

Pupil premium strategy statement – Edge Hill Academy

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	350
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Simon Russell Headteacher
Pupil premium lead	Simon Russell Headteacher
Governor / Trustee lead	Terence Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,845
Recovery premium funding allocation this academic year	£8,555
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£94,400

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We want them to feel valued and believe they can achieve their full potential within a happy, purposeful and safe learning environment through a broad, balanced and creative curriculum that is challenging, stimulating and active.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are young carers. The activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support (this can be identified within our Academy Improvement Plans - AIPs). This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 diagnostic assessment, including standardised tests and formative teacher assessments. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged and supported 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
- Have clear entry and exit criteria for targeted support linked to data points and focused intervention support. We will ensure there is clarity and cohesion between strategies to ensure they are complementary and have the maximum impact on pupil outcomes.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, pupil conversations and observation of pupils indicates low self-esteem, confidence and resilience due to external influences leading to lack of focus and difficulty completing work set. Also, discussions with families and external agencies also identifies that many pupils may have social and emotional issues especially those who are currently taught in Lower Key Stage 2.</p> <p>These challenges are evident throughout school in general but are more prevalent and have impacted more on our disadvantaged pupils than their peers, including their continued attainment.</p>
2	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils continues to be impacted.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p> <p>Internal and external assessments from 2023 indicate a lack of confidence and retention of key skills in core subject areas which has restricted progress and confirms that attainment amongst disadvantaged pupils is below that of non-disadvantaged pupils.</p>
3	<p>Assessments and pupil conversations indicate that due to restricted vocabulary and oral language skills, confidence in verbal reasoning and explanations is hampered leading to lower a number of disadvantaged pupils achieving the high standard.</p>
4	<p>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.</p>
5	<p>Assessments, observations, teacher conferences and discussions with pupils suggest disadvantaged pupils generally have less opportunities/ experiences on which to base their written work on, having a smaller vocabulary and ability to structure their writing coherently.</p>
6	<p>Generally, attendance of all pupils, including those that are disadvantaged, was affected during Covid. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. This is also frequently affected by complex needs and family issues.</p>

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
1 To achieve and sustain improved wellbeing and further develop positive learning behaviours and attitudes for all pupils in our school, particularly our disadvantaged pupils.	<p>Pupils engage in class lessons more confidently and develop good attitudes to learning, supported by the teacher and teaching assistant to access quality first teaching.</p> <p>Increased participation across school. (Responsibilities, enrichment activities, engagement in extra-curricular activities and sports)</p> <p>Pupils demonstrate improved resilience, determination and teamwork.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations
2.Improved maths attainment for disadvantaged pupils at the end of KS2 at expected and higher.	<p>Targeted support in class results in accelerated progress of PPG pupils & reduction in the attainment gap with non-PPG.</p> <p>Maths outcomes in 2024/25 show that 80%+ of disadvantaged pupils meet the expected standard at the end of KS2</p>
3 Improved oral language skills and vocabulary among disadvantaged pupils	<p>Disadvantaged pupils can articulate more confidently and explain their thinking.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including Academy Improvement Plans, engagement in lessons, book scrutiny and on-going formative assessment.</p>
4. Improved reading attainment among disadvantaged pupils across the school and at the end of KS2.	<p>Reading outcomes in 2024/25 show that 80%+ of disadvantaged pupils meet the expected standard at the end of KS2</p>
5. Improved writing attainment among disadvantaged pupils across the school and at the end of KS2.	<p>Assessments and observations indicate significantly improved writing skills and vocabulary among disadvantaged pupils.</p> <p>Writing outcomes in 2024/25 show that 80%+ of disadvantaged pupils meet the expected standard at the end of KS2</p>
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>The overall attendance rate for disadvantaged pupils will be in line with non-disadvantaged pupils. (School target equal to or above national [96%])</p> <p>The percentage of disadvantaged pupils persistently absent to be in line with non-disadvantaged</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)

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing and implementing curriculum models that support great teaching and learning in the taught curriculum e.g. Cusp for History, Geography and Science, Access Art for Art and Kapow for DT. Through careful planning, this will ensure the content is National Curriculum specific and aligned to school needs, ensuring this content is understood by teachers so they have deep and fluent knowledge and flexible understanding of the content to be taught.	Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils. Great teaching Toolkit: 1. Understanding the Content	1,2,3,5
Implement an incremental coaching program across school that supports quality first teaching and supports practitioners' skills in the classroom. Utilise Steplab to ensure small steps of support are provided and recorded.	Coaching and mentoring can lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher-student interactions, and an improved classroom environment. Mentoring and coaching of teachers (NlOT)	1,2,3,4,5
Provide opportunities for speaking and listening activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Adjust planning across the curriculum range to support the implementation of vocabulary within work and ensure speaking and listening opportunities support its use.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4, 5
Providing opportunities for staff to undertake professional development within school but also access to National Professional Qualifications: 2 x staff NPQSL 2023-24 1 x staff NPQLL 2022-24 1 x Staff Curriculum Leaders (Ambition) 2022-24	Recruitment and retention of teaching staff - for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs) Effective Professional Development	1,2,3,4,5

<p>Implement and effective reading approach that ensures that supports children’s reading fluency, vocabulary focus and also comprehension skills.</p>	<p>Professional development to support the implementation of evidence-based approaches - for example, training provided by a DfE validated systematic synthetic phonics programme or mastery based approaches to teaching or feedback Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) The reading framework - GOV.UK (www.gov.uk)</p>	<p>1,2,3,4,5</p>
<p>Implement and continue to resource of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Continue to fund ongoing CPD to teach phonics linked to Little Wandle.</p>	<p>Professional development to support the implementation of evidence-based approaches e.g. DfE validated systematic synthetic phonics programme. 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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>4, 5</p>
<p>Enhancement of the maths teaching and curriculum planning in line with DfE and EEF guidance. Support Mastery specialist teacher to ensure high quality CPD and teaching mastery in maths Continue to embed mastery skills throughout the school and purchase resources to support deeper learning and understanding. 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>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) NCETM Mastery Evidence, Exemplification and Illustration NCETM Mastery Evidence and Guidance</p>	<p>1, 2, 3</p>

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund the provision of full time TA in each year group to lead and implement a targeted program of interventions.</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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 4, 5</p>
<p>Implement effective strategies to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>All year groups to have a highly qualified and experienced TA to deliver targeted programs.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>
<p>Working with the Trust to engage with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 4, 5</p>

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

Budgeted cost: £ 19,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on curriculum opportunities outside the classroom to support the new, fun and exciting curriculum.</p> <p>Provide opportunities through LOtC (Forest Schools) for families to have the opportunity to learn together to develop learning behaviours and improve wellbeing, health and relationships.</p> <p>Initiate and embed community support and facilities to enrich opportunities</p> <p>Part fund provision of Forest School Teachers.</p>	<p>Evidence and Research - Council for Learning Outside the Classroom (lotc.org.uk)</p> <p>https://www.oecd.org/education/school/50293148.pdf</p>	1, 6
<p>Embedding principles of good practice set out in the DfE's advice.</p> <p>Embed practices and strategies that support good attendance.</p> <p>Provide time for member of SLT to provide bespoke support to families and children.</p>	<p>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	5, 6
<p>Provide a range of opportunities to enrich pupils:</p> <p>Entrust Music Services</p> <p>Lunch clubs – Lego, Choir, Drum club etc</p> <p>After school clubs – Zorbing, Dodgeball etc</p>	<p>Extracurricular activities, including sports, outdoor activities, and arts and culture - for example, music lessons and school trips.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	1,6
<p>Continue to focus on pupil needs to support social and emotional needs and also well-being.</p> <p>Identify pupils with relevant needs and ensure access to Hope is provided, reviewing individual needs as required.</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	1,6
<p>Continue to implement the use of Integris, T2P, new website and also the new founded Facebook</p>	<p>Communicating with, and supporting, parents.</p>	1, 2, 6

<p>site to communicate effectively and showcase learning opportunities.</p> <p>Begin the implementation of parent workshops: Reading workshops, parent lunches, afternoon teas and PTA events.</p>	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools.</p>	
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Total budgeted cost: £94,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 2 performance data and our own internal assessments.

			Actual results			Pupil progress		
Pupil Premium		N	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma) <small>DFE</small>	% Higher standard (Re, Wr, Ma) <small>DFE</small>	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)
			FSM (in last 6 years)	19	102.3	53%	5%	-2.4
Not FSM (in last 6 years)	72	103.5 -	64%	7%	-3.0 -	-9%	-5%	

Outcomes for 2022-23 data show that there is a 1.2 scaled score point gap between FSM and non-FSM for reading and maths combined.

Percentage of children who met the Expected Standard for reading, writing, maths was 53% for Pupil Premium and 64% for non-pupil premium therefore a gap of 11%.

Percentage of children who met the Higher Standard for reading, writing, maths was 5% for Pupil Premium and 7% for non-pupil premium therefore a gap of 2%.

Pupils				Attainment			Progress		
				Average Scaled Score (Re, GPS, Ma) v			Average Scaled Score (Re, GPS, Ma) v		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	19	72	102.1	103.8 -	-1.7	-2.5 -	-2.8 -	0.3
Gender	Male	12	42	102.1	104.3	-2.2	-1.9	-2.4	0.5
	Female	7	30	102	103.1	-1.1	-3.6	-3.2	-0.4
DFE Prior Attainment	Higher attainers	4	33	112.3	108.4	3.9	-1.1	-2.4	1.3
	Middle attainers	12	32	99.4	101.4	-2	-4.2	-3.2	-1
	Lower attainers	3	6	99.2	92.5	6.7	2.3	-2.3	4.6
SEN Group	SEN Support	1	1	98.3	93.8	4.5	-4.5	6.5	-11
	No SEN	18	71	102.3	103.9	-1.6	-2.4	-2.9	0.5
Ethnic Group	White	18	68	101.8	103.5	-1.7	-3.1	-2.9	-0.2
	Not White	1	4	107.3	108.1	-0.8	7.6	0.1	7.5

Attainment:

All pupils: FSM pupils – 102.1 ave. scaled score points vs non-FSM 103.8. Gap of 1.7

Male and Female – Gap for both genders: -2.2 for boys and -1.1 for girls.

Prior Middle Attainers – Gap between non and FSM – 2.0 scaled score points.

SEN – No SEN – 18 FSM pupils = 102.3 and 71 non-FSM pupils = 103.9 therefore a gap of 1.6 scaled score points.

Progress: Disadvantaged pupils made positive progress compared to their non-FSM pupils in the majority of indicators linked to reading, GPS and maths. However, there was a gap between female disadvantaged and female non-disadvantaged children. The gap was -0.4. Middle attainer gap was 1.0 scaled score points and SEN was 11 scaled score points.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.