

Pupil premium strategy statement – Edwinstree School 2024/2025 for Governors

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	483
Proportion (%) of pupil premium eligible pupils can you put the whole school figure and then as a % each year group.	Whole school 53/11% Year 5 8/7% Year 6 13/11% Year 7 20/17% Year 8 12/10%
Academic year/years that our current pupil premium strategy plan covers (3)	2/3 please note last year we changed the 3 yr. plan to focus on attendance as the key strategy, so this is now our second year.
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£95,340
Recovery premium funding allocation this academic year	£2,616
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>	£97,956

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 – last 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 our review pointed to the need to focus on attendance to support our families. Unless PP students are in school, they are not able to achieve and that post COVID attendance is the key determining factor to closing the attainment gap for PP and Non-PP. From 2023 – 2026 this is our key priority.

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 (particularly multi vulnerable) become more likely to be at risk to school refusal. However last years alternative provision programme has had impact on reducing the numbers at school refusal.

What are your ultimate objectives for your disadvantaged pupils?

- *PP students to attend in line with their peers. Whole school 94.8 % – PP 89.4%*
- *Multi vulnerable PP students to show improved attendance this year and that individual strategies continue to have 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 poor families, and this has been exacerbated by the Cost-of-Living Crisis. 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 and are currently in our second year of rolling this out:

- We have re directed our SLT roles and responsibilities 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, referral to MAST counselling and 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 to provide a

sensory aware space that provides individualised learning for these students. This had significant impact on improving their attendance last year and we hope to continue this.

- 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 three training counsellors a day a week for the next year. This year we are sourcing a fishing enrichment, bell ringing and an additional forest schools external support. 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 is improving but still leaves a turgid back log of EHCP funding and minimal external service support.

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.	<p>Alternative curriculums, mental health and support programmes reduce the number and frequency of PP students being excluded and compounding the problem of attendance.</p> <p>In 2023/4 the number of students and number of days was reduced see tables below:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>No. of suspensions</th> <th>Number of students</th> <th>Total amount of days</th> <th>PP/SEND/EAL students</th> </tr> </thead> <tbody> <tr> <td>Y5</td> <td>5</td> <td>2</td> <td>22</td> <td>2/2/0</td> </tr> <tr> <td>Y6</td> <td>10</td> <td>6</td> <td>16.5</td> <td>3/3/0</td> </tr> <tr> <td>Y7</td> <td>4</td> <td>2</td> <td>6</td> <td>1/2/0</td> </tr> <tr> <td>Y8</td> <td>35</td> <td>17</td> <td>112</td> <td>6/6/1</td> </tr> <tr> <td>Total</td> <td>54</td> <td>27</td> <td>156.5</td> <td>12/13/1</td> </tr> </tbody> </table>	2023-24	No. of suspensions	Number of students	Total amount of days	PP/SEND/EAL students	Y5	5	2	22	2/2/0	Y6	10	6	16.5	3/3/0	Y7	4	2	6	1/2/0	Y8	35	17	112	6/6/1	Total	54	27	156.5	12/13/1
2023-24	No. of suspensions	Number of students	Total amount of days	PP/SEND/EAL students																											
Y5	5	2	22	2/2/0																											
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	2022-23	No. of suspensions	Number of students	Total amount of days	PP/SEND/EAL
	Y5	3	3	5.5	1/2/0
	Y6	10	4	18	2/2/0
	Y7	20	11	43	4/8/1
	Y8	54	23	118	11/11/0
	Total	87	41	184.5	17/23/1
More PP students attend in line with their peer's attendance.	<p>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%.</p> <p>Our current whole school attendance for Key stage 2 is 94.2 % Key stage 2 PP attendance is currently 92.1% The gap remains above 1.5% but shrinking, as of last year it was 90.5% for PP KS 2.</p> <p>However, our gap for PP Key Stage 3 attendance is persistent with a large divide between non- PP at 94.4% and PP at 86.3% however again this has shrunk from a figure of 85.8% in 2023/4.</p>				
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: £72,787

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
Return of Maternity leave teacher with time to intervene on a one-to-one basis keep in touch 10 days and March, April and May timetable.	<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)

Income Received: £2,616

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 through forest schools' work. 	2,3,4

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

Budgeted cost: £22,553

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' wellbeing 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: £ 97,956

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

SATS RESULTS 2024	Number of PP Students	EXS	WT Entry	AT Entry	AB Entry	With-drawn from test
GPS	22	9/41%				4
READING	22	10/44%				4
MATHS	22	9/41%				4
RWM	22	6/27%				4
WRITING TA	22	10/44%				1
SCIENCE TA						

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. No student entered the school on track and at national standard for RWM. The most common success factor after attendance is the student's ability to complete homework.

There were 10 multi-vulnerable students in the cohort of 22, 4 did not sit SATs, due to chronic anxiety. 3 of these students were in the alternate provision to support either high risk of permanent exclusion and or school refusal.

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	Hannah Lawes The British Horse Society Furneux Pelham, Buntingford SG9 0LL
NHS Counsellor Evie Turner 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