

Pupil Premium Strategy Erdington Hall Primary School



Overview

Detail	Data
School name	Erdington Hall Primary School
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Gill Turner
Pupil premium lead	Jenni Downes
Governor / Trustee lead	Steve Christie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221,600
Recovery premium funding allocation this academic year	£23,345
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£244,945

Part A: Pupil premium strategy plan

Statement of intent: Erdington Hall Primary School

At Erdington Hall Primary, we have the highest aspirations for each and every pupil and expect all to make progress, this includes disadvantaged pupils. For everyone in our care, we challenge all barriers to their learning and will pursue relentlessly for all to achieve.

Our objectives at Erdington Hall are to:

- Ensure that all pupils achieve at least National age-related expectations, and especially those who are disadvantaged.
- Utilise funding so that all barriers to learning are addressed and do not impact negatively on attainment.
- Ensure all pupils are safe and basic needs are met so that pupils thrive.
- Ensure that all pupils are offered wider opportunities that enhance their cultural experiences.
- Build positive relationships with families so that they are empowered and equipped to support their child.

We will achieve our objectives by:

- Ensuring that teachers and teaching assistants receive high quality continuous professional development.
- Making sure teachers and teaching assistants are equipped with the resources which best support their pupils.
- Making sure that our pupils are given access to a wide range of stimulating activities and challenges both within the school day and after school.
- Addressing any gaps in learning through targeted support for individuals and groups of pupils.
- Providing support to pupils and families in order that their needs are met.

Challenges

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

Challenge number	Detail of challenge
1	Language and Vocabulary It is clear that pupils' language is limited when they join the school. Pupils enter the Early Years at a low threshold, this is evidenced on entering Nursery and through to Year 6. Through oracy and written learning, pupils need to develop their use of tier 2 (high frequency in oracy and written work) and tier 3 (subject specific) language.
2	Writing and Mathematics

	When writing, pupils need to develop their stamina and proficiency in proofreading. In Mathematics, pupils' basic skills and fluency in use of strategies needs to be developed further.
3	Attendance: Persistent absence The attendance data last year was lower than national. Disadvantaged pupils' persistent absence was greater than national.
4	Well-being Some disadvantaged pupils need support with understanding and being aware of their own and others' feelings. They also need to be equipped with coping strategies for challenges they face in all aspects of life.
5	Cultural Capital Pupils have benefitted from attending visits and receiving visitors. Their awareness and broader understanding of the world needs to be developed further through these experiences.

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
1. Pupils will have a broader use of vocabulary, including tier 2 and 3 words across the curriculum.	<ul style="list-style-type: none"> – Writing will be at least in line with national at the end of each Key Stage. – Pupils' writing will show increased stamina and accuracy. – At least 23% of pupils will achieve GD writing at the end of Key Stage 2.
2. Pupils will attain at least in line with national averages at the end of Key Stages 1 and 2 as well as in Year 1 Phonics and in the Y4 Multiplication Tables Check.	<ul style="list-style-type: none"> – Attainment figures will show that gaps have been reduced through interventions. – Pupils achieve at least in line with national averages.
3. The level of persistent absence is reduced and overall attendance increases.	<ul style="list-style-type: none"> – The attendance of disadvantaged pupils is in line with, or close to the national figure. – The proportion of disadvantaged pupils who are persistently absent reduces and is similar to/in line with the national.
4. To show that the well-being of disadvantaged pupils is improved.	<p>Monitoring indicates that pupil well-being is improved, and as evidenced by:</p> <ul style="list-style-type: none"> – Surveys, including pupil voice – A reduction in the number of teacher referrals regarding social issues – analysis of safeguarding data

<p>5. To enhance the knowledge of the disadvantaged pupils' knowledge, skills, and wider understanding of the world, through visits and experiences</p>	<ul style="list-style-type: none"> - Monitoring shows that disadvantaged pupils have developed cultural capital. This results positively on the educational outcomes and personal development of pupils. - Disadvantaged pupils partake in all educational visits and visitors on offer to them. - Pupils develop a repertoire of skills that enable them to act as ambassadors in school and the wider community. - A range of extra-curricular activities are well attended by disadvantaged pupils.
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Activity

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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language and Vocabulary: CPD for pre-teaching / overlearning / scaffolding Rosenshine's Principles – Introduction and Implementation of Instructional Coaching	EEF Toolkit Small group tuition, Reading Comprehension Strategies, Individualised Instruction, Collaborative Learning Approaches, Metacognition and Self-Regulation, One-to-one tuition EEF Guidance Reports EYFS: Preparing for Literacy: Preparing for Literacy EEF (educationendowmentfoundation.org.uk) Improving Literacy in KS1 and 2: KS1 Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) KS2 Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Effective Professional Development: Effective Professional Development EEF (educationendowmentfoundation.org.uk) Putting Evidence to Work – A School's Guide to Implementation: Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Debate Mate: club to empower girls as a focus	EEF Toolkit Small group tuition, Reading Comprehension Strategies, Individualised Instruction, Collaborative Learning Approaches, Metacognition and Self-Regulation, One-to-one tuition EEF Guidance Reports EYFS: Preparing for Literacy: Preparing for Literacy EEF (educationendowmentfoundation.org.uk)	1, 2, 3
HFL Reading Fluency Project	EEF Guidance Reports 1 EYFS: Preparing for Literacy: Preparing for Literacy EEF (educationendowmentfoundation.org.uk) 2 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1697046179	1, 2
Pre-teaching Overlearning	EEF Toolkit	1, 2

<p>Vocabulary bowls to recall key tier 3 words and phrases from previous learning and the use of purposeful, curriculum focused, dialogue and interaction.</p> <p>Tier 2 vocabulary evident on working walls as well as other displays.</p>	<p>Small group tuition, Reading Comprehension Strategies, Individualised Instruction, Collaborative Learning Approaches, Metacognition and Self-Regulation, One-to-one tuition</p> <p>EEF Guidance Reports</p> <p>EYFS: Preparing for Literacy: Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in KS1 and 2:</p> <p>KS1</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>KS2</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development: Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Putting Evidence to Work – A School’s Guide to Implementation: Putting Evidence to Work - A School’s Guide to Implementation EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Maths in KS2</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	
<p>Use of Echo reading to extend pupils’ spoken vocabulary</p>	<p>EEF Toolkit</p> <p>Small group tuition, Reading Comprehension Strategies, Individualised Instruction, Collaborative Learning Approaches, Metacognition and Self-Regulation, One-to-one tuition</p> <p>EEF Guidance Reports</p> <p>EYFS: Preparing for Literacy: Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in KS1 and 2:</p> <p>KS1</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>KS2</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development: Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Putting Evidence to Work – A School’s Guide to Implementation: Putting Evidence to Work - A School’s Guide to Implementation EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Maths in KS2</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>Purchase and embed diagnostic tests</p> <p>Whole school support, diagnostic assessment, monitoring, and review of shared reading approach from consultant.</p>	<p>EEF Toolkit</p> <p>Small group tuition, Reading Comprehension Strategies, Individualised Instruction, Collaborative Learning Approaches, Metacognition and Self-Regulation, One-to-one tuition</p> <p>EEF Guidance Reports</p>	<p>1, 2</p>

	<p>EYFS: Preparing for Literacy: Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in KS1 and 2:</p> <p>KS1</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>KS2</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development: Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Putting Evidence to Work – A School’s Guide to Implementation: Putting Evidence to Work - A School’s Guide to Implementation EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Maths in KS2</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	
Tagtiv8 training for whole school staff	<p>EEF Toolkit</p> <p>Small group tuition, Reading Comprehension Strategies, Individualised Instruction, Collaborative Learning Approaches, Metacognition and Self-Regulation, One-to-one tuition</p> <p>EEF Guidance Reports</p> <p>EYFS: Preparing for Literacy: Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in KS1 and 2:</p> <p>KS1</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>KS2</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development: Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Putting Evidence to Work – A School’s Guide to Implementation: Putting Evidence to Work - A School’s Guide to Implementation EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Maths in KS2</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
<p>Maths Hub manipulatives resources and CPD</p> <p>Mastering Number: staff training, resources, and cover</p> <p>Times table Rockstars</p>	<p>EEF Toolkit</p> <p>Small group tuition, Reading Comprehension Strategies, Individualised Instruction, Collaborative Learning Approaches, Metacognition and Self-Regulation, One-to-one tuition</p> <p>EEF Guidance Reports</p> <p>EYFS: Preparing for Literacy: Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in KS1 and 2:</p> <p>KS1</p>	1, 2

	<p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>KS2</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development: Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Putting Evidence to Work – A School’s Guide to Implementation: Putting Evidence to Work - A School’s Guide to Implementation EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Maths in KS2</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	
<p>Writing</p> <p>External Consultant For support and review</p> <p>Cover for CPD</p> <p>Resources to support the teaching of writing</p> <p>Moderation training for headteachers (for JD who is a previous moderator)</p>	<p>EEF Guidance Reports</p> <p>EYFS: Preparing for Literacy: Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in KS1 and 2:</p> <p>KS1</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>KS2</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development: Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Putting Evidence to Work – A School’s Guide to Implementation: Putting Evidence to Work - A School’s Guide to Implementation EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Engaging with the National Tutoring programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>National Tutoring Programme: NTP Tuition Partners EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4
High quality retention, recruitment and careful deployment of experienced teaching staff (with a track record of raising attainment) to ensure high quality teaching	<p>Effective Professional Development: Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Putting Evidence to Work – A School’s Guide to Implementation: Putting Evidence to Work - A School’s Guide to Implementation EEF (educationendowmentfoundation.org.uk)</p>	1, 2

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduced Class size in Year 6	Reducing class size EEF (educationendowmentfoundation.org.uk)	1, 2,
Speech and Language therapist to screen all children on entry to the EYFS and provide a bespoke programme.	Communication and language approaches EEF (educationendowmentfoundation.org.uk)	
Wellcomm programme for all children in EYFS stage.	EEF Wellcomm: The complete speech language tool kit (educationendowmentfoundation.org.uk)	1, 2
Additional staff support		
Additional adults will provide precision teaching for same day interventions to close gaps in learning of disadvantaged pupils.	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	1, 2

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance This will involve training and release time for staff to develop and implement new procedures such as prizes and rewards, appointing: <ul style="list-style-type: none"> - Learning Mentor - Family Support Worker - Education Welfare Officer - Attendance rewards 	EEF Research – Attendance Interventions: Rapid Evidence Assessment Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	3, 4
Educational Visits – including a residential visit	Guest Blog: Learning about culture EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
Hippodrome Theatre Education Network (HEN) Network and for music provision enhancement	Guest Blog: Learning about culture EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
Music provision – peripatetic teaching for Years 3-6	Guest Blog: Learning about culture EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
Breakfast Club running costs: Magic Breakfast	Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Lunchtime clubs - to include: dance, sport, creative play/role play	Physical activity EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Play-based learning: facilitate role-play areas in KS1 and KS2 playgrounds	Play-based learning - EEF (educationendowmentfoundation.org.uk)	1, 3, 4
After school clubs	Physical activity EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4

Counsellor with focus on LAC pupils and pupils with SEMH needs	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
Art therapy provided by a trained counsellor	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
Behaviour Learning Mentor and Teaching Assistant to complete ELSA training (Emotional Literacy Support Assistant)	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4

Total budgeted cost: £ 230,000

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 2022-2023. academic year.

1. Teaching

Reading

- In reading at KS1, disadvantaged pupils outperformed their peers. Flood-fill reading along with CPD led by a consultant enabled a stronger focus on the most relevant reading skills.
- In reading at KS2, the performance of disadvantaged pupils was slightly below all pupils. Effective CPD led to greater confidence in teaching and assessment.
- The focus on the teaching of specific reading domains allows targeted questioning. Further use of gap analysis has enabled closer targeting to increase pupil's knowledge.
- KS1 disadvantaged pupils achieved above all pupils.
- Flood filling will continue because it led to strong outcomes in reading.

Writing

- The revised writing cycle enabled staff to focus on basic skills in writing, which improved pupils' editing and drafting skills.
- Pupils were taught to self-mark; this allowed them to use and apply taught EGPS skills.
- At KS1, 33% of disadvantaged pupils reached the expected standard in writing. 52% all pupils achieved the expected standard.
- In Years 2-6 the gap between disadvantaged and all children is less than 11% achieved ARE combined.
- Improving pupils' stamina and accuracy remains a focus. An external consultant will provide teachers and teaching assistants with guidance and support in the new academic year.

Maths

- In Maths, CPD led staff to successfully develop pupils' knowledge of mastering number.
- Disadvantaged pupils in KS1 achieved 78% where they outperformed all pupils by 22%.
- Sentence stems were re-introduced to support pupils with oracy in maths and mathematical thinking.
- Training was provided around the use of scaffolds in maths, in order to reduce the attainment gap between groups of children.
- Teachers and teaching assistants will receive further training so that the revised lesson structures become embedded.

Phonics

- All disadvantaged pupils passed the phonics check in Year 1.
- Same day, rapid intervention supported disadvantaged learners in Year 2 outperforming their peers.

Early Years

- In EYFS, though less than half of the disadvantaged pupils achieved GLD, the pupils made secure progress from low entry level. Support from an external consultant guided the staff in planning and teaching effectively to ensure that progress was made. This support from the external will continue so that outcomes in Early Years can be improved further.
- The use of WELLCOMM has improved language from the point of pupil entry in nursery. The use of WELLCOMM will continue because it is benefitting pupils' language development

See table below for further details:

	All Pupils	Disadvantaged	In- school gap
EYFS – GLD	63%	67%	+4%
Phonics Year 1	82%	82%	0%
Phonics Year 2	0%	0%	0%
Key Stage 1			
Combined	39%	30%	-9%
Reading	68%	80%	+12%
Writing	50%	30%	-20%
Maths	57%	60%	+3%
Year 4			
Y4 Multiplication (25 marks)	52%	44%	-8%
Key Stage 2			
Combined	53%	46%	-7%
Reading	70%	63%	-7%
Writing	60%	58%	-2%
Maths	74%	71%	-3%

2. Targeted Academic Support

- Year 6 pupils were taught in smaller groups from September. This benefitted our Greater Depth learners, moving from 17% to 27% in Maths. In Reading and Writing, there were gains for our disadvantaged learners, bringing the percentage AT the expected standard closer to the percentage for all.
- School led tutoring, where tutors worked alongside Erdington Hall teachers, enabled pupils at risk of not achieving ARE at the end of KS2 in Mathematics to reach the expected standard. For disadvantaged, 71% were successful at ARE+.
- Nursery and Reception pupils benefitted from a language rich environment and planned educational visits.
- The impact of pre-teaching and reviewing vocabulary was seen in pupils' books, pupil voice and oral contributions in the classroom. The teaching of vocabulary in the reading cycle enabled pupils to read and understand a wider range of texts.
- Diagnostic tests identified gaps in knowledge and allowed teachers to target areas for next steps. Standardised tests provided accurate data to support teacher assessment and gap analysis informed interventions.
- The use of Echo reading improved fluency of reading and helping to extend pupils' spoken vocabulary in KS2. We will continue to use the Echo reading approach.
- SLT supported the teaching of phonics by ensuring same day intervention took place in a variety of effective and targeted ways. This ensured pupils caught up and were kept on track.

Wider Strategies

- Attendance at Erdington Hall was 91.4%, attendance of disadvantaged pupils was lower (-3.5%) 87.9%.
- Persistent absence was 32.6% for all and 39.2% for disadvantaged pupils.
- The school had a new EWO join in January 2023 who has worked effectively with the school to increase attendance and reduce persistent absence for some pupils. Further work is required to improve attendance and reduce persistent absence.
- The Summit Base Camp Offer meant that breakfast club was well attended by disadvantaged pupils accessing this service. All pupils received the option of toast or a bagel first thing via the National Breakfast Programme to ensure that they start their learning without feeling hungry.
- The impact of the newly established pastoral team following the school's learning mentors leaving in August 2022 and April 2023 has supported improvements in individual attendance and family crisis management around, homelessness, debt and domestic violence.
- Incentivisation improved parental engagement with home reading as pupils received prizes and book tokens for completing their reading records daily.

- Information evenings and workshops for parents regarding SATs, following Tight Principles for Year 6, the multiplication facts check, phonics in Y1 and the wider curriculum were well supported by parents. These workshops helped parents to better support their children at home.
- Family learning projects were undertaken for science week and for Easter. These created great enthusiasm for home learning.
- Home learning has been showcased at the front of school as well as special events being held to showcase the family learning projects.
- Attendance at parents/carers' evening was positive, with most parents/carers engaging in the sessions and all individual parents/carers were followed up with a phone call or face to face meeting if they could not attend the initial session.
- Pupil premium funding was used to provide wellbeing support via counselling for an increased amount of pupils, and targeted interventions where required.

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
Timetable Rockstars	Maths Circle Ltd
Art therapy	Charlie Laflan-Taylor
Accelerated Reader (Renaissance)	Renaissance Learning
Behaviour Support Programme	Beacon Support
Breakfast Club	Magic Breakfast (Charity)
Coping strategies (counsellor led)	Reach Support – Debbie Hollis
Easter Club and After School Clubs	Kits Academy
Wellcomm	GL Assessment
Mental health programme: Headspace	Urban Devotion
Debating Skills for Girls	DebateMate
Peripatetic music teachers Y4-Y6	Services for Education