



Pupil Premium Strategy Statement 2024 - 2025

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 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	399
Proportion (%) of pupil premium eligible pupils	32% (131)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Geraldine Valentin-Coleman
Pupil premium lead	Hardeep Rupra
Governor / Trustee lead	Suvir Rai

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,620
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	£ 194,620

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.

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 and depth 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 under-standing of the world

Our Context



Edison Primary School in Hounslow is in its ninth year of opening and is smaller than an average-sized school. The school is currently a two-form entry school, with 382 pupils on roll. The majority of our pupils are from minority ethnic groups and 73% speak English as an Additional Language. 32% of our Reception, Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6 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 for PP compared to Non PP are closed
2	Speech, language and communication 15% PP / EAL (63) 4% PP / SEN (17) 3% PP/ EAL/ SEN (10)
3	Multiple barriers to learning. Including low self-worth, some disadvantaged pupils also have a SEND, or Early Help/TAF or CIN/CP need
4	Attendance and punctuality PP attendance is 92.2.% compared to Non-PP 97.4%
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 2025) points of assessment
Increase phonics attainment	Percentage of children achieving pass mark in Y1, and 2 phonics is 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.



Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £88,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher and Associate Staff Development model – CPD program to develop reflection skills and embed new skills introduced in training Staff CPD / NPQML	Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes - 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 for the third year. Phase leader, Y6 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 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/ LKS2. 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. Frash start package for KS2 to support reading. CPD for all/new staff, resources to support approach. Resources to support RWI approach, including early reading resources.	On entry data for phonics is Year 1 30% this is below National data of 80%. Exit data for Year 2 test results was 95% in July 2024, Year 1 results 84%compared to NA 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 Rosenshine, Kagan and AfL to support high quality T&L. Development, support and CPD for Cooperative learning, Rosenshine and Assessment for 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.	1,2,3



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

Budgeted cost: £ 75,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
To identify and target children for weekly group interventions for learners who are not making required progress in core skills in reading, writing and or maths.	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.	1,2,3
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 provide assessment and advice 1 day per week	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.	1, 2, 3,6
Identify children in need of social and emotional support. Once identified all children will take part in Wellbeing sessions. Children identified with significant SEMH need will be referred to the Play therapy sessions run by Catholic Child's Society.	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 Interventions are designed and targeted to support children's social and emotional needs with the aim to improve self-esteem and ensure positive wellbeing.	1,2,3

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

Budgeted cost: £ 30,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and punctuality have a significant impact on outcomes for all pupils. Development of rewards scheme for all pupils and monitoring system for PA. Support work with vulnerable families to support positive attendance. Personalised tracking of disadvantaged pupils' attendance and punctuality alongside bought EWO support aims to improve attendance and therefore outcomes for disadvantaged pupils.	There's a clear link between poor attendance and lower academic achievement DfE research (2015)	4



Attendance officer with SLT to ensure the attendance and punctuality of pupil premium children is high. Fortnightly meetings to be held to monitor attendance and decide on actions to reduce persistent absence. Targeted support from EWO for families struggling with attendance		
To ensure all PP children have access to the wider curriculum opportunities, including trips and visits, allow children to learn through first hand experiences Subsidised residential offer Y6 and subsidised educational visits for YR to Y6 Trips/Clubs Music Service Extra curricular clubs	Social and emotional studies have shown that achievement improves with greater social and emotional understanding which can impact on learning outcomes by an average of 4 months. A wide range of adventure activities are linked with increased academic achievement. Increased access to these opportunities aims to increase a young child's cultural capital and develop life skills.	5
Ensuring parental engagement supports learning at home and regular communication with school is encouraged. Subscription to Seesaw / Read Write Inc to provide a platform to school home learning. SATS parents' briefings Regular parent workshops to take place for learning	Parent demonstrated a great appreciation of the time given so that they could better understand the targeted support being provided for their child. Engaging Research suggests that the impact of raising parents' aspirations is important for support disadvantaged pupils. +3 months	5

Total budgeted cost: £ £194,620



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.

Pupil Premium Impact Report 2023-2024

Number of pupils supported by Pupil Premium funding

1. Summary Information

School	Edison Primary School				
Academic Year	2023-2024	Total PP Budget	£186,240	LAC	0
Total Number of Pupils	398	Number of pupils eligible for PP	128		

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 2024) points of assessment
Increase phonics attainment	Percentage of children achieving pass mark in Y1, and 2 phonics is 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.

2023-2024 Key Stage 2 Results

Year – 57 pupils End of Year Attainment 23-24 (2024 KS2)						
	PP – 22pupils	Non-PP – 35 pupils	Gap	PP Stable – 9 pupils	School - All	National – All 2024
% achieved expected levels in Reading	77	89	-12	89	84	74
% achieved expected levels in Writing	82	77	+5	89	83	72
% achieved expected levels in Maths	86	91	-5	89	89	72
% achieved expected levels in RWM	64 5 chn are PP & SEND that pull reading down	77	-13	78	70	61

2023-2024 Key Stage 1 Results

KS1Year - 2 59 pupils End of Year Attainment 22-23



	PP – 15 pupils	Non PP –31 pupils	Gap	School - All	National – All 2024
% achieved expected levels in Reading	47	84	-37	72	71
% achieved expected levels in Writing	40	81	-41	67	62
% achieved expected levels in Maths	53	87	-34	76	71
% achieved expected levels in RWM	40	77	-37	65	57

Comment: 8 children PP/SEND who pull down the PP data

Current attainment – 2023 Phonics						
	Cohort	PP	Non PP -	Gap	School – All	National – All 2024
Y2 % achieved expected levels in phonics	44 (14PP)	93%(14)	97%(30)	-4	95	91
Year 1 % achieved expected levels in phonics	59 (16 PP)	88% (16)	86%(42)	-37	86	80

Comment: Y1 1 EHCP 2 PP child has SEND support.

Comment: Y2 1 EHCP 3 PP child has SEND support.

2022 EYFS GLD

EYFS End of Year Attainment					
Cohort 60 pupils	PP – 17 pupils	Non PP – 39 pupils	Gap	School – All	National – All 2024
% reaching Good level of development (GLD)	59	79	-20	73	68

Comment 1 pupils with EHCP, 2 child PP/ Send support