

Thorne King Edward Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2023 to 2024 academic year. It outlines our strategy, how we intend to spend the funding in this academic year. The school has an above average number of disadvantaged pupils; 34% vs 23% nationally, this does not accurately describe our school context or disadvantage. 70% of our pupils live in areas that are in the lowest 20% of disadvantaged areas in the country and none live in any areas in the top 50% (IDACI) Our pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

School overview

Detail	Data
School name	Thorne King Edward Primary School
Number of pupils in school	391
Proportion (%) of pupil premium eligible pupils	34%(figure accurate at date of publish)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24/23
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Matt Petch, Head teacher
Pupil premium lead	Rebecca Neadley
Governor / Trustee lead	Jayne Terrace

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 206,500
Recovery premium funding allocation this academic year	£8347.50
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	£ 206,500

Part A: Pupil premium strategy plan statement of intent

Our intention at Thorne King Edward is that all pupils make good progress across all subject areas and that children leave King Edward with the essential knowledge needed to be global citizens and get the best out of life.

We strive to ensure that our children value themselves as unique individuals, celebrating diversity and respecting differences. We work together as a community to enable all our children to be successful learners, with high aspirations who can make a positive contribution to their community and wider society. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve these goals.

We aim for all of our children to overcome challenges and reach their full potential. We are quick to recognise and consider the variety of challenges faced by vulnerable pupils as they join our school community. The activities we have outlined in this strategy are intended to support individual needs of pupils and ensure we are effective in our aims.

Our approaches are led by pupil need they are at the heart of our strategy. Consistent quality first teaching is at the forefront of our approach, with a focus on areas in which disadvantage pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits all pupils. Imbedded in the intended outcomes detailed in the strategy is the intention that all pupil's progress (disadvantaged and non – disadvantaged) will be sustained and improved.

All staff are well trained in recognising and diagnosing the variety of common challenges children at King Edward face. We ensure our education is equitable and assumptions about the impact of disadvantage are not made. We recognise disadvantage does not mean children lack talent or ability rather that they lack opportunity. The approaches we have adopted reflect this and are designed to help pupils excel. To ensure this is effective and maintained we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes.
- Ensure disadvantaged pupils are challenged in the work they are set.
- Act early to intervene at the point any need is identified.

Challenges

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

Challenge number	Detail of challenge
1	<p>Social – emotional well-being:</p> <p>Through our assessments, observations and discussions (with staff, families and children) we have identified a wide range of social and emotional issues that pose significant challenges for many of our pupils. This has resulted in children lacking self –esteem and the resilience needed to self-regulate emotions, which negatively affects engagement with learning. We have seen an increase in children and families requiring support from our FSW and support to access learning in the classroom.</p>
2	<p>Attendance:</p> <p>Attendance rates for 2022-23 show that persistent absence was at 33% amongst our disadvantage pupil. Our assessments and observations indicate this is negatively affecting pupil's emotional wellbeing, learning and slowing down their overall progress.</p>
3	<p>Limited cultural capital:</p> <p>Assessments, observations and discussions with our pupils and families suggest some children face challenges linked to low aspirations and lack of exposure to wider life experiences. We predict this will continue with the cost of living crisis. This has created challenges linked to social emotional well-being and engagement with the wider curriculum.</p>
4	<p>Gaps in learning:</p> <p>Internal and external assessments 2022/23 indicate that disadvantage pupils are performing below their non-disadvantaged peers in reading, writing and maths and whilst the gap closes by KS2 disadvantaged pupils are still not in line with their non-disadvantaged peers in school or nationally.</p>
5	<p>Language deficit:</p> <p>Assessments, observations and discussion with staff and pupils indicate under developed oral language skills and vocabulary gaps among many pupils. These gaps are evident from EYFS through to KS2.</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
Gaps in learning targeted and minimised across the whole curriculum.	<ul style="list-style-type: none"> *Pupils are accessing at least 'good' quality first teaching across the whole of the curriculum. *Continued development in achievement data further reducing the attainment gap with non-disadvantaged peers in reading, writing and maths. *Children will know more, remember more and be able to do more with the knowledge they have. *Monitoring observations and pupil voice will reflect retained knowledge. *Progression in knowledge for all areas of the curriculum will be evident.
Disadvantaged pupils are exposed to a range of opportunities and experiences that develops their cultural capital in line with their peers.	<ul style="list-style-type: none"> *Data to show a high level of participation in after school clubs and enrichment activities. *Removing the cost barrier faced by some disadvantaged families. Uniform/trips/experiences. *Wider curriculum/ educational visits and enhancements planned and timetable throughout the whole school year. *Pupil voice to indicate a high aspirations and self-belief. *Parent consultations and data from FSW to show high level of home school partnership and engagement.
Attendance of our PP children does not drop below the school target of 95%.	<ul style="list-style-type: none"> *Process in place to identify and target persistent absentees. *Rewards and incentives in place to develop a culture of good attendance above 95%. *Support for families with poor attendance. *Sustained high attendance rates in line with or above national average.
Improving vocabulary acquisition and usage across all curriculum areas.	<ul style="list-style-type: none"> *Assessments, observations, discussions with pupils to indicate improved oral language among disadvantaged pupils *Wider use of vocabulary evident in written work. *End of KS2 reading and writing outcomes for disadvantaged pupils continue to improve, closing the gap further. *Language rich environment reflective of growing vocabulary and used by the children. *Greater links between home and school to support reading and vocabulary acquisition.
All PP children will make at least good progress.	<ul style="list-style-type: none"> *KS2 outcomes for combined reading, writing and maths show that more than 75% of disadvantaged pupils meet the expected standard.

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: 12.5% £25,895.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued CPD for all teachers and support staff to ensure consistent high quality teaching is improving knowledge, skills and achievement.</p>	<p>EEF guidance report: Effective Professional development identifies the following: <i>Research shows that high quality teaching can narrow the disadvantage gap and promoting effective CPD plays a crucial role in this.(2021)</i> Effective Professional Development EEF (educationendowmentfoundation.org.uk) CPD of staff t support the deliver of high quality first teaching.</p>	1,2,3,4,5
<p>Training for all staff on the use of RWI phonics scheme. *Daily coaching with RWI Leader to ensure high quality teaching. *Access to training to ensure a high standard of phonics teaching in EYFS and KS1.</p>	<p>EEF guidance report: Improving literacy in KS1 (2020) identifies the following: <i>Providing effective PD plays a crucial role in improving classroom practice and pupil outcomes.</i> Effective Professional Development EEF (educationendowmentfoundation.org.uk) EEF guidance report: Phonics identifies the following: <i>High Quality phonics teaching has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i> Phonics EEF (educationendowmentfoundation.org.uk) Continual CPD</p>	1,4,5
<p>Teach writing composition strategies through high quality modelling and supported practice.</p>	<p>The EEF guidance report Improving literacy in KS2 (2021) identifies the following: <i>Writing can be thought of as a task made up of five stages: planning, drafting, revising, editing, and publishing. Pupils should be taught each of these components and underlying strategies. Over time, pupils should take increasing responsibility for selecting and using strategies. Strategies should be carefully modelled and practised.</i> Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	1,4,5

<p>Effective teaching of and repeated exposure to new vocabulary, including modelling and scaffolding of its use throughout all areas of the curriculum.</p>	<p>The EEF guidance report Improving literacy in KS2 (2021) identifies: <i>Extending pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words develops pupil's language capabilities. Exposing children to new vocabulary across all literacy activities and the wider curriculum also helps to ensure breadth and depth of vocabulary understanding.</i> Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	<p>1,4,5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 60.1% £124152

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA programme to support pupil' emotional wellbeing – need increased post pandemic.</p>	<p>The EEF guidance report social and emotional learning identifies the following: <i>On average SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of 4 months progress on attainment.</i> Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>The Evidence found in DFE's 'Supporting the attainment of disadvantage' identifies the following: <i>Supporting social and emotional needs is one of the top ten most effective strategies used in schools. Children will improve their social understanding and relationships.</i> Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</p>	<p>1,2,3,4,5</p>
<p>One-to-one and small group tuition: <ul style="list-style-type: none"> • Teachers and TA's to provide targeted support, to improve outcomes for children. • NTP teacher employed 3 days per week. • Teaching assistants to provide specific additional support for identified pupils. </p>	<p>The EEF guidance report small group tuition identifies the following: <i>Overall evidence shows that small group tuition is effective (average of +4 months) and, as a rule of thumb, the smaller the group the better.</i> Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF guidance report one to one tuition identifies the following: <i>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</i> One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5</p>

<p>Teaching assistants to provide targeted support in the classroom.</p>	<p>The EEF guidance report making best use of teaching assistants identifies the following: <i>Schools should organise staff so that children who struggle have as much time with the teacher as others. It is important teaching assistants add value to the work of the teacher not replace them. Effective teams of teachers and teaching assistants work together to ensure Assistants are supporting in the various stages of a lesson.</i></p> <p>TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019 wsqd.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Appraisals for TAs</p> <p>TAs to receive further CPD and take part in a whole school TA project linked to the EEF documentation for making best us of TA.</p>	<p>1,2,3,4,5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £56,451 27.3%

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to Forest School sessions led by a qualified instructor for all children.</p>	<p>Forest Schools help develop emotional intelligence, build resilience and learn how to assess risks, in a supportive, non-judgmental environment. All activities are child-led. Evidence from DFE Busting the myths on outdoor learning in schools - Natural England (blog.gov.uk) indicates: Having access to regular Forest School sessions provides children with the opportunity to develop a more in-depth understanding of how things work, and how their behaviour influences outcomes. The hands-on style of learning not only improves co-operation and communication skills but also promotes an awareness of others and the environment. Children can immediately see and be proud of the results of their work and thus benefit from an increase in self-esteem.</p>	<p>1,2,3,4,5</p>
<p>Effective deployment of the Family Support Worker to create positive relationships between home and school.</p>	<p>The EEF guidance report working with parents indicates: <i>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</i> Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5</p>
<p>Supporting disadvantaged families: Free uniform swap shop</p>	<p>The DFE guide to the pupil premium indicates: <i>Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.</i> Removing cost barriers to ensure children can access all areas of the curriculum provides an equitable education.</p>	<p>1,2,3,4,5</p>

<p>Free breakfast club Trips capped at £5</p>	<p>Supporting parents will foster positive home school relationships. Research <i>indicates parent's play a crucial role in supporting children's learning effective parental engagement can lead to learning gains of +3 months over the course of a year .</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	
<p>Offering broad range of extra-activities. After school clubs, lunchtime clubs, and breakfast clubs.</p>	<p>The social mobility commission indicates: <i>Children from the wealthiest backgrounds are 3 times more likely to take up classes out of school hours than children from the poorest backgrounds. There is also a 20% participation gap in sport</i> Research shows that participation in extracurricular activities supports pupils' academic and personal development The DFE published findings indicate: <i>children who participate in extra-curricular activities gain confidence and build up their social skills which is much sought after by employers. They are also more likely to aspire to go on to higher or further education.</i> Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)</p>	<p>1,2,3,4,5</p>
<p>Adopting good practice as set out in the DfE's Improving School Attendance advice. Rewarding and promoting attendance above 95%</p>	<p>DFE guidance for improve school attendance indicates: <i>successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families. Good attendance is a learned behaviour, and the most effective schools recognise the importance of developing good patterns of attendance from the outset.</i> Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	<p>1,2,3,4,5</p>

Total budgeted cost

£206,500

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.

Teaching					
Whole school CPD					
RWI Phonics – Introduced school wide in September 2022 X Y1 passing phonics screening					
Writing & Reading CPD					
Language and Vocabulary development					
EYFS at GLD 22/23		Phonics screening 22/23 Data			
54%		Y1	67%		
KS1 22/23 EOY Data					
Reading	51%				
Writing	46%				
Maths	60%				
Combined	35%				
KS2 22/23 DATA	EXS	PP EXS	National	GDS	National
Reading	65%	55%	73%	20%	25%
Maths	74%	68%	73%	13%	22%
GPS	65%	46%	72%	15%	
Writing	56%	50%	71%	6%	15%
Targeted academic support					
ELSA's in all phases now fully trained. 8 children targeted and this will continue through all phases to support mental health and emotional regulation.					
1:1 Tuition (linked to catch up funding) all 23 PP Y6 pupils targeted 40% achieved EXS AS COMBINED RWM					
Small group tuition (linked to catch up funding) PP and PPP children benefited from this. Both PPP pupils achieved EXS in RWM at the end of the year.					
In class support –TA's across phases in class for Reading, Maths and writing sessions as well as delivering RWI sessions. Delivering interventions across phases in an afternoon. See intervention list and provision maps for data analysis of interventions. SENDCO has streamlined interventions on offer to ensure the most effective use of TA time moving forward for 23/24. Focus will remain on RWI fast track interventions and Maths interventions as well as the ELSA support on offer all year round for PP and NPP children where the need is identified via referrals from staff.					
Wider Strategies					
Forest school - Forest school sessions offered to children from F2 –Y6 every afternoon. Parent/child sessions held via stronger roots. Forest school sessions offered to families for free every school holiday. Pupil, staff and parent voice very positive and having a positive impact on the children who take part. Every child has had a forest school session in school this year.					
FSW- Supporting x families					
Subsidised trips – all trips capped at £5 for PP children. With the rising cost of trips and experiences this has had a huge impact in helping families. Residential trips x amount of PP children attending.					
Free breakfast club for PP families x amount of pp children attending					
Free uniform swap shop held every half term for families to access. Spare uniform available all year through to take the financial burden off families.					

After school clubs on offer every day off the week – free of charge. X PP children attended in Autumn/Spring/Summer
 CLUB 95 attendance awards (£10 voucher of choice per child who attendance is 95% or above) 75 and 81 pupils in Spring and Summer respectively. We would have liked this to be a higher number – this incentive will be reviewed and there will be a consultation with parents/staff and children – what they think would be the best incentive for children and reward. There will be a budgeted cost to this incentive/reward. This year we have an EWO working with us a day a week to support with attendance across school with a specific focus on any persistent absentees.

July 22 PP attendance	July 23 attendance
89.6%	91%
Persistent PP absentees 45%	Persistent PP absentees 33%

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
Phonics Scheme	Read Write Inc
Jigsaw	Pshce and RE whole school scheme
English consultant	Jeanie Bullman
Cornerstones maestro curriculum	Cornerstones education
Kapow Computing and French	Kapow primary
School partnership programme KYRA	SPP
Start small dream big	Careers enterprise
Tara Chappell/Sarah Jane Smith/Susanne Walton – phonics support and guidance for school	Local authority
Liz Kenny – Reading and oracy support (The oracy project)	Doncaster English Hub
Timestable rockstars/ Numbots	Maths Circle
PIXL Whole school learning resources and Y2/6 monitoring	Pixl Learning
PE scheme Y1 – 6	Get set for PE
Xcite PE	Sports coaches

Further information (optional)

Other activity we are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding:

- Enhance the use of teacher feedback across all areas of the curriculum using EEF guidance reports. Fund training, CPD and release time for staff to trial, monitor and implement feedback strategies within classrooms. Evidence suggests high impact for low cost based on extensive evidence. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspirations. Activities will focus on building life skills such as confidence, resilience and socialising. Disadvantaged pupils will be encouraged to participate and records of participation will be kept. Each year group to take part in at least 3 educational visits per year.
- Robust evaluation of our curriculum offer to ensure we are providing children with a broad and balanced curriculum.
- Senior leaders in charge of monitoring and evaluating the impact of actions. Raising achievement Leader also in place to monitor overall school attainment across year groups as outlined above and in our intent statement.
- *Start small dream big CRL initiative. To raise aspirations for future careers.*

Planning, implementation and evaluation

The pupil premium cohort of our school is an ever-evolving picture and we are seeing a range of new challenges emerge as we navigate a post pandemic education. We are acutely aware of the community we serve and we predict the cost of living crisis will affect our families in many different ways. We constantly evaluate what our Pupil Premium needs look like at King Edward School and what once worked may not be best fit in the current climate. Adapting and changing our strategy to meet the needs of our pupils at any given time is continuous.

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had an impact and why some activities may not have had the desired impact. Identifying the need and understanding our school context has been pivotal in how we select activities for the strategy. We have triangulated evidence from multiple sources of data to do this including internal assessments, book scrutinies, conversations with parents, children and staff. We have also learnt from approaches adopted by other schools who face similar forms of deprivation. This will continue to be facilitated and supported by an external consultant. We have looked at a number of reports, studies and research about the effective use of the pupil premium including taking part in several webinars discussing the impact of disadvantage and how to address challenges to learning. We have used the EEF implementation guidance to help us develop our strategy and matching the needs of our children to the activities that have the most positive impacts. All staff held accountable to adopting a whole school approach to secure better outcome for all pupils.