

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged and underperforming 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. This strategy covers the three-year period between 2024-2027, and will be reviewed annually by the Resources Committee.

School overview

Detail	Data
School name	Edward Wilson Primary School
Number of pupils in school	290
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers	3 years 2024-2027
Date this statement was published	December 2024
Date last reviewed	December 2024
Date of next review	July 2025
Statement authorised by	Darren Guttridge
Pupil premium lead	Darren Guttridge
Governor lead	Anjuna Prasher, Chair of the Resources Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 238,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year academic year	£238,000

Part A: Pupil Premium Strategy Plan

Statement of intent

At Edward Wilson Primary School, we are committed to ensuring that every pupil, regardless of their background, receives an excellent education and achieves their full potential.

We draw on evidence from sources such as the Sutton Trust Toolkit, the Education Endowment Foundation (EEF), the Great Teacher Toolkit (Evidence-Based Education), and the Teacher Development Trust to create strategies that:

- Address educational disparities and raise aspirations for disadvantaged pupils.
- Provide access to a rich curriculum and extracurricular opportunities that foster cultural capital.
- Tackle barriers to learning, including attendance, wellbeing, and language development.
- Equip pupils with the knowledge, skills, and confidence to succeed in secondary school and beyond.

The pupil premium strategy has been designed around sound evidenced-based practice and is aligned with our Three Year Strategic Plan and School Development Plan. This approach enables the school to implement short, medium and long term actions to address gaps in pupils learning and best prepare them for the next stages of their education. This sustainable approach to developing and embedding best educational practice will have the impact of improving outcomes for all pupils, and especially for pupils from disadvantaged backgrounds.

Our strategy focuses on:

1. High-quality teaching.
2. Targeted academic support.
3. Wider strategies for wellbeing and engagement.

Challenges

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

Challenge number	Detail of challenge
1	Persistent absence impacting attainment.
2	Social-emotional difficulties hindering learning.
3	Low baseline language and communication skills, including a vocabulary deficit.
4	Attainment gaps in reading, writing, and mathematics.
5	Limited access to enrichment activities and cultural experiences due to financial barriers.
6	Multiple vulnerabilities (SEND and Pupil Premium) requiring tailored support.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy (July 2027)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve attendance and reduce absenteeism	Whole school attendance above national average; persistent absenteeism below 8%; zero pupils severely absent.
Narrow attainment gaps in core subjects	90% of disadvantaged pupils achieve expected standards in reading, writing, and mathematics by the end of KS2.
Develop cultural capital and engagement	At least 70% of KS1 and KS2 pupils participate in one or more enrichment activities annually.
Enhance language and communication skills	95% of disadvantaged pupils meet Early Learning Goals for language by the end of Reception.
Improve wellbeing and resilience	Pupil voice surveys indicate high levels of wellbeing; pupils actively engage in social-emotional interventions.

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD on evidence-based teaching	EEF: High-quality teaching improves attainment for all pupils.	1, 2, 3, 4
Phonics training for EYFS and KS1 teachers	EEF: Systematic phonics is highly effective in improving early reading skills.	3, 4
Subject knowledge enhancement for teachers	EEF: Improved teacher subject knowledge enhances pupil outcomes.	1, 3, 4
Leadership development for middle leaders	Teacher Development Trust: Investing in leadership improves outcomes school-wide.	3, 4
Use of the Great Teacher Toolkit for CPD	Evidence-Based Education: The Great Teacher Toolkit supports teachers in embedding high-impact practices.	1, 2, 3, 4

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

Budgeted cost: £180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group tutoring	EEF: Tailored tuition accelerates pupil progress.	3, 4
Full-time reading recovery teacher	EEF: Intensive reading interventions improve decoding and comprehension.	4
Nuffield Early Language Intervention	EEF: Oral language interventions have a high impact on language skills.	3
Support for pupils with SEND	Research: Personalised provision best meets the needs of pupils with multiple vulnerabilities.	3, 6

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

Budgeted cost: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer and walking bus service	Bristol University: Improved attendance positively correlates with higher outcomes.	1
Subsidized enrichment activities	EEF: Participation in arts and extracurricular activities raises aspirations and builds cultural capital.	5
Music enrichment and free ESOL classes	EEF: Music education fosters academic growth; ESOL programs enhance parental engagement, indirectly supporting pupil outcomes.	3, 5
On-site school counsellor	Research: School-based therapeutic support improves emotional resilience and engagement.	2
Wraparound care and extended school day	Evidence-Based Education: Non-instructional time fosters engagement and stability for disadvantaged pupils.	1, 5

Total budgeted cost: £288,000

Monitoring and Review

The strategy's impact will be evaluated annually by:

- Comparing attendance, attainment, and engagement data for disadvantaged and non-disadvantaged pupils.
- Analysing pupil voice surveys to assess wellbeing and participation.
- Reviewing progress towards success criteria with the Governing Body and Pupil Premium lead.
- Using tools such as NGRT and PM Benchmarking to track progress in literacy and numeracy.
- Assessing the impact of new initiatives such as music enrichment and ESOL classes through participation rates, parental feedback, and related pupil outcomes.

Progress updates will be shared with stakeholders to ensure transparency and accountability.

Part B: Review of outcomes in the previous academic year (2023-24)

Pupil Premium Strategy Outcomes

Intended Outcomes	Impact	Lesson Learned
Disadvantaged pupils have good early reading skills.	Achieved The proportion of disadvantaged pupils who achieved the Expected standard in the Year 1 phonics screening check was 84%. This is above the national average of 70% for all pupils nationally.	Focused whole school training and sharing of best practice from middle leaders creates a culture where staff feel confident and better supported to trial and embed new teaching and learning pedagogy. A well-embedded systematic synthetic phonics programme delivered by well-trained staff has strong impact upon children learning early reading knowledge and skills.
A greater proportion of Disadvantaged pupils achieve at the Expected and Greater Depth standards in Reading at the end of KS2 compared to all pupils nationally.	Achieved 2024 end of KS2 outcomes resulted in 39% of the disadvantaged group achieving the Greater Depth Standard in reading – this is well above the average for all pupil nationally, and shows the strong positive impact of the Pupil Premium and Recovery Premium Strategy for 2021-2024. Furthermore, 71% of all disadvantaged pupils achieved the Expected Standard in reading, writing and mathematics combined at the end of KS2. This was well-above the average of 61% for all pupils nationally.	Quality First Teaching and targeted intervention over repeated years has a positive impact upon improving attainment for pupils from disadvantaged pupils.

Improve attendance for all groups, especially those eligible for Pupil Premium.	Achieved The attendance for the whole school in 2023-24 was 93.5%. This was in line with the national average. The attendance for disadvantaged pupils was 93.4% - in line with the national average.	A jointed-up and consistent approach from all staff to tackling non-attendance at all levels has a positive impact upon improving pupils school attendance. Working in partnership with a range of services (including Health and Early Help) can target support to vulnerable families.
---	---	--