

ECS (Primary) 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
School name	Edmonton County School
Number of pupils in school	1604 in total: 242 Reception to Year 6 1362 Year 7 to Year 11
Proportion (%) of pupil premium eligible pupils	Primary: 101/242 = 41.7%
Academic year/years that our current pupil premium strategy plan covers	2019 to 2022
Date this statement was published	Oct 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Erini Franciosa, Head of Primary
Pupil premium lead	Gemma Arnel, Deputy Head
Governor lead	Lia Commissar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Primary: 101/242 = 41.7% 101 x £1345 = £135,845
Recovery premium funding allocation this academic year	101 x £145 = £14,645
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£150,490

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress that is at least in line with national expectations with disadvantaged pupils making the same level of progress as non-disadvantaged students. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching for all children is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and our whole school intervention programme, for pupils whose education has been affected by school closure, including non-disadvantaged pupils.

Our approach will be actively focused on common challenges and individual needs, through robust assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- maintain an early intervention whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- act early to intervene at the point need is identified
- ensure disadvantaged pupils are well planned for and challenged in all work set for them

Our children will receive support to ensure high levels of wellbeing and remove potential barriers to learning. We hope that all children have a range of opportunities to learn that helps to grow their cultural knowledge.

As a result, our disadvantaged pupils will make the same level of progress as our non-disadvantaged pupils supporting them to access a learning journey with the skills and confidence to take on the opportunities they have created independently.

Challenges

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

Challenge number	Detail of challenge
1	Poor oral language and vocabulary skills impact on quality of written work and reading comprehension
2	Poor reasoning and problem solving skills impact on attainment and progress and maths
3	Poor engagement, resilience and independent learning skills
4	Many pupils with limited cultural capital
5	Some pupils have had no or limited pre-school education

Activity in this academic year and intended outcomes

This section details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. This section also 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.

Teaching

Budgeted cost: £93,552

Activity	Objectives	Evidence that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
Staff CPD: Use of resources and scaffolds to support vocabulary Talk for Writing	To broaden knowledge of vocabulary in spoken and written work	What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development	1, 3, 5	Talk for Writing consultation day £1500 English Lead deliver training Teaching resources: £8000	All PP pupils	The quality of teaching will be consistently good or outstanding Through pupil progress meetings, book scrutinises and the termly analysis of summative data, Phase Leaders and English Leader will ensure that whole school Writing approaches are having a positive impact on progress.
Staff CPD: Mathematical skills involved in Reasoning and Problem solving	To develop reasoning and problem solving skills in mathematics		2, 3, 5	White Rose Maths training (external provider): £1500 NCETM Maths Hub Sustaining Mastery training	All PP pupils	The quality of teaching will be consistently good or outstanding Through pupil progress meetings,

Activity	Objectives	Evidence that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
<p>Effective use of collaboration and talk in maths lessons</p> <p>Effective use of sentence stems for reasoning</p> <p>White Rose Maths</p>				<p>Supply cover costs - £200 for one day</p> <p>Software subscription to Freckle by Renaissance: £2400</p> <p>Teaching resources: £2000</p> <p>Maths Lead to deliver training</p>		<p>book scrutinises and the termly analysis of summative data, Phase Leaders and Maths Leader will ensure that whole school Mathematics Mastery approaches are having a positive impact on progress.</p>
<p>Read, Write Inc Phonics programme (KS1) and Accelerated Reader (KS2)</p>	<p>To improve the reading ages and comprehension skills of all pupils at an accelerated rate whilst developing pupils' love of reading</p>	<p>Our experience of using both programmes over time has shown that pupils make substantial progress with reading and fluency</p>	<p>1, 3, 5</p>	<p>New member of staff Read Write Inc training: £160</p> <p>Software subscription to Accelerated Reader by Renaissance: £792</p>	<p>All PP pupils</p>	<p>Majority of pupils will pass the phonics screening test. Pupils will develop their fluency and comprehension skills. Children's vocabulary will improve.</p>
<p>Additional staffing in core subjects to reduce class sizes in Year 2 and 6</p>	<p>On entry, attainment of the pupils is below average in year 6 and the percentage of pupils entitled to free school meals is above the national average.</p>	<p>Reducing class sizes has allowed staff to give more personal attention and support to pupils within their groups who need it most.</p>	<p>1, 2, 3, 5</p>	<p>1 x fte teacher: £57000</p> <p>1 x fte Scale 3 TA : £18,000</p>	<p>All PP pupils in Y2 and Y6</p>	<p>The quality of teaching will be consistently good or outstanding. Monitoring of the core subjects demonstrate that pupils make good or better progress in Y6</p>
<p>Enrichment days, events</p>	<p>To provide opportunities beyond the normal curriculum to develop the cultural capital</p>	<p>Cultural capital is the accumulation of knowledge,</p>	<p>3, 4</p>	<p>£2000</p>	<p>All PP pupils, with some enrichment opportunities</p>	<p>Pupils will be supported to engage in learning and</p>

Activity	Objectives	Evidence that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
	<p>of students through a variety of experiences. To ensure that the RSE curriculum is delivered to a high standard.</p>	<p>behaviours, and skills that a pupil can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work, achieving social mobility whatever their starting point.</p>			<p>will be targeted specifically at PP and disadvantaged pupils</p>	<p>improve their cultural capital</p>

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

Budgeted cost: £50,973

Activity	Objectives	Evidence that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
Additional EAL staffing	<p>To provide a programme for pupils joining the school with little or no English</p> <p>To provide ongoing interventions for EAL pupils with low levels of English</p> <p>To support class teachers with effective differentiation for EAL students</p>	<p>EAL pedagogy is underpinned by the following principles:</p> <ul style="list-style-type: none"> • Bilingualism and multilingualism are an asset • Cognitive challenge should be kept appropriately high • Learners' proficiency in English is closely linked to academic success 	1, 3, 5	<p>0.2 x additional EAL teachers: £9257</p> <p>Specialist EAL teacher (1 day per week) to support targeted children to develop speaking and communication skills</p>	<p><i>Group:</i> Pupils with low levels of English; likely to be a high proportion of PP pupils</p> <p>11 of 22 are PP (50%)</p>	<p>Pupils show accelerated improvement in the overall comprehension of the English language and in their reading and writing. Pupils are able to meet or exceed their targets.</p>
National tutoring programme	To provide ongoing small group and 1 to 1 tuition in Maths and English to diminish gaps in attainment	The National Tutoring Programme (NTP) aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.	1, 2, 3, 5	<p>101 x £145 = £14,645 , Provisionally, the school will employ 1 full time tutor. This will be up to 70% subsidised by the DfE, but the remaining costs are projected to be £8100</p> <p>1:1 maths tuition via Third Space Learning £6545</p>	<p><i>Group:</i> Targeted at PP pupils, but proportion of PP students tbc</p> <p>A minimum of 65% of pupils receiving subsidised tuition from TSL should be eligible for Pupil Premium funding</p>	<p>Assessment data will show accelerated progress and pupils will meet or exceed their targets.</p> <p>Exit-assessments clearly show accelerated progress (TSL)</p>

Activity	Objectives	Evidence that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
Additional support led by SEND specialist supported by SENCo	<p>To provide ongoing interventions for SEND pupils coordinated by the SENCo and Assessment Lead</p> <p>To support class teachers with effective differentiation for SEND pupils</p>	Evidence and data analysis shows that high quality small group and 1 to1 tutoring is an effective way to improve attainment. This allows specific gaps in the knowledge/ skills to be addressed, alongside quality first teaching in the classroom.	1, 2, 3, 5	Cost of 1 scale 5 TA £24,071	<p><i>Group:</i> Students with SEND; likely to be a high proportion of PP pupils</p> <p>10 of 22 are PP (45%)</p>	<p>SEND pupils will meet targets set on their IEPs.</p> <p>Assessment data will show accelerated progress and pupils will meet or exceed their targets.</p>
After school and holiday booster groups in Year 2 and Year 6	To provide additional lessons to support Year 2 and Year 6 pupils as they prepare for statutory examinations		1, 2, 3, 5	Additional staffing for holiday tuition: £3000	<p><i>Group:</i> Targeted at PP pupils, but proportion of PP students tbc</p> <p>16 of 37 are PP (43%)</p>	Assessment data will show accelerated progress and pupils will meet or exceed their targets.

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

Budgeted cost: £22,928

Activity	Objectives	Evidence that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
Continued employment of a school Educational Psychologist	Providing counselling services under the direction of the in-house Educational Psychologist to support vulnerable pupils. Working within school to support SEMH and vulnerable students.	Having an in-house EP has immense benefits in terms of the capacity of our counselling provision, but also the immediacy of response in acute cases.	1, 2, 3, 4	0.2 x tfe EP: £15,800	<i>Group:</i> Indirect and direct work with groups or individual pupils.	Pupils will be appropriately supported with all individual needs to enable them to access lessons. Staff will use the recommendations of the EP to plan effectively for all pupils.
Employment of the Family Support Coordinator	To work in partnership with parents and children to ensure that families' needs are met through a flexible and needs-led approach. To coordinate provision and work with support services to best benefit children and their families. To promote partnerships where necessary to ensure families are fully engaged with the school community and to offer children the opportunity to break down their barriers to learning. To support the work of the DSLs / DHTs in current or possible Child Protection cases	Research has shown that strong partnerships between parents / carers and schools lead to better academic, social and developmental outcomes for children.	3, 4	0.2 x tfe SFSC: £6678	<i>Individual:</i> Much of the work of the family Support coordinator is specifically targeted at vulnerable and disadvantaged families and students	Barriers to learning that vulnerable and disadvantaged children have will diminish. Pupils will be supported to engage in lessons and improve their cultural capital

Activity	Objectives	Evidence that supports this approach	Challenge number(s) addressed	Resources and costs	Type of intervention	Success criteria
Hardship fund (administered by Family Support Worker)	A Hardship Fund is administered to allow families to purchase essential school-related clothing or equipment in times of financial difficulty.	This strategy ensures that students are not disadvantaged in terms of access to key equipment and uniform items.	3, 4	Average £75 per half-term= £450	PP students only	Disadvantaged children will feel part of a fully inclusive school. Access to uniform, school stationery, home learning materials and educational visits is secured for families in need.

Total budgeted cost: £167,453

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was generally in line with the performance of all pupils in most year groups in the core areas of the curriculum. However attainment gaps were evident between disadvantaged pupils and all pupils in some year groups, most notably in Year 5 and Year 1 (2020-21).

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas and pupils to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. The impact was also mitigated by ensuring that disadvantaged pupils had access to additional resources to support home learning, including laptops, dongles, study guides, stationary, books and games.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
Read Write Inc Systematic Phonics Programme	Oxford University Press
Accelerated Reader	Renaissance
First Class @ Number	Every Child Counts
Success @ Arithmetic	Every Child Counts
Freckle	Renaissance