

Pupil premium strategy statement – Edwinstree School 2023/2024

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	481
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (2/3 but the cost of living crisis post COVID is requiring us to adapt sooner rather than the 3 years suggested.
Date this statement was published	31 st December 2024
Date on which it will be reviewed	October 2024
Statement authorised by	Jo Gant
Pupil premium lead	Jo Gant
Governor / Trustee lead	Amy Solder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 106,675
Recovery premium funding allocation this academic year	£9,538.75
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£116,213.75

Part A: Pupil premium strategy plan

Statement of intent

Our 2020 – 2023 intent has focused on high quality teaching and small group interventions involving significant support for training with maths mastery and reading fluency – this year we have made a significant change to where we focus our spend. This does not mean that we value any less high-quality teaching, however all evidence in review pointed to the need to focus on attendance in order to support our families. Unless PP students are in school they are not able to achieve and that post COVID this is the key determining factor to closing the attainment gap for PP and Non-PP.

In particular our multi vulnerable PP students in all year groups are less likely to attend school in line with their peers and more likely to fall into the persistent absence of below 85%. Post COVID we have seen our PP students (in particular our multi vulnerable) become more likely to be at risk to school refusal and or suspension than any of their peers.

What are your ultimate objectives for your disadvantaged pupils?

- *PP students to attend in line with their peers.*
- *Multi vulnerable PP students to show improved attendance this year and that individual strategies are having impact in improving this attendance.*

How does your current pupil premium strategy plan work towards achieving those objectives?

Lock down for PP and Multi vulnerable PP has had the greatest impact on our SEND and economically disadvantaged families and this has been exacerbated by the Cost of Living Crisis. Despite offering all disadvantaged Pupils a place in school to learn throughout the pandemic this impact has been reaching. In particular the mental and physical health of our families and their capacity and commitment to support students to attend school, has reduced.

To support this, we have restructured our SEND and PP team to allow for the following strategy:

- We have re directed our SLT roles and responsibilities in order to provide a key member of the team to take on the leadership of attendance across the school. We have prioritised our SEND and PP administrative team to focus on attendance this year above all other offers of support. For all PP students the package includes focusing on parental support and contact, creating a nurture group for parents and key students, with bespoke strategies including food parcels, uniform, early lunch passes to ensure they take the free meal offer, support for equipment, medical help etc.

- PP multi vulnerable students are the most likely to be at risk of school refusal, we have redeployed a teacher and sourced a classroom base in order to provide a sensory aware space that provides individualised learning for these students. This is having significant impact on improving their attendance this year.
- Those Multi vulnerable PP who are most at risk of exclusion now have redirected LSA provision and a planned programme of learning with one to one support. In order to reduce the risk of exclusion and improve their capacity and engagement with learning. In the Autumn term we saw exclusions reduce for all these students.

Our PP students are also more likely to require the support of our Wellbeing Hub, more family members from these backgrounds suffer poor mental health and require support and assistance. Within this team we have a Senior Mental Health lead who is currently trained in Mental Health, Eating Disorders, Self-Harm, Anxiety, Self Esteem and Confidence, Level 3 Counselling, Trauma Bereavement, Emotional Freedom Therapy.

- We have also continued to expand our alternative curriculum, through training and staffing a Forest School provision, Happy Human stillness project, and Horse Riding, in term 2 we have secured an art therapist to support and have recently been accepted as a National Health Mental Health lead support school and we will have access to a training counsellor a day a week for the next year. PP and Multi vulnerable will be given priority for this support.

A team of 5 have been identified to lead on attendance, including SEND middle leaders to lead of the areas above.

This specialist provision has allowed us to identify where parents continue to struggle despite a suitable and individual curriculum for their child. In these cases, the attendance team will continue to visit homes and the County fining policy is implemented where we are unable to support parents to move forward and get their child consistently into education.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of PP and children identified as Economic disadvantaged increases to 93 % and above. The number of students identified with Persistent poor attendance reduces.
2	Attendance of our Multi vulnerable PP improves on a case by case basis.
3	The numbers of Multi vulnerable PP at risk of School based avoidance and or exclusion reduces and comes in line with their peers.
4	Undiagnosed needs in Multi vulnerable students on entry to the school which requires unfunded significant support and or intervention.
5	Parental resilience in supporting children to come into school exacerbated by the Cost of Living Crisis and in the times of transition.
6	Inadequate Hertfordshire SEND provision which has resulted in a back log of EHCP awaiting finalising and from this a log jam in the funding.

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
A reduction in the numbers of Economically disadvantage students being suspended and or excluded.	Alternative curriculums, mental health and support programmes reduce the number and frequency of PP students being excluded and compounding the problem of attendance.
More PP students attend in line with their peer's attendance.	The intervention of the nurture group and the admin team who support parents and their engagement with the school shows impact and overall PP gap closes and is less than the 1.5% last year.
A reduction in school- based avoidance in our Multi vulnerable PP.	Students attend school and engage in learning and extra- curricular activities,
Multi vulnerable PP attendance improves on a case by case basis.	The suite of strategies can evidence clear impact on attendance and it is improving.

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: £41,538.75

Activity	Evidence that supports this approach listed from the EEF tiered approaches to spending Pupil Premium funding.	Challenge number(s) addressed
Re deployment of a teacher to SEND to work with those children at risk of school-based avoidance and or at risk of exclusion.	<ul style="list-style-type: none"> - Mentoring - Metacognition and self-regulation. - One to one intervention. - Reducing class size and repeating a year. 	2 and 3
Appointment of HOD in English in term 3 to support intervention and to train new staff.	<ul style="list-style-type: none"> - One to one intervention - Reducing class size and repeating a year. 	Set from Previous plan Challenge 3,4 and 5.
Training of maths lead and team in Mastery approach. Cover for team to support with teacher intervention on the day. Where a misconception occurs.	<ul style="list-style-type: none"> - Mastery approach. - One to one intervention on the day 	Set from Previous plan Challenge 3,4 and 5.
Funding to support out of hours homework.	<ul style="list-style-type: none"> - Extended hours and homework support. 	2 and 1

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

Budgeted cost: £27,734

Activity	Evidence that supports this approach listed from the EEF tiered approaches to spending Pupil Premium funding.	Challenge number(s) addressed
<i>LSA support and individualised timetable for those PP students most at risk of exclusion.</i>	<ul style="list-style-type: none"> - Teaching assistant deployment and interventions - One to one intervention. - Small group learning 	2,3,4
<i>Use of SEND teacher to lead the programme of learning for those students on individualised learning programmes.</i>	<ul style="list-style-type: none"> - Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND - Outdoor adventure learning. 	2,3,4

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

Budgeted cost: £ 46,941

Activity	Evidence that supports this approach listed from the EEF tiered approaches to spending Pupil Premium funding.	Challenge number(s) addressed
PP administration leads nurture group for parents and students – builds trust and supports with Economic disadvantage, attendance at enrichment activities etc..	<ul style="list-style-type: none"> - Communicating and supporting parents, i.e. uniform, parents evening, sign up to enrichment. Access to homework, Individual resources ICT equipment etc. - Meal provision 	1 and 5
<i>Well- being hub available with individual and structured times to support students well being and mental health and resilience.</i>	<ul style="list-style-type: none"> - Supporting students social, emotional and behaviour needs - Mentoring - Metacognition and self - regulation. - Peer tutoring 	1

Total budgeted cost: £ 116,213.75

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023 SAT results for our PP students.

SATS RESULTS 2023	Number of PP Students	EXS	WT Entry	AT Entry	AB Entry	With-drawn from test
GPS	11	3/27%	2	7	0	2
READING	11	3/27%	6	3	0	2
MATHS	11	5/45%	5	4	0	2
RWM	11	1/9%				2
Writing TA	11	5/45%				
Science	11	6/55%				

The transition to Edwinstree in year 5 is challenging for all students but it is our Economically disadvantaged that take the longest to settle. Our programmes to support families to engage with home learning and or receive support in school and attend the SAT parental session and updates is vital. The most common success factor after attendance is the student's ability to complete homework.

In 2022 our Pupil premium students achieved in line with their peer group, this year's cohort, made progress in line with their entry points and improved their attainment in maths but not in English with a particular concern being flagged over progress in GPS. When we consider the students on a case by case basis the common factor in not achieving the expected or accelerated progress is SEND need is poor attendance.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Happy Human project	www.happyhumanproject.co.uk
Horse Riding	The RDA (Sarah Barker)
NHS Counsellor Zoe Hopkinson East Herts Mental Health Support Team (MHST)	HERTFORDSHIRE PARTNERSHIP UNIVERSITY NHS FOUNDATION TRUST – East Herts Team

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
NA this year.
The impact of that spending on service pupil premium eligible pupils