



Pupil Premium Strategy Statement 2021 - 2022

This statement uses the Department for Education's recommended template to show Edison Primary School's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils. It also includes the 'Recovery Premium' for the 2021 to 2022 academic year.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect of last year's spending.

School overview

Detail	Data
School name	Edison Primary School
Number of pupils in school	339
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Amrit Dokal
Pupil premium lead	Hardeep Rupra
Governor / Trustee lead	Kamal Kainth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,330
Recovery premium funding allocation this academic year	£16,530
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	£169,860

Part A: Pupil premium strategy plan Statement of intent

What is Pupil Premium? Pupil Premium is the name given to additional funding designed to raise the attainment of disadvantaged pupils so that they have the same outcomes and life chances as their non-disadvantaged peers. This funding is allocated to schools in accordance to how many pupils are judged to be eligible. Eligibility is outlined in a variety of ways including benefits a household may receive, free school meals, children in local authority care or recently in local authority care and service children. For the year 2021-22 PPG funding is an additional £1345 per eligible child with £2300 awarded for children who are currently LAC.

At Edison Primary we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and back-ground
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.



✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Our Context

Edison Primary School in Hounslow is in its sixth year of opening, and is smaller than an average-sized school. The school is currently a two form entry school, with 339 pupils on roll. The majority of our pupils are from minority ethnic groups and 75% speak English as an Additional Language. 34% of our Reception, Year 1, Year 2, Year 3, Year 4 and Year 5 cohort are pupil premium. As a growing school we are establishing and embedding high expectations of teaching, learning and a whole school vision for science.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental

Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading, writing, maths and phonics
2	Speech, language and communication 24% PP / EAL 8% PP / SEN 3% PP/ EAL/ SEN
3	Social, emotional and mental health
4	Attendance and punctuality PP attendance is 93% compared to Non PP 94%
5	Access to wider opportunities

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
Increased attainment at ARE /GD at statutory points of assessment for disadvantaged pupils.	Disadvantaged pupils attain in line with or above national data at EYFS, KS1 and KS2 (July 2023) points of assessment
Increase phonics attainment	Percentage of children achieving pass mark in Y1 and 2 phonics is in line with peers and national data.
Attendance	Ensure attendance of disadvantaged pupils is at least 96%
Wellbeing	Pupils are able to self-regulate and manage emotions in appropriate way. Behaviour concerns decrease over the year. Children who are being supported are able to achieve via their reward



	charts. Wellbeing sessions support children to use tools to support social communication.
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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: £79,148

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD / NPQML	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the Maths mastery hub in Hounslow. Phase leaders to lead effectively are released for their NPQML training.	1,2,3,4,5
Additional teacher for teaching and focussed teaching for small groups /interventions.	Tier 1 of the EEF research into the principles of Pupil Premium spend highlights the importance of having an 'effective teacher is in front of every class' - the opportunity for our most experienced and senior staff to be delivering lessons to some of our most vulnerable children. Additional teacher will be used to support and model high quality first wave 1/2 teaching across school to ensure teaching is at least good. There will be a clear feedback for learning and progress, with a particular focus on PP children to ensure PP attain as well as their peers- particularly in core subjects	1,2,3
Read Write Inc training CPD Focused CPD for consistent high quality phonics teaching across EYFS and KS1. Identification of strategies and interventions to close gaps in phonics from end of Y1, Y2 and into Y3 to ensure children continue to make good progress towards reading and reading comprehension. CPD for new staff, resources to support approach. Resources to support RWI approach, including early reading resources.	Internal data for phonics is 78% this is below National data of 82%. Year 2 test results were at 80% Evidence suggests that systematic teaching of phonics alongside high quality training and professional development is likely to increase impact. To support the development of decoding, children are likely to benefit from activities focusing on alphabet knowledge and phonological awareness.	1,2,3
Planning support for staff. Team teaching to support understanding of use of Kagan to support high quality T&L. Development, support and CPD for Cooperative learning. Training for Pixl platform for all staff to use to address gaps for therapies.	Evidence suggests that when new approaches are introduced, high quality training and professional development is likely to increase impact. To support the development of cooperative learning that will impact all children to participate in lessons equally. https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf	1,2,3



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

Budgeted cost: £ 55,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To identify and target children for weekly small group interventions for learners who are not making required progress in core skills in reading, writing and or maths.</p>	<p>Tier 2 of the recognised approach towards best supporting PP children. Through 1:1 small group and whole class delivery of targeted support can develop independent skills to support closing the gap in key areas of the curriculum. This will be aided through academic targeted subscriptions to support Timetables, Phonics, Reading and Phonological awareness and a booster teacher hired to support vulnerable groups in fundamental skills.</p> <p>EFF research identifies that time for, quality of feedback (both within lesson and through written) can have a positive impact on pupil outcomes by an average of +8 months.</p>	<p>1,2,3</p>
<p>Speech and Language Therapist to carry out screenings for children who have concerns and tailor bespoke programmes for individuals and groups. In addition carry out therapy groups.</p>	<p>Baseline for Communication skills. Pupils are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p>	<p>1, 2, 3</p>
<p>Identify children in need of social and emotional support.</p> <p>Once identified all children will take part in Wellbeing sessions.</p> <p>Children identified with significant SEMH need will be referred to the Play therapy sessions run by Catholic Child's Society.</p>	<p>Structured interventions are a 'key component of an effective Pupil Premium strategy'. However, it is a key challenge for the school to ensure that the interventions outside of the classroom are linked to the learning inside the classroom and communication</p> <p>Interventions are designed and targeted to support children's social and emotional needs with the aim to improve self-esteem and ensure positive wellbeing.</p>	<p>1,2,3</p>

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

Budgeted cost: £ 34,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance and punctuality has a significant impact on outcomes for all pupils. Personalised tracking of disadvantaged pupils' attendance and punctuality, alongside bought EWO support aims to improve attendance and therefore outcomes for disadvantaged pupils. Attendance officer to ensure the attendance and punctuality of pupil premium children is high. Development of rewards scheme for all pupils and monitoring system for PA. Support</p>	<p>There's a clear link between poor attendance and lower academic achievement</p> <p>DfE research (2015)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf</p>	<p>4</p>



<p>Improve progress for pupils in reading and phonics</p>	<p>Children read for pleasure Continue RWI scheme Children read daily to an adult GDS in reading increases</p>	<p>Internal Summer Data *no National data due to Covid19 EYFS Summer data 65% v NA no data due to Covid- 19 Phonics 74% v NA no data due to Covid- 19 Year 2 R 76% GDS R 12% v NA no data due to Covid- 19 Year 3 R85% GDS 14% v NA no data due to Covid- 19 Year 4 R84% GDS 15% v NA no data due to Covid- 19</p> <p>Internal Summer Data *no National data due to Covid19 The data for: EYFS GLD PP 50% v NON PP 80% Y1 PP 74% v NON PP 82% Y2 PP 52%v NON PP 84% Y3 PP 78% v NON PP 92% Y4 PP 65% v NON PP 90%</p>
<p>Improve progress for pupils in writing</p>	<p>Close the gap of PP v Non PP in writing. Provide children with a variety of opportunities to write for a range of purposes in different subject areas.</p>	<p>Internal Summer Data *no National data due to Covid19 EYFS Summer data 65% v NA no data due to Covid- 19 Phonics 74% v NA no data due to Covid- 19 Year 2 R 76% GDS R 12% v NA no data due to Covid- 19 Year 3 R89% GDS 15% v NA no data due to Covid- 19 Year 4 R85% GDS 16% v NA no data due to Covid- 19</p> <p>Internal Summer Data *no National data due to Covid19 The data for: EYFS GLD PP 50% v NON PP 80% Y1 PP 80% v NON PP 100% Y2 PP 36%v NON PP 73% Y3 PP 78% v NON PP 94% Y4 PP 55% v NON PP 96%</p>
<p>Improve progress for pupils in maths</p>	<p>Proportions of PP children attaining expected or above at KS1 and EYFS ELG</p>	<p>Internal Summer Data *no National data due to Covid19 EYFS Summer data 74% v NA no data due to Covid- 19 Phonics 76% v NA no data due to Covid- 19 Year 2 R 78% GDS R 11% v NA no data due to Covid- 19 Year 3 R85% GDS 24% v NA no data due to Covid- 19 Year 4 R86% GDS 18% v NA no data due to Covid- 19</p> <p>*no National data due to Covid19 The data for: EYFS GLD PP 50% v NON PP 80% Y1 PP 79% v NON PP 90% Y2 PP 42%v NON PP 78% Y3 PP 61% v NON PP 78% Y4 PP 70% v NON PP 72%</p>



<p>To ensure that all pupils have the emotional support they need to focus on their learning</p>	<p>To have social and emotional interventions available to all pupils who need it.</p>	<p>Children area able to take succeed with their learning and close the gap, when their social / emotional needs are being met.</p> <p>For the September 20 to July 21 the serious behaviour incident recorded were 39. The children who had more the two incidents were placed on a pastoral care plan. This supported their pastoral needs to insure they were no further concerns or incidents for the child.</p>
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