

Edmund Waller Pupil premium strategy statement

This statement details our school's use of pupil 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 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	432 (2024-25)
Proportion (%) of pupil premium eligible pupils	13.6%
Academic year/years that our current pupil premium strategy plan covers	2024/25 - 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Anne Rennie, Headteacher
Pupil premium lead	Dan Absolom
Governor lead	Aiesha Feldwick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,500
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£72,500

Part A: Pupil premium strategy plan

Statement of intent

Educational establishments and, in particular, primary schools are well placed to identify, support and engage with families from parts of the community who are traditionally underserved by society at large. Whilst the official terminology for these children and families is 'disadvantaged' here, at Edmund Waller, we prefer the term 'underserved'. This places the onus on us, as a school, to take positive, decisive action and do everything in our power to achieve the best outcomes for these children. While our official data puts Pupil Premium rate at 13.6% 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 an active focus on redressing this imbalance, will have a wider reaching impact on the achievements of the children who attend our school. 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 12.5% and PPG 13.6%
- Edmund Waller currently has 1 CLA & 1 Service Child

Our ultimate objectives for our underserved children 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.
- Equity not equality - staff understand that children who face extra barriers outside the classroom deserve more attention inside the classroom
- Through quality first teaching, children achieve good, or better progress from their starting points in all areas of the curriculum.
- Where necessary, they have access to research driven, quality interventions by trained staff.

Challenges

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

Challenge number	Detail of challenge									
1	Reading: internal school data shows that there is a significant gap between the current attainment of PPG children and non-PPG children. Currently 14% of PPG children are making accelerated progress in reading.									
2	Writing: internal school data shows that there is a significant gap between the current attainment of PPG children and non-PPG children. Currently 5% of PPG children are making accelerated progress in writing.									
3	Maths: internal school data shows that there is a significant gap between the current attainment of PPG children and non-PPG children. Currently 18% of PPG children are making accelerated progress in maths.									
4	<p>Attendance percentage</p> <table border="1"> <tbody> <tr> <td>Pupil Premium</td> <td>91.9%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>96.4%</td> </tr> <tr> <td>National</td> <td>94.5%</td> </tr> <tr> <td>Local Authority</td> <td>94.9%</td> </tr> </tbody> </table>	Pupil Premium	91.9%	Not Pupil Premium	96.4%	National	94.5%	Local Authority	94.9%	Persistence absence continues to be higher for PPG children in comparison with non-PPG children. Lower attendance has an impact on attainment. The attendance for PPG children in 23-24 was 91.9%
Pupil Premium	91.9%									
Not Pupil Premium	96.4%									
National	94.5%									
Local Authority	94.9%									
5	Internal data shows that we should continue to promote equity of parental and pupil engagement in learning and school life, across all activities including extra-curricular opportunities with a focus on our underserved 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
Maintain positive KS2 outcomes in reading for underserved children.	KS2 reading outcomes in 2024/25 show the attainment of children eligible for PPG to be at least in line with national measures.

Maintain positive KS2 outcomes in writing for underserved children.	KS2 writing outcomes in 2024/25 show the attainment of children eligible for PPG to be at least in line with national measures.
Maintain positive KS2 outcomes in maths for underserved children.	KS2 maths outcomes in 2024/25 show the attainment of children eligible for PPG to be at least in line with national measures.
Improve attendance for underserved children.	Improved attendance 2024/25 demonstrated by: <ul style="list-style-type: none"> • A continued and sustained reduction in the attendance gap between children eligible for PPG and their peers.
To achieve and sustain improved wellbeing for our underserved children/	Identified underserved children show more engagement in school life. <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent/carer surveys and teacher observations • Sustained participation in enrichment activities for children eligible for PPG

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: £ 25,000

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.</p> <p>Continue to work with the maths hub to sustain the mastering number program for R, I 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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	3
<p>Continued development of a whole school phonics programme (Sounds Write) including the purchasing of books.</p> <p>Staff training: we will continue to 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</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> <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>	1, 2

targeted interventions. They will also provide specialist support to those children most in need.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
The school will further develop a scheme of work for writing based on direct instruction.	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1, 2

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

Budgeted cost: £ 35,000

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.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2
Tutoring, targeting individual pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3
Support staff to run the following targeted support. <ul style="list-style-type: none"> • Colourful semantics (sentence building) • One- to one reading • Sounds Write intervention • Handwriting interventions 	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants 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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Phonics has a positive impact overall (+5months) with very extensive evidence and is an important	1,2

	<p>component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opal play	https://my.chartered.college/research-hub/the-importance-of-play-based-learning-beyond-eyfs/	1,2,3,4,5
<p>Social and emotional support at a universal and targeted level:</p> <ul style="list-style-type: none"> • Whole school programmes - Zones of Regulation and Pivotal Curriculum • Support staff – well being tool kit, emotional regulation 	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	1,2,3,4,5
Continued development of a 'Forest School'	<p>Forest schools develop children in the following ways.</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills 	1,2,3,4,5

	<ul style="list-style-type: none"> • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment. <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development. Research has shown it has a slight impact on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</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: £ 72,520

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 2023 to 2024 academic year.

KS2 Outcomes

For the year 2023/24, we can see 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 vulnerable groups across the school.

		EYFSP GLD	YR1 Phonics 32+	Reading	KS2 (Expected +) Writing	Maths
England average (All pupils):		Eng: 68%	Eng: 80%	Eng: 74%	Eng: 72%	Eng: 73%
Disadv.	Disadvantaged	25% (4)	75% (4)	91% (11)	73% (11)	73% (11)
	Other	85% (55)	91% (54)	89% (36)	81% (36)	89% (36)

Whilst attainment for PPG children is lower in Reception and Year 1, it should be noted that it is a small sample in these year groups, of only 4 children. It also could be surmised that generally children from underserved groups make better than expected progress throughout their time at Edmund Waller so that by the end of KS2, their outcomes are in line with or better than national.

External validation also comes from the SDG work undertaken this year which had a focus on GD writing

- The project heightened awareness and aspirations for all writers – pupils as published authors, for example.
- EW work presented to the moderation meeting was commended and its assessment, levelling the work at GD, was endorsed.

Maria Gilmore – School Improvement Partner - SDG Impact Summary November 24

Attendance

The Edmund Waller data from last year indicates that attendance continues to be a priority for our children eligible for PPG when you compare their attendance our non-PPG children. However, when comparing to national our PPG attendance percentage at 91.9% is 3% higher than the national attendance for FSM children at 88.9% (no national PPG data available).

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
Community Conversations	Citizens UK