

Pupil premium strategy statement – Edgewood Primary School – 2024/2025

This statement details our school’s use of pupil premium (and recovery 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	309 (Excluding nursery = 29)
Proportion (%) of pupil premium eligible pupils	25% (77 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	October 31 st 2025
Date on which it will be reviewed	October 31 st 2026
Statement authorised by	E Seeley
Pupil premium lead	L Giles
Governor / Trustee lead	C Blount

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,520 + £2000 from school budget
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£111,520

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim for our disadvantaged pupils is that children in our school who are in receipt of Pupil Premium have outcomes that are in line with their peers. We aim to do our best to ensure they are not disadvantaged as a result of their socio-economic context.

Our school is a primary and nursery school catering for children aged 3-11 located in Hucknall, Nottingham. Edgewood is located in the borough of Ashfield which is rated as the second most deprived district of Nottinghamshire. Our school has mixed classes in years 1-6 and has 45 children per year group. It is a larger than average-sized primary school and most pupils are White British although we are seeing our catchment diversify. There are very few pupils from minority ethnic backgrounds or with English as an additional language but this number is increasing over time. The proportion of children eligible for Pupil Premium is lower than the national average. The proportion of pupils with special educational needs who are also Pupil Premium is 19%.

At Edgewood we try to provide a broad range of opportunities to support both Pupil Premium children's academic progress and emotional wellbeing. To ensure we select the most effective approaches, a range of evidence based research undertaken by a range of sources is consulted. These include The Sutton Trust, The Education Endowment Foundation (EEF) and the Government's own research and case studies. The EEF provide the most comprehensive research but we also use The Sutton Trust to provide an overview of the popular approaches used across other schools.

Our current Pupil Premium strategy works towards achieving our overall aim by:

- Supporting teachers to develop their practice to ensure children receive quality first teaching.
- Providing tailored 1:1 and small group support and interventions from experienced and skilled teaching assistants and teachers/ tutors in a range of core subject areas.
- Purchase additional resources to ensure PP pupils have improved access to strategies.
- Improving parental engagement to enable parents/ carers to support their child's education.
- Putting into place additional strategies to improve attendance to ensure PP children attend school as much as possible.
- Providing opportunities for pupils to participate in enrichment activities to broaden their experiences.

- Provide appropriate pastoral provision to support pupils in their emotional and social development.

Our key principles are as follows:

- To ensure the needs of all pupils are met by high quality teaching and learning opportunities.
- To ensure that the needs of our most vulnerable pupils are identified by class teachers and the Pupil Premium leader through rigorous analysis of data.
- Class teachers (with the support of the Pupil Premium Leader) will identify pupils who need more tailored support and will put into place effective interventions and support to ensure these children are making accelerated progress.
- Alongside academic support, we will ensure that we support the emotional, social and mental health needs by accessing appropriate provision from our pastoral support team.
- To ensure we raise the aspirations of our Pupil Premium pupils by providing them with opportunities to have experiences they may not have done ordinarily.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Key action on School Development Plan</u></p> <p>Raising the attainment of all learners especially in phonics, reading and spelling. Internal and external assessments indicate that attainment in reading, phonics and spelling among disadvantage pupils is lower than that of non-disadvantaged pupils at the end of KS1 and KS2.</p>
2	<p><u>Key action on School Development Plan</u></p> <p>Oracy/ speech and language across the school are impacting other areas of the curriculum causing there to be a gap in the attainment of PP and Non PP – specifically in spelling and grammar assessments.</p>
3	<p><u>Key action on School Development Plan</u></p> <p>PP pupil's attendance was 92.82% compared to 95.18%% of non PP pupils. This reduces their school hours and can cause them to fall behind their peers.</p>

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
Pupil Premium pupils are making better progress than their peers ensuring the gap in these key areas are closing, specifically in phonics, reading and spelling.	Insight tracking and end of year summative data shows in key areas that year on year the Pupil Premium Pupils are making accelerated progress and performing broadly in line with their peers.
Attendance for Pupil Premium pupils improves and persistent absence reduces.	Attendance data indicates that the gap to national closes year on year.
Pupil Premium pupils oracy skills are more in line with their peers and therefore impacting positively on their reading and writing skills.	Teachers are confident to support and develop the oracy skills of the children in their class across the curriculum. Lesson observations show that pupils oracy skills are being addressed and are improving consistently. Insight tracking and end of year summative data shows in key areas that year on year the Pupil Premium Pupils are making accelerated progress and performing broadly in line with their peers.

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.

Total to spend £111,520

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,849

Activity	Evidence that supports this approach	Challenge number(s) addressed	Tiered approach to PP spending strand (please refer to numbered sheet)
<i>Pupil Premium Leader</i> £2500	In previous years we have found that having a dedicated Pupil Premium Leader (with time to carry out this role) has been	All	All

+CPD & release time £1500	effective in ensuring strategies are able to be put into place and be monitored to ensure effectiveness.		
Voice 21 & release time £9000	Evidence indicates that 'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.' EEF	2	1 & 2
Staff CPD £4000 (Rainbow Grammar, Language Lead Training, Trauma Informed Behaviour).	'Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils' EEF	1 & 2	1 & 2
Release time for monitoring/ WITLO £3000	'Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils' EEF	1 & 2	1 & 2
Spelling Shed, Maths Shed, and Quiz Shed subscriptions £1500	'Homework has a positive impact on average (+ 5 months)' EEF	1	5
Monster Phonics spelling subscription £349	'Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.' EEF	1	5

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

Budgeted cost: £47,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Tiered approach to PP spending strand (please refer to numbered sheet)
TA support to run 1:1 and group work interventions (1/4 of TA costs) £27,000	'Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger	1 & 2	7

	positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.' EEF		
<i>Teacher run 1:1 and group work tutoring £20,000</i>	'Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.' EEF	1	6
<i>Revision guides for Yr 6 £500</i>	In previous years we found that the parents of Pupil Premium children we less likely to purchase revision guides for their children. By purchasing guides for them, we can ensure they have equal access to resources.	1	5

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

Budgeted cost: £42,400

Activity	Evidence that supports this approach	Challenge number(s) addressed	Tiered approach to PP spending strand (please refer to numbered sheet)
Pastoral Support 1/2 of costs) £30,000	'The average impact of successful social and emotional learning interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.' EEF	3	10
Attendance officer – 1 day a week – half of cost £4000	Recommendation from the service manager at Family Services.	3	11
Cool Milk £2500	Statutory	n/a	n/a
Attendance rewards £1500	Recommendation from the service manager at Family Services.	3	11
Science enrichment club £750	EEF state that due to limited research aspirational based approaches should be monitored	All	12

	closely and meet the needs of the particular school.		
Author visits & books £1000	EEF state that due to limited research aspirational based approaches should be monitored closely and meet the needs of the particular school.	1	12
Bookmark reading intervention £1000	'Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.' EEF	1	7
Literacy Volunteers £500	' On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.' EEF	1 & 2	7
University trip £1650	EEF state that due to limited research aspirational based approaches should be monitored closely and meet the needs of the particular school.	3	12
Parent/ carer workshops & release time £500	'Parental engagement has a positive impact on average of 4 months' additional progress.' EEF	1 & 2	15

Total budgeted cost: £ 111,749

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome 1: Attendance for Pupil Premium pupils improves and persistent absence reduces.		2023/2024	2022/23	2021/22
	Total school attendance	95.18%	94.51%	93.52%
	Total Persistently Absent (<90%)	11.88% (36 children)	12.19% (39 children)	20% (62 children)
	PP Attendance	92.82%	92.45%	91.38%
PP Persistently Absent (<90%)	20.00% (14 children)	21.18% (18 children)	35.14% (26 children)	
<p>Some progress has been made towards outcome however this will still continue to feature on the SDP alongside the Pupil Premium Strategy.</p>	<p>Pupil Premium attendance has improved year on year for the 4 years although the gap between Non PP and PP children is still evident, particularly with those who are persistently absent.</p> <p>In addition to class teachers and Key Stage Leads working to build relationships with families and children, the work of our Attendance Officer has proven to make a real difference with those who are persistently absent.</p>			
Intended outcome 2: Pupil Premium pupils are making better progress than their peers ensuring the gap in these key areas are closing.	<p>The Pupil Premium Leader undertook several work scrutinies, lesson observations and pupil interviews throughout the academic year to compare the quality and quantity of work by PP and non PP children alongside the quality of teaching. During work scrutinies both the quality and quantity of work was comparable and minimal difference, if any at all, was noted. Both a LA advisor and our own Pupil Premium Governor conducted some of these scrutinies and echoed what the Pupil Premium Leader had found. When speaking with children during pupil interviews and observing within lessons, children were found to be engaged a similar amount with their learning and their ambitions were of a similar level.</p> <p>All class teachers produced a vulnerable Indicators document where they recorded their PP children (alongside LAC, SEN etc) to highlight those children</p>			

Some progress has been made towards outcome however this Phonics, reading and spelling will still continue to feature on the SDP alongside the Pupil Premium Strategy.

who would need to be monitored more closely. Teachers used this document throughout the school year to inform their practise.

EYFS 2024: 50% (2 pupils) of PP pupils in reception achieved a good level of development compared to 61.9% of Non PP. Difference of 11.9%. **Better than when compared with Nottinghamshire and broadly in line with comparable groups nationally.**

EYFS 2023: 50% of PP pupils in reception achieved a good level of development compared to 64.4%. Difference of 14.4%. **Broadly in line with comparable groups locally and nationally.**

EYFS 2022: 37.5% of PP pupils in reception achieved a good level of development compared to 61.4% of all pupils combined. Difference of 23.9%

	2022	2022	Difference	2023	2023	Difference	2024	2024	Difference
End of KS1	Level of PP pupils achieving expected or above	Level of all pupils achieving expected or above		Level of PP pupils achieving expected or above	Level of all pupils achieving expected or above		Level of PP pupils achieving expected or above	Level of all pupils achieving expected or above	
Reading	63.6%	67.5%	- 3.9%	33.3%	70.5%	-37.2%	55.6%	68.9%	-13.3%
Writing	54.5%	55%	- 0.5%	33.3%	63.6%	-30.3%	44 %	62.2%	-18.2%
Maths	63.6%	65%	- 1.4%	66.7%	79.5%	-12.8%	66.7%	75.6%	-8.9%

KS1 data nationally and locally incomplete so cannot make comparisons.

The gap between PP and Non PP has closed when comparing with last academic year but widened when compared with 2022 academic year, but this was a smaller sample of children therefore making is less comparable.

	2022	2022	Difference	2023	2023	Difference	2024	2024	Difference
End of KS2	Level of PP pupils achieving expected or above	Level of all pupils achieving expected or above		Level of PP pupils achieving expected or above	Level of all pupils achieving expected or above		Level of PP pupils achieving expected or above	Level of all pupils achieving expected or above	
Reading - School	57.1%	67.4%	-10.3%	57.1%	73.3%	16.2%	61.5%	73.3%	--11.8%
Reading - National							62.6%	74%	-11.4%
Writing - School	46.7%	56.8%	-10.1%	57.1%	71.1%	14%	69.2%	84.4%	-15.2%
Writing - National							58.8%	72%	13.2%
Maths - School	57.1%	67.4%	-10.3%	64.3%	71.1%	6.8%	76.9%	84.4%	-7.5%
Maths - National							59.4%	73%	-13.6%

Maths & writing better than comparable groups nationally. Reading broadly in line with national.

Impact of 2023-2024 School Led Tutoring:

In year groups and subject areas where data was available to compare, in four out of 5 areas tutored, pupils who took part in School Led Tutoring made accelerated progress compared to children who did not take part in tutoring.

Tutoring impact 2023 - 2024 – Children tutored									
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	Reading			GPS			Maths		
	At or above % of scaled scores Autumn 2	At or above % of scaled scores Summer 2		At or above % of scaled scores Autumn 2	At or above % of scaled scores Summer 2		At or above % of scaled scores Autumn 2	At or above % of scaled scores Summer 2	
Yr 1 data is spring 2 – sum 2									
<u>Year 1</u>	n/a	N/a		n/a	n/a		n/a	n/a	
Year 2 -	50%	83%	+33%	50%	50%	=	56%	78%	+22%
Year 3	33%	67%	+34%	N/a	N/a		100% (x1)	100%	-
Year 4	42%	50%	+18%	N/a	N/a		83%	83%	-
Year 5	11%	0%	-11%	21%	29%	+8%	n/a	n/a	
Year 6	0%	N/a		0%	n/a		100%	n/a	
Tutoring impact 2023 - 2024 – Children <u>not</u> tutored									
	Reading			GPS			Maths		
	At or above % of scaled scores Autumn 2	At or above % of scaled scores Summer 2		At or above % of scaled scores Autumn 2	At or above % of scaled scores Summer 2		At or above % of scaled scores Autumn 2	At or above % of scaled scores Summer 2	
Yr 1 data is spring 2 - sum 2									
<u>Year 1</u>	n/a	67%		n/a	67%		n/a	67%	
Year 2	60%	67%	+7%	66%	73%	+7%	74%	78%	+4%
Year 3	74%	81%	+7%	83%	80%	-3%	82%	69%	-13%
Year 4	63%	66%	+3%	66%	61%	-5%	60%	63%	+3%
Year 5	73%	67%	-6%	84%	64%	-20%	73%	69%	-4%
Year 6	62%	N/a		61%	n/a		59%	n/a	
Intended outcome 3: Pupil Premium pupils oracy skills are more in line with their peers and therefore impacting positively on their reading	<p>Across the school we have identified that this is one of our main areas to continue to work on. The lack of speech and language skills continue to impact the progress PP children make in all areas of the curriculum our main strategy that was planned to be implemented was delayed and this will now feature on the next Pupil Premium Strategy therefore the progress we have made has been limited. During the previous academic year we spent time beginning to formulate a plan for the next academic year. We have appointed an Oracy Lead who has begun to undertake monitoring across the school of the oracy skills of pupils alongside the delivery of oracy strategies. Alongside the Pupil Premium Leader, they will both undertake additional training as part of the Voice 21 programme allowing the Oracy Lead & Pupil Premium Lead to create a specific strategic plan to support staff across the school to work together to deliver a curriculum designed to support</p>								

<p>and writing skills.</p> <p>Limited progress has been made towards outcome however this will still continue to feature on the SDP alongside the Pupil Premium Strategy.</p>	<p>oracy and therefore support the academic progress attainment of PP and Non PP children.</p>																																									
<p>Intended outcome 4:</p> <p>Pupil Premium pupils leaving KS1 phonics skills are more in line with their peers.</p> <p>Some progress has been made towards outcome however this will still continue to feature on the SDP alongside the Pupil Premium Strategy.</p>	<table border="1" data-bbox="341 853 1378 1319"> <tr> <td data-bbox="341 853 552 981">Phonics screen check</td> <td data-bbox="552 853 663 981">22/ 23 School</td> <td data-bbox="663 853 849 981">22/23 Nottinghamshire</td> <td data-bbox="849 853 962 981">22/ 23 National</td> <td data-bbox="962 853 1075 981">23/24 School</td> <td data-bbox="1075 853 1262 981">23/24 Nottinghamshire</td> <td data-bbox="1262 853 1378 981">23/24 National</td> </tr> <tr> <td data-bbox="341 981 552 1070">Yr 1 All pupils pass</td> <td data-bbox="552 981 663 1070">64.4%</td> <td data-bbox="663 981 849 1070">80.4%</td> <td data-bbox="849 981 962 1070">79%</td> <td data-bbox="962 981 1075 1070">72.1%</td> <td data-bbox="1075 981 1262 1070">81.1%</td> <td data-bbox="1262 981 1378 1070">80%</td> </tr> <tr> <td data-bbox="341 1070 552 1137">Yr 1 PP Pass</td> <td data-bbox="552 1070 663 1137">55.6%</td> <td data-bbox="663 1070 849 1137">67.8%</td> <td data-bbox="849 1070 962 1137">66.8%</td> <td data-bbox="962 1070 1075 1137">60%</td> <td data-bbox="1075 1070 1262 1137">66.4%</td> <td data-bbox="1262 1070 1378 1137">68.4%</td> </tr> <tr> <td data-bbox="341 1137 552 1227">By end of Yr 2 All pupils pass</td> <td data-bbox="552 1137 663 1227">93.2%</td> <td data-bbox="663 1137 849 1227">90.1%</td> <td data-bbox="849 1137 962 1227">89%</td> <td data-bbox="962 1137 1075 1227">84.1%</td> <td data-bbox="1075 1137 1262 1227">90.5%</td> <td data-bbox="1262 1137 1378 1227">Not available</td> </tr> <tr> <td data-bbox="341 1227 552 1319">By end of Yr 2 PP Pass</td> <td data-bbox="552 1227 663 1319">83.3%</td> <td data-bbox="663 1227 849 1319">83%</td> <td data-bbox="849 1227 962 1319">81%</td> <td data-bbox="962 1227 1075 1319">88.9%</td> <td data-bbox="1075 1227 1262 1319">82.9%</td> <td data-bbox="1262 1227 1378 1319">Not available</td> </tr> </table> <p data-bbox="341 1319 1503 1579">Comparing last years phonics data, there is an improvement in the pass rate for Pupil Premium pupils both at the Yr 1 screen and Yr 2 retake. There is also a reduction in the gap between PP Yr 1 children in our school compared to Nottinghamshire and National. What remains and a concern and a focus is the fact that whilst these gaps are closing between PP and Non PP pupils there is still a significant gap that we will focus on in the next PP strategy.</p> <p data-bbox="341 1579 1503 1998">Additional Phonics' booster sessions were implemented for lower attaining pupils and these proved to be effective in closing the gaps. Implementing these earlier in the academic year may prove beneficial to close gaps.</p>							Phonics screen check	22/ 23 School	22/23 Nottinghamshire	22/ 23 National	23/24 School	23/24 Nottinghamshire	23/24 National	Yr 1 All pupils pass	64.4%	80.4%	79%	72.1%	81.1%	80%	Yr 1 PP Pass	55.6%	67.8%	66.8%	60%	66.4%	68.4%	By end of Yr 2 All pupils pass	93.2%	90.1%	89%	84.1%	90.5%	Not available	By end of Yr 2 PP Pass	83.3%	83%	81%	88.9%	82.9%	Not available
Phonics screen check	22/ 23 School	22/23 Nottinghamshire	22/ 23 National	23/24 School	23/24 Nottinghamshire	23/24 National																																				
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Yr 1 PP Pass	55.6%	67.8%	66.8%	60%	66.4%	68.4%																																				
By end of Yr 2 All pupils pass	93.2%	90.1%	89%	84.1%	90.5%	Not available																																				
By end of Yr 2 PP Pass	83.3%	83%	81%	88.9%	82.9%	Not available																																				

Externally provided programmes

Programme	Provider
n/a	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>Additional tutoring sessions Enrichment visit from author and book provided free of charge Attended external providers Science Enrichment Club free of charge</p>
The impact of that spending on service pupil premium eligible pupils
<p>The pupil attended a workshop session with a visiting author that they were excited to attend. They were enthusiastic and engaged throughout the session and was given a book purchased using the PP budget to keep and take home.</p> <p>Using PP funding the child was able to attend a series of 6 science enrichment sessions during which they were very engaged and enthusiastic.</p> <p>They attended a series of additional small group tutoring sessions led by a qualified tutor to develop their writing skills. They were engaged during the sessions and showed an improvement in their skills.</p>

