

# Edmund Waller Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
Name of School	Edmund Waller
Number of pupils in school	414 (23/24)
Proportion (%) of pupil premium eligible pupils	12.08%
Academic year/years that our current pupil premium strategy plan covers	2021/22 - 2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Anne Rennie, Headteacher
Pupil premium lead	Dan Absolom
Governor lead	Loesje Macrory

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,685
Recovery premium funding allocation this academic year	£3,975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>£76,660</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Achieving the best outcomes for all children is the aim of all educational establishments and Edmund Waller is no different in this regard. While our official data puts Pupil Premium rate at 12.59% we know that the reality is that at least 1 in 5 of our learners will be faced with many barriers - visible and invisible - that impact on their ability to achieve the same outcomes as their peers. Research has continually shown that the focus on removing these barriers will have a wider reaching impact on the achievements of the children who attend our school. The school's approach to this has never been of greater importance than in the post-pandemic landscape, with many of our families who were already facing hardship, finding their situation exacerbated by forces well outside of their control. Consequently, our diligence in ensuring the best outcomes for our pupil premium learners has never been more important.

### Context of school

- The school is a two-form entry primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding provided for pupils in local authority care and those known to be eligible for free school meals) is below average: FSM-9.82% and PP-12.59%.
- Edmund Waller currently has 6 CLA.

### Our ultimate objectives for our disadvantaged pupils are that:

- They have their needs and strengths swiftly identified and that these are understood by all the adults who work with them.
- They have a strong sense of belonging to Edmund Waller community underpinned by excellent relationships with staff.
- Their families feel valued and involved in their child's education.
- They are supported to overcome barriers to learning, through quality first teaching, so that they can achieve good, or better progress from their starting points in all areas of the curriculum.
- They have access to research driven, quality interventions by trained staff in addition to quality first teaching where appropriate.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	The most recent published national data shows that for disadvantaged pupils, KS2 progress in mathematics was significantly below average and in the lowest 20% of all schools as well as in 2018 (IDSR 2019). Internal data (July 2022) showed that there continues to be a gap between PP attainment in maths and non-PP. Although PP and non-PP children made equivalent progress in maths across the year 21-22, we understand that in order for the gap to close PP children need to make accelerated progress. Currently 11% of PP children are making the accelerated progress needed for this to happen.
2	Internal school data shows that PP children made better progress in writing to non-PP children (July 2022) from the Autumn 2021 baseline. More than half of PP children were at age related standards for writing at the end of the Summer Term. Internal data also shows that nearly all PP children made expected or better than expected progress in writing across the year. The strategies to develop writing need to be built on to expedite accelerated progress for PP children in writing. Currently 16% of PP children are making this necessary progress.
3	Internal school data shows that there was a 6% uplift PP attainment in reading from Autumn baseline (2021) to July (2022). However, there is still a gap between PP and non-PP children in reading. Currently one in five children are making accelerated progress in reading.
4	Overall absence for pupils in receipt of FSM was the lowest 20% of all schools in 2021. Persistence absence continues to be higher for PP children in comparison with non-PP children. Lower attendance has an impact on attainment. Last year attendance for PP children was 94.66% versus attendance for non-PP children at 95.43%. The school wishes to maintain this good attendance.
5	Internal data shows that we should further promote equity of parental and pupil engagement in learning and school life, across all activities including extra-curricular opportunities with a focus on our disadvantaged families.

## 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
Improve progress in maths for disadvantaged pupils.	Maths outcomes year in 2022/23 show disadvantaged pupils progress to be at least 0.
Improved writing progress for disadvantaged pupils	Writing outcomes year in 2022/23 show disadvantaged pupils progress to be at least 0.
Improved reading progress for disadvantaged pupils	Reading outcomes year in 2022/23 show disadvantaged pupils progress to be at least 0.
Increased attendance for Pupil Premium children.	Sustained high attendance from 2022/23 demonstrated by: <ul style="list-style-type: none"><li>• A continued and sustained reduction in the attendance gap between disadvantaged pupils and their non-disadvantaged peers.</li></ul>
To achieve and sustain improved wellbeing for our disadvantaged pupils	Identified disadvantaged children show more engagement in school life. <ul style="list-style-type: none"><li>• qualitative data from pupil voice, pupil and parent/carer surveys and teacher observations</li><li>• A significant increase in participation in enrichment activities for disadvantaged pupils</li></ul>

## 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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all children are receiving quality first teaching to learn the basics of number. The maths leader to support planning during the spring term. Support from Outstanding school in Lewisham.</p> <p>Continue to work with the maths hub to develop the mastering number program for R, 1 and 2 including purchasing relevant resources and staff to attend 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:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/mathematics-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/mathematics-ks-2-3</a></p>	1
<p>Continued development of a whole school phonics programme (Sounds Write) including the purchasing of books.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Specialist literacy teacher will support and train staff to deliver both high quality teaching in the classroom as well as targeted interventions.</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/phonics">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The Sounds Write approach will also support the teaching of spelling. Teachers will be able to identify appropriate strategies for improving pupils' spelling. They will be able to explicitly teach spellings and provide pupils with extensive opportunities to practice them.</p>	2,3

They will also provide specialist support to those children most in need.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	
The school will further develop a scheme of work for writing based on direct instruction.	<p>Jane Considine 'The Write Stuff' is a systematic structured approach to the teaching of writing. It provides children opportunities to develop sentence construction skills through extensive practice. Teachers teach through modelling and guided practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	2,3

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

Budgeted cost: £ 30, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language therapist working at a universal, targeted and specialist level throughout the school.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	2,3
Tutoring, targeting individual pupils	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1
Support staff to run the following targeted support. <ul style="list-style-type: none"> <li>• Colourful semantics (sentence building)</li> <li>• One- to one reading</li> <li>• Sounds Write intervention</li> <li>• Write from the start (handwriting)</li> </ul>	<p>Teaching assistants are used effectively delivering structured interventions in one to one or small group settings. The report below highlights recommendations to ensure that TAs are effectively deployed.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>Colourful semantics is an intervention that supports children to construct sentences. The development of fluid handwriting supports writing composition because pupils' cognitive resources are freed from focusing on handwriting.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>Phonics has a positive impact overall (+5months) with very extensive evidence and is an important component in the development of early reading</p>	2,3

	<p>skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 16,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art therapist to work with children that have experienced trauma.	<p>Adopted and fostered children are likely to have experienced trauma on a number of levels</p> <p><a href="https://fosteringandadoption.rsp.org.uk/topics/early-childhood-trauma/">https://fosteringandadoption.rsp.org.uk/topics/early-childhood-trauma/</a></p> <p>Art therapy is shown to support the recovery.</p> <p><a href="https://www.trauma-informedpractice.com/2016/02/02/child-art-therapy-how-it-works/">https://www.trauma-informedpractice.com/2016/02/02/child-art-therapy-how-it-works/</a></p>	1,2,3,4,5
Social and emotional support at a universal and targeted level: <ul style="list-style-type: none"> <li>Whole school programmes - Zones of Regulation and Pivotal Curriculum</li> <li>Support staff – well being tool kit, emotional regulation</li> </ul>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	1,2,3,4,5
Continued development of a 'nature school'	<p>Forest schools develop children in the following ways.</p> <ul style="list-style-type: none"> <li><b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence</li> <li><b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li><b>Communication:</b> language development was prompted by the children's sensory experiences</li> </ul>	1,2,3,4,5

	<ul style="list-style-type: none"> <li>• <b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> <li>• <b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>• <b>Knowledge and understanding:</b> the children developed an interest in the natural surroundings and respect for the environment.</li> </ul> <p><a href="https://www.forestryresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestryresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	
Support from attendance officer and SLT	<p>Attendance officer and SLT to work with vulnerable families to support them to come to school and foster positive relationships.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	4,5
Subsidised residential trips in years 4, and 6, educational visits and visitors. Subsidised extracurricular opportunities.	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional 3 months. Learning an instrument is a skill in itself and all pupils should be given the opportunity.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development. Following long periods of lockdown it is vital to offer disadvantaged pupils the opportunity to attend clubs. Research has shown it has a slight impact on attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	5
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £ 76,660**

# 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.

For the year 2022/23, we can see real independently validated data that supports our view that the measures outlined above are having an impact on the progress and attainment of children in receipt of Pupil Premium Grant (PPG). Below are the outcomes for Key Stage 2 SAT 22/23s:

Key Stage 2 Groups (2023)							Edmund Waller Primary School							
vi) Vulnerable Groups Analysis - Additional Detail & Gaps (1)														
Disadv.	Key to shading (on Exp+ only):		Pupils		Reading		Writing (TA)		Maths		RWM		GPS	
	No.	Exp+	HS	No.	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS
	All Pupils	49	73%	43%	71%	10%	86%	33%	65%	8%	82%	33%		
Disadv.	Disadvantaged	16	56%	19%	63%	6%	94%	25%	56%	6%	75%	25%		
	Other	32	81%	53%	75%	13%	84%	38%	72%	9%	84%	38%		
	Gap (Disadvantaged - Other)		-25%	-34%	-12%	-7%	+10%	-13%	-16%	-3%	-9%	-13%		

Please note that whilst the school average for PPG is 12%, for this cohort the number of PPG was 33%. Whilst a gap remains in many areas, this has closed significantly. Historically, the area where the greatest attainment gap has been most marked is in maths. This has been an area of considerable focus in terms of school improvement. You will see from the results above that PPG children actually out performed their non-PPG peers (PPG = 94% EXS non-PPG = 84%). Our aim now is, to sustain the gains in maths and extend these across reading and writing.

In June this the year, the school had Ofsted, which resulted in a strong report. Whilst the inspection team found:

- Pupils are happy and feel safe in school
- Leaders have worked hard to put an ambitious curriculum in place.
- They have considered the sequence of learning very carefully
- They identify pupils who are falling behind in their phonic knowledge at the earliest opportunity.
- Pupils participate actively in discussions.

Whilst these comments are not directly related to PPG children, clearly they point towards an environment where **all children** can make the best progress possible.

Further external scrutiny validates the school leaders' view that PPG children are benefiting from not only direct work on ensuring the best outcomes for disadvantaged groups, but they are also inevitably benefitting from the continued work on improving the curriculum:

*Good quality writing in books across KS2, particularly in y6. Strong support for the writing process on display in class. Demonstrable progress evident, for example, for PPG child spoken to. - School Development Group Review. M Gilmore 2023*

## 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
Speech and language therapy	Words First
Music lessons	Lewisham Music Service
Cricket coaching	Platform Cricket