

# Pupil premium strategy statement – Edward Pauling Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	20.9%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	
Date on which it will be reviewed	Termly to report to GB and then 31 <sup>st</sup> July 2025
Statement authorised by	Felicity Sulma
Pupil premium lead	Headteacher
Governor / Trustee lead	Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£125,800

# Part A: Pupil premium strategy plan

## Statement of intent

### What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. For the academic year of 2024-25, this continues to be £1,455 per pupil, with the sum of £2,530 per LAC or post LAC pupil.

A provision is also made for pupils who have a parent in the armed services. Edward Pauling Primary School is committed to ensuring maximum progress for all groups of pupils and strives to close any gaps.

Edward Pauling Primary School actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a positive learning community where all can succeed together.

We have a strategic approach to the use of specific Pupil Premium funding and plans are integrated into the school's development plan. These are monitored and evaluated regularly and data analysis ensures that the correct support and strategies are identified to maximise progress.

Leadership systems ensure that Pupil Premium funding has impact on pupils outcomes. This includes an identified governor having responsibility for Pupil Premium, the Headteacher leading the development plan and a coordinated strategic leadership approach to implementing plans. All matters relating to the Pupil Premium are reported back to the Governors via the Curriculum sub-committee, ensuring that the school is held to account for the impact of spending.

This approach for the support of disadvantaged pupils enables school to develop a comprehensive and sustainable support package which leads to improvements in outcomes for this identified group from their individual starting points.

Key Priority: To ensure that the disadvantaged gap is closed by addressing inequalities and raising the attainment of those pupils in low-income families or who are LAC/post LAC.

What we expect to see:

- Targeted additional support strategies which result in every pupil, however financially disadvantaged, being able to have full access to our curriculum and all our extra-curricular experiences.
- All pupils in the target group who are currently underperforming because of the impact of their disadvantaged background will make substantial progress leading to narrowing of any attainment gaps.

## Challenges

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

Challenge number	Detail of challenge
1	Range of experiences to develop substantive and disciplinary knowledge and cultural capital can be missing in part or whole outside school.
2	Poor communication skills coupled with an understanding of vocabulary is below expected for many disadvantaged pupils on joining and can slow progress across the curriculum.
3	Self-esteem and confidence issues for some pupils leading to reduced engagement in lessons and extra-curricular activities.
4	A higher percentage of pupils entitled to free school meals have SEND than within the wider cohort (29%)

## 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
<i>Add or delete rows as needed</i>	

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing Professional Development for all support staff to support overcoming barriers for disadvantaged pupils	<ul style="list-style-type: none"> <li>Teacher efficacy. Hattie Visible learning</li> </ul> Feedback EEF T&L toolkit	1,2,3,4
Work with Maths Hub to secure Mastering Number, Number Sense programmes and NCETM framework: To develop further fluency in number for disadvantaged pupils so they can apply this confidently to reasoning.	<ul style="list-style-type: none"> <li>Teachers to engage with programme from the Maths hub, utilising this expertise of Maths hub lead</li> <li>EEF T &amp; L toolkit, teacher subject knowledge</li> </ul> EEF T & L toolkit, mastery teaching	1, 2
Training from the Virtual College for all staff on emotions coaching and developing positive relationships with pupils	Digby, R., West, E., Temple, S., McGuire-Snieckus, R., Vatmanides, O., Davey, A., Richardson, S., Rose, J., and Parker, R. (2017) Somerset Emotion Coaching Project Evaluation Report: Phase Two, Institute for Education, Bath Spa University	1, 3

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching Assistant Support Support for key pupil groups within lessons and to embed key skills	<ul style="list-style-type: none"> <li>Teacher efficacy. Hattie Visible learning</li> </ul> Feedback EEF T&L toolkit	1,2,4,5
Tuition Support Teaching Assistants provide tuition to small groups of pupils who have identified gaps in learning.	<ul style="list-style-type: none"> <li>Teacher efficacy. Hattie Visible learning</li> </ul> Feedback EEF T&L toolkit	2, 5

Support for SEND disadvantaged pupils (also using SEND funding) Support to implement interventions to address key needs including those from external professionals		
Phonics Groups Through additional groups, pupils benefit from smaller groups and targeted support	<ul style="list-style-type: none"> <li>• The Rose report.</li> <li>• DFE reading framework.</li> <li>• Reading from key topical professionals such as Christopher Such</li> <li>• Phonics toolkit EEF DfE accredited phonics programmes.</li> </ul> Phonics strategies, EEF T&L toolkit	2, 5
Phonics 1:1 tuition Additional support to target key pupils so that they secure early reading skills quickly to meet ARE	<ul style="list-style-type: none"> <li>• The Rose report.</li> <li>• DFE reading framework.</li> <li>• Reading from key topical professionals such as Christopher Such</li> <li>• Phonics toolkit EEF DfE accredited phonics programmes.</li> </ul> Phonics strategies, EEF T&L toolkit	2, 5

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support for identified pupils	<ul style="list-style-type: none"> <li>• Nurture UK EEF T&amp;L toolkit (social and emotional learning)</li> </ul> Hills, R. (2016) <i>An evaluation of the emotional literacy support assistant (ELSA) project from the perspectives of primary school children</i>	3
Leadership Opportunities Support for pupils to lead activities in the	<ul style="list-style-type: none"> <li>• Nurture UK EEF T&amp;L toolkit (social and emotional learning)</li> </ul>	3

playground and to take on responsibility around the school (lunchtime jobs)	Howard, Burton and Levermore (2020) <i>Children's Mental Health and Wellbeing in Primary Schools: A Whole School Approach</i>	
Parental support Support for parents and carers to deal with difficulties faced including parenting	EEF T&L toolkit, parent engagement	1, 2, 3, 4
Financial support Support for uniforms, kit, equipment where needed	Sutton Trust, promoting access to schools and academic achievement	3
Attendance Support Attendance Officer support to overcome barriers to attendance	<ul style="list-style-type: none"> <li>Improving attendance, the key for school leadership summary of research and case studies</li> </ul> EEF T&L toolkit, parent engagement	3
Extra-curricular subsidy To support opportunities to attend extra-curricular clubs and lessons, music tuition, school journey, etc	<ul style="list-style-type: none"> <li>Newcastle University( Nuffield Foundation) after school clubs and academic performance</li> <li>Music in school – sound partnerships</li> <li>The importance of music -DfE</li> <li>ArtsEd research, music and academic performance</li> </ul> SEL – EEF	1, 2,3,4
Play Therapy To support key pupils across the school	<ul style="list-style-type: none"> <li>PHE, link between wellbeing and attainment</li> <li>Trauma informed schools, Beacon house</li> <li>Centre for education neuro science</li> </ul> Nurture UK EEF T&L toolkit (social and emotional learning)	3
Support from Behaviour Advisory Teachers/ Outreach from WPES To support key pupils across the school	EEF Research Report 'Improving Behaviour in Schools'	3

**Total budgeted cost: £125,800**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*