

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2022 to 2023 academic year 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 ( <b>3 year plans are recommended</b> )	2021-22, 2022-23, 2023-24
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Chris Nock
Pupil Premium Lead	Laura McGee
GLAC Lead	Karen Rogers

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£307,470.00
Recovery premium funding allocation this academic year	£32,190.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£339,660.00

# 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 and safeguarding 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 risk of 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
<p>Increased attendance / decreased persistent absence of disadvantaged pupils.</p> <p>Increased punctuality of disadvantaged pupils.</p>	<p>Attendance figures for disadvantaged pupils will be increase.</p> <p>Persistent absence will decrease.</p> <p>The number of pupils who are regularly late for school will diminish.</p> <p>All improvements will be sustainable in that measures implemented are well embedded and understood by all.</p>
<p>Barriers between school and home will be broken down.</p>	<p>Parental engagement in their children's education will increase.</p> <p>Families will be well supported by the academy when additional support is required. E.g. Capacity in place to ensure that Early Help can be put in place for all those families who need it.</p> <p>Pupils will be better prepared for school.</p>
<p>Increased attainment and progress of disadvantaged pupils across all key stages and subjects.</p>	<p>Attainment of disadvantaged pupils in Reading, Writing and Maths will increase across all year groups.</p> <p>Pupils who have "fallen behind" will be effectively supported so that they make accelerated progress in order to "catch up".</p> <p>Pupils will have regular opportunities to rehearse, practice and consolidate key learning from across the curriculum.</p> <p>Class teachers and support staff will support learning effectively using AFL strategies to identify and address learning gaps and misconceptions.</p> <p>Additional interventions based on gaps in learning will take place and will be clearly measured.</p>

Social and emotional barriers to learning will be broken down.	<p>Disadvantaged pupils and families will be well supported with behaviour, mental health issues and safeguarding concerns.</p> <p>Pupils and parents will understand the support available for SEMH issues and will readily engage in this.</p> <p>Pupils will gain an increasing range of strategies for supporting their own SEMH needs.</p> <p>Exclusions will be reduced.</p>
The language deficit for disadvantaged pupils will reduce.	<p>All pupils will be explicitly exposed to Tier 1, 2 and 3 vocabulary throughout the curriculum.</p> <p>Targeted pupils will receive additional SALT intervention.</p> <p>All pupils in Reception will be assessed using Wellcomm, with regular interventions for those identified as in need.</p> <p>Getting it Right for Boys will ensure focus specifically on the language development of boys across EYFS.</p>

## 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: £150,839.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT / AHTs / ECT Mentors to provide additional teaching and learning support for ECT and ECT +1 teachers to ensure that assessment	<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><a href="https://www.eef.org.uk/publications/teacher-feedback-to-improve-pupil-learning">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	5, 8 and 9

information is accurately gathered and used to support future planning.	<a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	
High Quality CPD. for all teachers to ensure teaching is good or better in every classroom.	The EEF states that: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium <a href="#">Learning styles   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 5 and 8
Additional teacher in Y1 (Autumn 1) and additional TAs in Year 1 and Nursery (all year)	Pupils in EYFS (and those who leave EYFS without achieving a GLD) rely heavily on high quality interactions with adults to develop their communication and language skills. <a href="#">Preparing for Literacy   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>	1, 2 and 8
Subscriptions and resources to support teaching, such as Accelerated Reader, Times Tables Rockstars, Purple Mash, increased high quality reading books for pupils to read for pleasure, practical Maths equipment, etc.	The EEF states that: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium <a href="#">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 5 and 8

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

Budgeted cost: £62,468.50

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.	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: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1 and 2

Employment of Behaviour Support services, to include 1-1 work with pupils and parents and whole staff training sessions.	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. <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	6 and 9
Additional hours of support from Educational Psychologist to support individual disadvantaged pupils with SEND.  All teachers to participate in the Inclusive Teacher Programme.	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. <a href="https://www.educationendowmentfoundation.org.uk/special-educational-needs-in-mainstream-schools">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a>	5
Teaching Assistants to carry out structured interventions to address specific gaps in knowledge and understanding and to support pupils who have fallen behind.  Pupil Premium Champions for each Key Stage to oversee and track interventions.	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.  <a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	5 and 8
School led tutors to work with disadvantaged pupils, targeting gaps in Phonics and Maths.	Tutors 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.	5 and 8

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

Budgeted cost: £114,162.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of full time Family Support Worker	Parents play a crucial role in supporting their children's learning, and levels of parental	3, 4, 6, 7 and 9

	<p>engagement are consistently associated with better academic outcomes.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Working-with-Parents-to-Support-Childrens-Learning-EEF">Working with Parents to Support Children's Learning   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</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): <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf</a>(<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	
SLA put in place with Walsall EWO to work with parents of persistent absentees.	DfE's <a href="#">Improving School Attendance</a> advice. The guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3 and 4
Employment of 2 x full time Learning Mentors	<p>SEMH issues can have a lasting impact on the outcomes of pupils.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Improving-Behaviour-in-Schools-EEF">Improving Behaviour in Schools   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</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): <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf</a>(<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</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): <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf</a>(<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	3 and 6
Use of school minibus to support attendance of persistently absent disadvantaged pupils	DfE's <a href="#">Improving School Attendance</a> advice. The guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3 and 4
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: £327,470**



## 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 2021 to 2022 academic year.

#### **Outcomes for Pupils: 2021-22 Data**

##### **GLD**

All	Disadvantaged	Other	Boys	Girls	SEND	EAL
62%	59%	80%	41%	83%	14%	60%

##### **Phonics Year 1**

All	Disadvantaged	Other	Boys	Girls	SEND	EAL
59%	59%	60%	57%	61%	50%	83%

##### **Phonics Year 2**

All	Disadvantaged	Other	Boys	Girls	SEND	EAL
42%	40%	50%	43%	40%	33%	100%

##### **Key Stage 1**

	All	Disadvantaged	Other	Boys	Girls	SEND	EAL
Reading	65%	63%	71%	53%	74%	13%	86%
Writing	50%	44%	21%	37%	44%	0	86%
Maths	63%	59%	71%	58%	67%	25%	57%

##### **Multiplication Check**

All	Disadvantaged	Other	Boys	Girls	SEND	EAL
22%	13%	40%	23%	22%	10%	71%

##### **Key Stage 2**

	All	Disadvantaged	Other	Boys	Girls	SEND	EAL
Reading	64%	71%	50%	64%	64%	29%	75%
Writing	68%	76%	50%	64%	73%	21%	75%
Maths	62%	68%	50%	64%	59%	29%	75%
RWM	58%	59%	50%	61%	50%	21%	75%

## Progress in reading, writing and maths

### Reading

Number of pupils = 46

Pupils with adjusted scores = 0

**Progress score -0.97**

Confidence interval  
-2.8 to 0.8

### Writing

Number of pupils = 46

Pupils with adjusted scores = 0

**Progress score 1.38**

Confidence interval  
-0.4 to 3.1

### Maths

Number of pupils = 46

Pupils with adjusted scores = 0

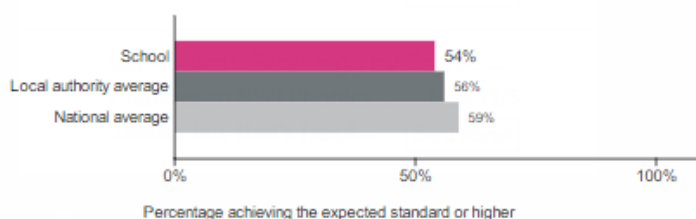
**Progress score -0.70**

Confidence interval  
-2.4 to 1.0

## Reading, writing and maths combined

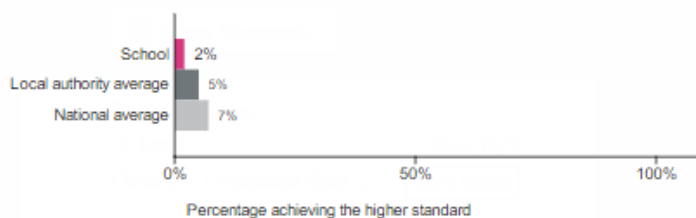
### Percentage of pupils achieving the expected standard or higher

Number of pupils = 50



### Percentage of pupils achieving the higher standard

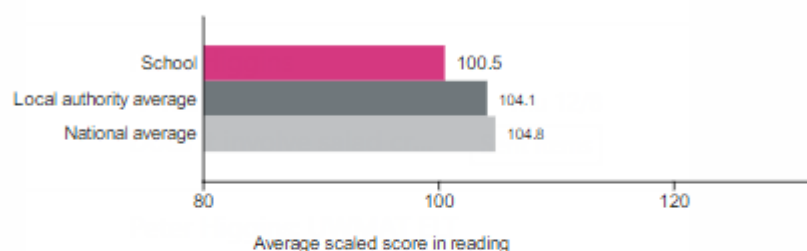
Number of pupils = 50



## Average scaled score in:

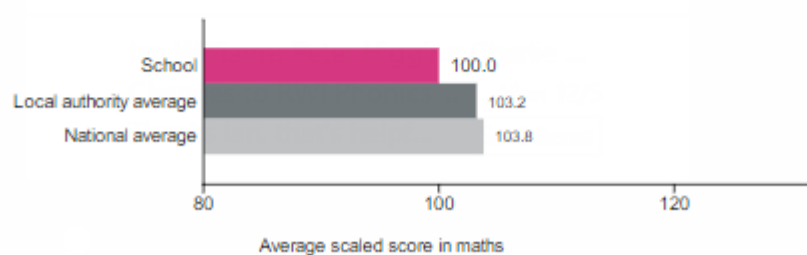
### Reading

Number of pupils = 50



### Maths

Number of pupils = 50



## 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*