

Pupil premium strategy statement -Edinburgh Primary School 2021-25

This statement details our school's use of pupil premium funding for the next four years 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	Edinburgh Primary School
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2021-25
Date this statement was published	December 2021
Date on which it will be reviewed	December 2025
Statement authorised by	FGB
Pupil premium lead	Faye Rider
Governor / Trustee lead	Ronke Olubobokun

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (24/25)	£115,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Objectives for our disadvantaged children:

- To be healthy, happy, confident and resilient
- To be capable communicators with secure social skills
- To develop a love of learning, including reading
- To make good progress each year
- To catch-up swiftly if falling behind
- To have extra-curricular interests

How our pupil premium strategy plans to work towards achieving these objectives:

- Supporting teachers to assess and support pupils' social and emotional needs through training. A whole school approach to teaching PSHE hourly lessons each week and the MHST support programme for children in need of more specialist support
- Using the Speech Link assessment tool to identify children with speech and language needs. Implementation of action plans that are reviewed by the Sendco and assessments carried out to identify progress/next steps
- Developing oracy as a tool for targeting speech and language. Purchasing cpd and lessons to support teaching and learning
- An engaging and well-sequenced curriculum that is project and text based and uses a range of teaching styles and strategies to engage all learning styles. Fabulous finish days to enhance enjoyment. A range of engaging reading texts and online reading for all year groups, with reading records kept between home and school to track progress
- Good and outstanding teaching in all classrooms with sound modelling and use of assessment for learning strategies. Metacognition key to all lessons alongside remembering prior learning and use of key vocabulary. High expectations of all pupils alongside appropriate extension and scaffold ensuring that pupils of all abilities are enabled to make progress in each lesson
- Intervention programmes led by our senior team alongside other trained members of staff so that gaps in learning are addressed and pupils develop their self-esteem and catch up swiftly
- A free club offer for one term a year so our children can take part and develop their interests. Subsidised trips.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language assessment show pupils' skills are behind partly due to missed socialisation as a result of covid. Admission data shows high pupil mobility with many children joining us who are new to English and PP. Data shows that due to a lack of English being spoken at home, phonics and reading can take some time to catch-up
2	Assessment data shows that the impact of covid on disadvantaged children's achievement. By the end of year six, children have caught up with PP children doing well; However, the impact on the lower years is clear. Maths attainment is an aspect of development due to lack of reasoning skills
3	Data shows phonics and early reading in KS1 has been impacted by covid as children were not at school to hear and practice face-to-face
4	Pupil well-being and overall health has been impacted by covid – for some families, covid has increased stress factors. There has been an increase in the number of pupils requiring referrals for well-being
5	Covid has impacted on attendance due to the wider range of covid symptoms alongside some repeat isolation/illness absences. Moving into the colder weather, there are the usual seasonal illness absences as well as isolation absence

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
Improved communication skills	Speech link data Pupil surveys
Improved % attainment in reading, writing and maths	Assessment data shows increases against all previous percentages for age-related
Improved phonic achievement	Year 1 and year 2 phonic data for increases
Improved pupil well-being and health	Decrease in MHST and CAMHS referrals and obesity
Improved attendance figures	Attendance data shows further improvement (and in line with NA)

Activity in this academic year

Teaching £9294

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant head coaching in planning sessions to ensure quality of teaching and learning and progress in reading, writing and maths	This has supported cpd over the last year and enhanced provision and pupil engagement	1 2 5
Purchase phonic RWI programme to embed the teaching of systematic phonics	RWI synthetic phonics has been proven to impact on the systematic teaching of phonics and writing	3
Purchase Speech Link to assess all pupils and identify action plans to teach from	Speech Link is a well-known resource that enables schools to assess speech and language in terms of level of need – forming action plans and identifying which children require specialist support	1
Purchase cpd and resourcing for oracy	Oracy training for staff and evidence of quality lessons that impacts on pupil progress across all areas	1

Targeted academic support £113,618

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support during learning time and additional group work to support learners to make accelerated progress	Data suggests that smaller class sizes alongside group work can accelerate progress. With highly experienced teachers teaching harder to reach children, greater gains can be made.	1 2 3 4

Wider strategies £37,927

Activity	Evidence that supports this approach	Challenge number(s) addressed
AHT leading on well-being, including healthy living Purchase of fruit to support healthy living	A leader can engage a team of pupil representatives and have greater impact on enabling change	4 5
Senior leadership of attendance strategy linked with behaviour	A senior lead strategic for both behaviour and attendance is proven to impact and ensure all services are utilised to support and enable families	5
ELSA and learning mentor support	Social and emotional support that is robust both inside and outside the classroom impacts on wellbeing and pupil progress	4 5

Total budgeted cost: £160,839

Externally provided programmes

Programmes	
CPG handwriting	Read Write Inc
ELSA programme	Speech Link
Cornerstones curriculum	Kapow curriculum

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes summer 2024

Year 1 phonic test achievement percentage for disadvantaged pupils	100%		
Year 6 outcomes for disadvantaged pupils			
Subject	Disadvantaged-School	Disadvantaged-National	Difference
Reading Expected +	73%	62%	+11%
Writing Expected +	60%	58%	+2%
Maths Expected +	67%	59%	+8%
Combined Expected +	60%	45%	+15%