

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	Edgar Stammers Primary Academy
Number of pupils in school	339
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22, 2022-23, 2023-24
Date this statement was published	October 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Chris Nock
Pupil premium lead	Chris Nock
TLAC lead	Helen Rotheram

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,912.50
Recovery premium funding allocation this academic year	£27,913
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	£286,825.50

Part A: Pupil premium strategy plan

Statement of intent

- At Edgar Stammers Primary Academy we have high aspirations for and expectations of all pupils in our school, including all disadvantaged pupils.
- Through our curriculum, pastoral support and personal development, we strive to ensure that all pupils are able to fully access their learning and are able to achieve their very best.
- We engage a range of strategies to support disadvantaged pupils in overcoming barriers to learning, which may be:
 - Academic
 - Social
 - Emotional
 - Behavioural
 - Familial
- We provide a broad and balanced curriculum, which engages and motivates all pupils so that they achieve increasingly well and take pride in their learning.
- All staff understand who our disadvantaged pupils are and how best to challenge / support / develop them according to their individual needs.
- Regularly updated inclusion portfolios and pupil progress meetings that all information relating to pupils' strengths and areas for development are routinely analysed and understood and that interventions and support can be closely monitored and evaluated.
- We recognise that our disadvantaged pupils are at further detriment following the pandemic, with gaps in many year groups and year groups having widened. Education and SEMH recovery is integral to our pupil premium strategy over the next academic year and beyond.
- At ESPA our ultimate objectives are:
 - To close all gaps in attainment and progress between disadvantaged and other pupils (internal Academy and National comparisons).
 - To ensure that disadvantaged pupils are attending school well and are able to fully access learning in all subjects.
 - To address the SEMH needs of our disadvantaged pupils effectively in order to reduce / remove them as barriers to learning.
 - To increase the personal development of disadvantaged pupils so that they are self-confident, independent learners and active participants in all aspects of school and community life.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to EYFS across all areas means that accelerated progress needs to be made across Nursery and Reception to ensure that pupils achieve a GLD and are ready to access the KS1 curriculum.
2	Weak communication and language skills are evident from Nursery and continue throughout the academy. This impacts on pupils' ability to be clearly understood, by confident in speaking and in articulating their learning or pastoral needs.
3	Many disadvantaged pupils and families present with significant safeguarding issues, including parent mental health, domestic abuse, family members in prison, etc. These issues can lead to complex and significant social and emotional difficulties for pupils.
4	The attendance of disadvantaged pupils is below National and persistent absence is too high. Absenteeism is negatively impacting the progress, attainment, personal development and wellbeing of disadvantaged pupils.
5	High numbers of disadvantaged pupils demonstrate complex and or significant SEND needs and 12 disadvantaged pupils have EHCPs. These pupils require significant additional support in order to access learning and make good progress.
6	Low levels of self-confidence and self-esteem, increasing numbers of disadvantaged pupils with SEMH issues – this has also been exacerbated by the pandemic.
7	The engagement of disadvantaged pupils' parents in their child's education is generally weak. This impacts negatively on learning as home reading and other aspects of home work.
8	Gaps between attainment and progress of disadvantaged / other pupils (Academy and National comparisons) exist across a range of year groups and subjects. These gaps have been widened by the pandemic and the differences in the levels of engagement of disadvantaged and other pupils in remote learning.
9	Behaviour of a small minority of disadvantaged pupils remains a challenge, leading to exclusions for these pupils (as a last resort). The behaviour of these pupils can be a significant barrier to their own learning and the learning of others.

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 attendance / decreased persistent absence of disadvantaged pupils.	Attendance figures for disadvantaged pupils will be at least in line with National. (Attendance, punctuality, unauthorised absence, persistent absence)
Barriers between school and home will be broken down.	Parental engagement in their children's education will increase. Families will be well supported by the academy when additional support is required. Pupils will be better prepared for school.
Increased attainment and progress of disadvantaged pupils across all key stages and subjects.	Attainment in Reading, Writing and Maths will increase across all year groups.
Social and emotional barriers to learning will be broken down.	Disadvantaged pupils and families will be well supported with behaviour, mental health issues and safeguarding concerns. Exclusions will be reduced.

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: £90,754

Activity	Evidence that supports this approach	Challenge number(s) addressed
English Lead (non-class based) to provide additional support across EYFS, KS1 and KS2 to ensure that teaching is of a high standard consistently, with gaps between	<p>Pupils in EYFS rely heavily on high quality interactions with adults to develop their communication and language skills. Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Pupils in KS1 develop language and literacy skills through planned and precise teaching of vocabulary and effective teaching of decoding,</p>	1, 2, 5 and 8

disadvantaged and other pupils being effectively addressed and reduced.	<p>fluency and comprehension skills, including the effective teaching of phonics.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Pupils across KS2 are consolidating their literacy skills, building their vocabulary and developing their fluency and confidence as speakers, writers and readers of language.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	
DHT to provide additional teaching and learning support for ECT and ECT +1 teachers to ensure that assessment information is accurately gathered and used to support future planning.	<p>Done well, effective feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	5, 8 and 9

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

Budgeted cost: £112,906

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist to work with identified pupils across the academy (0.5 days per week), with a high focus on support and training for EYFS staff in particular.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1 and 2
<p>Employment of Behaviour Support services, to include 1-1 work with pupils and parents and whole staff training sessions.</p> <p>Engagement with DfE Behaviour Hub Programme</p>	<p>Both targeted interventions and universal approaches can have positive overall effects on behaviour. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	6 and 9

<p>Additional hours of support from Educational Psychologist to support individual disadvantaged pupils with SEND.</p> <p>All teachers to participate in the Inclusive Teacher Programme.</p>	<p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Teaching Assistants to carry out structured interventions to address specific gaps in knowledge and understanding and to support pupils who have fallen behind.</p>	<p>TAs should add value to what teachers do by supporting pupils in developing independent learning skills and by providing evidence based, well-structured interventions for small groups of pupils.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	5 and 8

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

Budgeted cost: £82,165.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of full time Family Support Worker	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3, 4, 6, 7 and 9
SLA put in place with Walsall EWO to work with parents of persistent absentees.	<p>DfE's Improving School Attendance advice. The guidance has been informed by engagement with schools that have</p>	3 and 4

	significantly reduced levels of absence and persistent absence.	
Employment of full time Learning Mentor	<p>Misbehaviour can have a lasting impact on the outcomes of pupils.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3, 4, 5, 6 and 9
1-1 specialist counselling for individual disadvantaged pupils with significant SEMH needs	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3 and 6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
N/A	N/A
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

N/A
