of Pupil Premium children.

Year 1 – 3.3 points progress

Year 2 – 5.2 points progress

Year 3 – 7.1 points progress

Year 4 – 5.9 points progress

Year 5 – 5.5 points progress

Year 6 – 5.9 points progress

Improving children's rates of progress in maths.

Reception – 78.6% of all children achieved their Early Learning Goal in Maths. 56% of Pupil Premium children.

Year 1 – 3.2 points progress for Pupil Premium children.

Year 2 – 5.6 points progress for Pupil Premium children.

Year 3 – 7.5 points progress for Pupil Premium children.

Year 4 – 6.5 points progress for Pupil Premium children.

Year 5 – 5.2 points progress for Pupil Premium children.

Year 6 – 6 points progress for Pupil Premium children.

The Educational trips lead by teachers that took place during the academic year were as follows:

Pizza Express (Year R)

The British Wildlife Centre (Year R)

Tunbridge Wells Museum (Year 1)

Odeon Cinema (Year 1)

Bore Place (Year 1)

Southwater Country Park (Year 1)

Knole Park (Year 2)

Brooklands Museum (Year 2)

Stag Theatre Pantomime (Year 3)

Maidstone Museum (Year 3)

Drusillas (Year 3)

Science Museum (Year 4)

Kent Life (Year 4)

Science observatory Herstmonceux (Year 5)

Bowl Water (Years 4 and 5 Residential)

Kent Life (Year 6)

Bournemouth (Year 6 Residential)

These trips have given our children a range of experiences to deepen their interest and knowledge of the wider curriculum.

Nurture

63% of the children accessing the Nurture provision were Pupil Premium children.

Weekly counselling took place for 14 Pupil Premium children.

These therapeutic interventions have supported the children's wellbeing following Covid-19 and ensured that these children are ready to learn back within the classroom. This is evident through the use of the Boxall profiles to assess the children at the beginning and end of the Nurture intervention.

Pupil Premium children had access to a variety of extended clubs including football, gymnastics and dance run by outside specialist providers.

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
Counselling	Julia Armistead
Rock Steady Music	Rock Steady

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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