

# Pupil premium strategy statement – 2024/25

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	East Dene Primary School
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	54.0%
Academic year/years that our current pupil premium strategy plan covers	2023 - 26
Date this statement was published	September 2024
Date on which it will be reviewed	Termly
Statement authorised by	Ian Tankard and Ray Griffiths
Pupil premium lead	Ian Tankard
Governor / Trustee lead	Doug Selkirk

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 256,040
Recovery premium funding allocation this academic year	£9,855
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 265,895

# Part A: Pupil premium strategy plan

## Statement of intent

It is important to consider the context of our school and the consequent challenges our families face when deciding how to allocate our pupil premium funding whilst also using the EEF research to inform our judgements. There are a range of barriers that prevent disadvantaged children making similar progress or attainment to others such as weak language and communication skills, parental support, attendance and punctuality and having less experience than others. As clearly stated, there are a range of challenges faced and we need to ensure all our children have access to a high-quality curriculum that gives them the knowledge and skills to become confident learners. Teachers need to be acutely aware of the strengths and weaknesses across the school and therefore we will ensure that all teaching staff are involved in the analysis of data and identifying next steps for specific children.

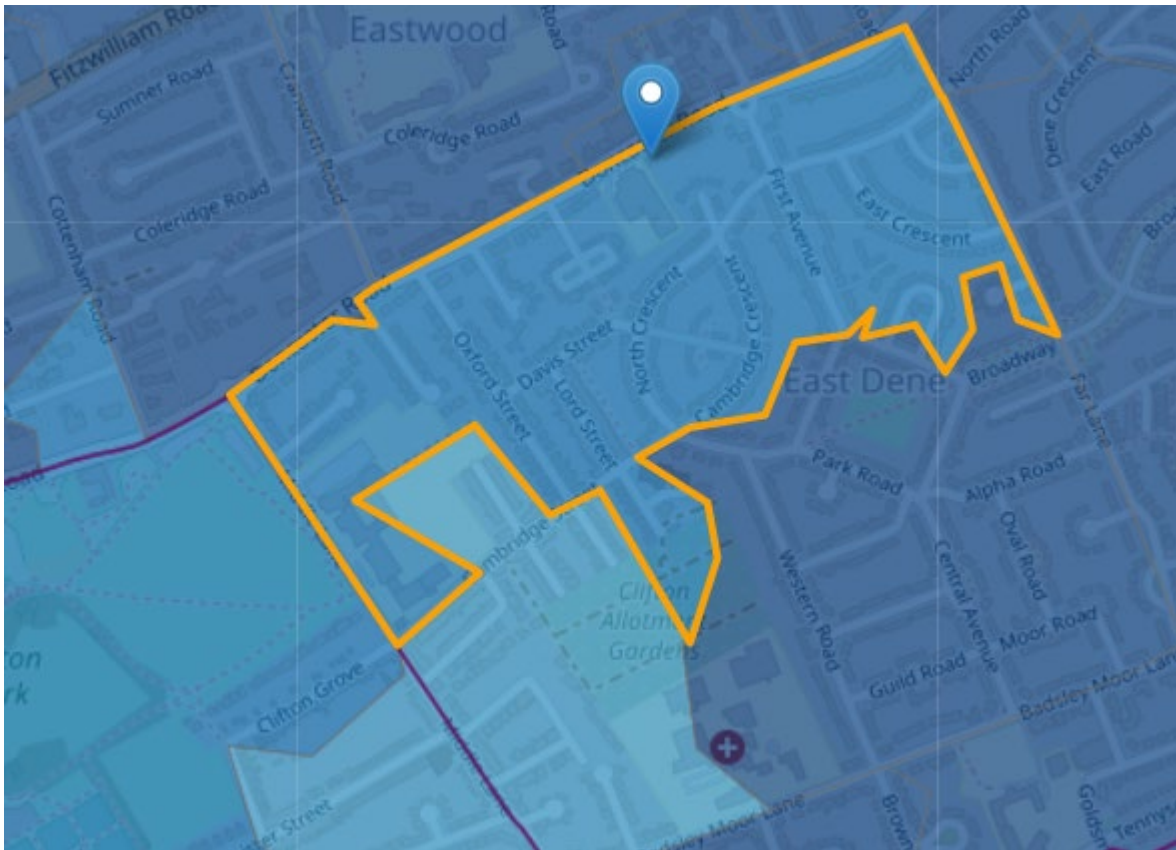
### Principles

- We ensure that all pupils have access to high-quality teaching and learning opportunities that meet the needs of all pupils through the use of Instructional Coaching.
- To develop a curriculum that is progressive and underpinned by an understanding of how children learn and how knowledge is assimilated into long term memory. Taken from the National Curriculum, it is subject based and built upon to address the needs of our localised community. Curriculum development (both academic and social/ emotional) is underpinned by research.
- East Dene Primary School's curriculum is based on a rich accumulation of knowledge, skills, concepts and attributes that contribute to success. It aims to develop the whole child: intellectually, physically, emotionally and socially. We provide opportunities through a wide range of activities, both in and beyond the classroom. Through first-hand experience, we endeavour to educate and celebrate the whole child.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

### Demography and School Context

East Dene Primary is located in East Dene, in the centre of Rotherham. We are a one and a half form primary school from F1 – Y6 and we serve a diverse population with 53% of our children being EAL.

The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The area of East Dene is in decile 1.



The LSOA in which the school is located is ranked 4,308<sup>th</sup> out of 32,844 in terms of deprivation, meaning only 13% of areas in England have higher deprivation. The area of East Dene was 4409<sup>th</sup> in 2015 which emphasises that the level of deprivation is increasing. The income, employment, health, education and crime deprivation indicators are all very high.

#### Challenges:

- Literacy – Vocabulary deficit and Early Reading (Decoding): Assessments and observations indicate that our Pupil Premium pupils often face challenges with tier 2 and 3 vocabulary deficits, as well as early reading gaps. These difficulties hinder our children’s abilities to access certain parts of the curriculum.
- Lower Self-Regulation Skills: Through assessments, discussions and observations, it has become apparent that a significant number of our disadvantaged pupils lack the necessary self-regulation skills. This poses challenges when it comes to planning, monitoring and evaluating their learning progress and general socialising.
- Wellbeing/Emotional and Self-confidence issues: Assessments, discussions and observations highlight a higher prevalence of social, emotional and self-

confidence issues amongst our disadvantaged pupils, particularly exacerbated by the pandemic. As a result, there is a heightened need for safeguarding measures.

- Lower Cultural Capital: Discussions and observations reveal that some disadvantaged pupils have limited background knowledge of the world around them. Consequently, they may have less clarity regarding life goals and how to achieve them, compared to their non-disadvantaged peers. This is not due to a lack of ambition but rather a result of their limited life experience thus far.
- Attendance and Persistent Absence: Our Pupil Premium pupils currently have a 3.2% attendance gap, placing many at risk of falling into the persistent absenteeism category.
- Financial Capital: Our pupils have limited access to careers education and lack a clear understanding of potential professional career paths. We aim to address this by implementing a careers curriculum aligned with the Gatsby Benchmarks, which will help them identify professions of interest before transitioning to secondary school. This will provide a strong foundation for their future career exploration and planning.

### **Ultimate Outcomes**

- Develop a secure understanding of the teaching of phonics and ensure weekly masterclasses support the outcomes for all pupils, including disadvantaged.
- To use the expertise of senior leaders and their positions in the English and Maths Hubs to enhance the quality of education to develop daily high-quality teaching through Instructional Coaching.
- Instil a love of reading across all disadvantaged children.
- To provide high-quality and research informed CPD to all our teachers and additional staff to ensure all children receive quality-first teaching.
- Employ additional staffing, both teachers and support staff, to provide opportunities to scaffold or work in smaller, flexible groups, depending on the daily needs of children.
- To improve and/or consolidate attainment outcomes between disadvantaged and other pupils by ensuring quality-first teaching is based on recent research.
- To improve and/or consolidate the rate of progress for disadvantaged children by using quality-first teaching.
- Establish high-quality interventions for disadvantaged or any pupil that would benefit from this.
- Increase access to before/after school clubs, trips and residential visits.
- Increase attendance and punctuality by providing exceptional breakfast club that appeals to all school pupils.
- Pupils will have increased awareness of various professional career paths and a clearer understanding of their own interests.

## **Achieving these outcomes**

- Deputy Headteacher, who is a skilled RWI leader has weekly observations of phonics and this informs the Masterclasses focus. Bespoke and individual support will be provided accordingly.
- Employ skilled members of SLT that work or access the English and Maths Hubs that develops pedagogy and practice so that teaching and learning is high-quality and together, we achieve excellence every day through Instructional Coaching.
- To allocate additional support staff - providing the opportunities for flexible groupings with an experienced and highly-skilled support staff member to help overcoming gaps in learning
- RWI leader to be released for weekly drop-ins/coaching sessions and Master Classes to ensure consistency in phonics teaching so every child receives the very best provision on a daily basis.
- RWI 1-1 intervention to support children to accelerate rates of progress and ensure children can read at the appropriate level.
- Additional RWI sessions for KS1 classes to ensure all pupils can read with fluency.
- Additional teaching and learning opportunities provided through external agencies and links to strong partnerships that develop holiday provision.
- All our work through the pupil premium strategy will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional learning support from Educational Psychologist and Inclusion team to support our most vulnerable learners to ensure they receive the very best quality of education.
- Subsidise activities, educational visits and residential thus ensuring children have first-hand experiences to use within learning in the classroom.
- Support the funding of specialist learning software to support children with sentence structures.
- To extend PE provision by incorporating dinner time provision to develop a safe environment and promote an active and healthy lifestyle.
- To enable children to learn a musical instrument and to sing in a choir across Rotherham and develop a love of performance.
- Provide behaviour and nurture support during lunchtimes by providing activities to engage and promote East Dene values thus enhance learning.

This list is not exhaustive and will change according to need and to support all our socially disadvantaged pupils. We have based our approach on the Education Endowment Foundation guide to supporting school planning, a tiered approach and their pupil premium toolkit.

## Challenges

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

Challenge number	Detail of challenge
1	Literacy/vocabulary deficit and Early Reading (decoding).
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Poor phonics attainment
4	Attendance and punctuality issues.
5	Lower self-regulation skills
6	Wellbeing/Emotional and self-confidence issues
7	Cultural Capital poverty – limited access to a range of experiences outside local area.
8	Addressing Financial Capital

## 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
Progress in Reading	Achieve in line or above national average attainment and progress scores (0)
Progress in Writing	Achieve in line or above national average attainment and progress scores (0)
Progress in Maths	Achieve in line or above national average attainment and progress scores (0)
Phonics	Achieve at least expected standard in PSC
Other	<p>Improve attendance of disadvantaged pupils to be in line or above NA</p> <p>Bespoke approach to provide families with individualised support</p>

## 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: £181,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Senior leaders have release time each week to use Instructional Coaching and the Teaching and Learning Rubric to ensure quality-first teaching is delivered on a daily basis. (£102,434)</p>	<p>Instructional Coaching has had a huge impact in certain areas of the curriculum over the past 12 months. As a result, we have extended this approach to a range of subjects. Using Jim Knight's research, we have developed a coaching approach which is dialogical and ensures that staff feel involved in the process. Our approach to coaching all links to pedagogy and will develop staff using strategies that are transferable across subjects.</p> <p>Across the Trust, we value the links to the Maths and English hub and we will be drawing on their extensive knowledge and the research from the hubs to help adapt our teaching and learning rubric. We will also use the work of Michael Feely and his playbook to give mental models to staff.</p> <p>The leadership team will be released to support with planning and continuously use instructional coaching to raise performance of teaching and learning through the school's bespoke teaching and learning rubric and through moderating reading, writing and maths.</p> <p>CPD will link to common themes highlighted across coaching sessions and will be research informed.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1,2,3</p>
<p>Refine procedures used, including direct</p>	<p>Children enter our reception with well-below language and communication skills. All our disadvantaged children are entering well-below and access the NELI programme</p>	<p>1,2,3,4</p>

<p>modelling, to develop children's understanding and use of technical vocabulary. (£45,323)</p>	<p>as they have significant language deprivation. Other children, that enter school in different year groups, often have limited to no English and have limited vocabulary knowledge.</p> <p>Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>Employing additional staff in EYFS, KS1 and KS2 ensures that these children can access more support and appropriate scaffolds in lessons and have access to adult interventions, 1:1 support or bespoke support so that rates of progress are increased and the differences between disadvantaged and others are diminished.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
<p>Implement weekly coaching for all staff to support fidelity to RWI scheme and aid fluency in reading so pupils can read with automaticity, accuracy and prosody.</p> <p>Access RWI training to ensure all children receive the very best phonics provision. (£8232)</p>	<p>Phonics attainment had been on a 3-year downward trend. Last year, during the first RWI development day for 3 years, it highlighted the need for additional training. In July 2023 our phonics score was 30%. Our new Deputy head/RWI leader felt that we needed to increase coaching sessions on a weekly basis and ensure that Masterclasses take place to deliver bespoke CPD and support.</p> <p>To safeguard standards, the Ruth Miskin portal has been purchased so all staff can access valuable CPD and also support the RWI lead to lead masterclasses. The RWI leader is released from class for 1 hour per day to observe practice and the focus of the masterclasses stems from these observations.</p> <p>The RWI leader will also be upskilling new starters and existing staff with continuous training and homework activities from the portal to embed good practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1,2,3
<p>Continue to refine SEND practice to ensure that all learners are receiving a curriculum that supports their</p>	<p>31% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care, 7 of these children have EHCPs.</p> <p>Most children that are working in the well below band on entry to Reception, despite making accelerated progress, do not meet the required end of year ELGs.</p>	1,2,3,4,5



<p>progress and is reflective of the inclusive curriculum offer. (£16,166)</p>	<p>The additional teaching staff support accelerated progress in KS2 where disadvantaged children make significantly more progress than 'others.' (See ASP 2019)</p> <p>By the SENDCo working an additional day, we want to ensure that the Pupil Premium children, with additional needs, have access to an inclusive curriculum and the SENDCo will work with staff to ensure provision is accessible to all and support staff to ensure scaffolds are appropriate. The SENDCo will use this additional time to get graduated responses for identified children in need of EHCPs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	
<p>Refine the use of sentence stems to ensure appropriate and age-related talk expectations lined to previous voice21 work are used and displayed in all sessions. (£2555)</p>	<p>Due to children's poor starting points linked to language acquisition, we need to continue to develop the use of sentence stems and talk frames to support children effectively when answering questions.</p> <p>We will re-evaluate the Voice21 work conducted as part of the SSIF bid from previous years to ensure a consistent approach is being implemented across school to promote talk and metacognition in sessions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1,2,3
<p>All staff to have access to research-based CPD. (£7000)</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. We are part of the Learners First English Hub and the South Yorkshire Maths Hub. All staff, in order to lead effectively, are released several times over a half term. CPD has specifically focused on Instruction, Modelling, Scaffolds, Cognitive Load and Retrieval practice.</p> <p>It is vital that this CPD is not delivered in isolation and is either revisited through coaching sessions or through continuous CPD.</p> <p>Our main focus of CPD will continue to drive all staff's understanding of a range of metacognition and self-regulation strategies. We want to continue to develop a culture in the classroom where pupils think about their learning more explicitly by staff teaching them ways to plan, monitor and evaluate their learning. It is vital that all staff members have a secure understanding of these</p>	1,2,3,

	<p>strategies but also how to use them effectively, linked to mixed ability pairings.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 55,029

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics lesson for KS1 and Y3 to ensure children can read with confidence and fluency.</p> <p>(£21,156)</p>	<p>Through extensive data trawls, we will identify children that are in the bottom 30% for reading and phonics. PPMs will focus on children that are not 'on track' from the prior data in either reading or phonics and that need bespoke 1:1 or small group tutoring.</p> <p>As a result, we will then look at running bespoke individual phonic sessions for the children that are not able to read fluently or unable to decode in the afternoon. It will be following the fidelity to elements of the RWI scheme to ensure children are leaving KS1 with the skills to read fluently and independently.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1,2,3
<p>Children in the bottom 30% have access to daily 1:1 phonic interventions.</p> <p>(£4281)</p>	<p>As phonics provision and data has been historically weak, we have several children in KS1 and KS2 that need to have gaps addressed quickly, so that they can now keep up and not catch up. All children who are accessing phonics in KS2 have access to 1:1 intervention in an afternoon to ensure they can read fluently. The bottom 30% of children in EYFS and KS1 have access to phonics 1:1 on a daily basis. This is having a huge impact on progress and attainment.</p> <p>As we employ an English specialist and are a Wave 1 school with our English Hub, this has ensured we've had the latest training on approved DfE 1:1 phonic interventions.</p>	1, 3

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
<p>Increase disadvantaged children's reading progress by accessing Lexia and tailored intervention programme and Herts for Learning fluency intervention.</p> <p>(£1285)</p>	<p>Through continuous contextual research, we are aware that some of our disadvantaged children do not have access to high-quality and appropriately pitched reading materials. As a result, we have ensured that 50 of our disadvantaged children have access to reading material at home through Lexia.</p> <p>We wanted to ensure that disadvantaged children are reading for longer periods of time; therefore, teachers monitor the number of minutes children read per week and ensure that, if a child is struggling, support staff use the bespoke Lexia interventions.</p> <p>The main outcome for this spend is to increase attainment for disadvantaged children whilst also giving them ample opportunities to read age-appropriate books at school and home.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	1, 3
<p>Re-develop bespoke multiplication progression model in KS2 to secure solid recall and fluency with a range of multiplication facts</p> <p>(£5111)</p>	<p>In last years MTC our disadvantaged children gained an average score of 16/25. The impact of TT rockstars is having a long-lasting impact on disadvantaged children's basic skills.</p> <p>The use of a clear and bespoke multiplication table, a clear and bespoke intervention and also the introduction of further multiplication activities to safeguard standards but also to increase the average score for the children not achieving full marks. We will be working with the Maths Hub and their new Mastering Number in KS2 training to adapt and enhance out practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths">https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths</a></p>	2
<p>Increase EYFS Staffing and resourcing so small group interventions linked to NELI, Autism Attention Bucket and phonics 1:1 can take place.</p> <p>(£23,196)</p>	<p>As stated previously, all children that enter F1 or F2 are well below when it comes to language and communication. As a school we ensure that our children in EYFS have strong starts and have the opportunity to access a variety of interventions. We use a proportion of our funding to increase staffing in EYFS to ensure that all children have access to small groups and interventions.</p> <p>Staff have accessed a variety of high-class CPD to ensure they are skilled at delivering interventions such as NELI, AAB and RWI 1:1</p>	1,2,3

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 51,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a weekly careers curriculum featuring guest speakers, career exploration activities, and alignment with the Gatsby Benchmarks to help children better understand different career paths.</p> <p>(£12,000)</p>	<p>To ensure that our children have better employment opportunities by identifying a career path earlier, we will rely on several pieces of evidence supporting our approach. First, research indicates that early career guidance significantly improves students' long-term career outcomes. The Gatsby Benchmarks, a framework widely recognised for its effectiveness, provide a structured approach to careers education. By aligning our curriculum with these benchmarks, we ensure that children receive comprehensive and high-quality career guidance, helping them make informed decisions about their futures.</p> <p>Additionally, evidence from studies on career exploration activities shows that hands-on experiences with professionals and real-world job roles enhance children's understanding of various career paths. Activities such as guest speaker sessions, job shadowing, and career fairs offer practical insights into different professions, enabling children to explore their interests and make more informed choices. This experiential learning helps bridge the gap between academic subjects and real-world applications, making career options more tangible and accessible.</p> <p>Finally, collaboration with secondary schools and industry partners supports the effectiveness of our careers curriculum. By creating pathways that connect primary education with secondary schooling and professional networks, we ensure continuity and build a solid foundation for students' future career planning. This collaborative approach not only aligns with best practices but also provides students with a clearer understanding of potential career trajectories, ultimately leading to better employment prospects as they transition into higher education and the workforce.</p>	<p>4,8</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education?utm_source=/education-evidence/evidence-reviews/careers-education&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=career">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education?utm_source=/education-evidence/evidence-reviews/careers-education&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=career</a>	
<p>Further refine breakfast provision to continue upward trajectory of attendance (97% target) and punctuality.</p> <p>(£16,029)</p>	<p>We realise that on the IDSR from 2018/19 that our attendance needed to improve. However, since then we have worked tirelessly to identify pupils who are falling behind national with attendance and ensure they arrive at breakfast club to start the day positively. Last year 111 children (36% of school) attend breakfast club on a daily basis. We try to provide tailored support for families with low attendance, working with our pastoral team and key members of staff and Governors.</p> <p>We ensure we provide pupils with the opportunity to attend the Magic Breakfast club for free and to engage with structured activities with Live and Learn to have an active start to the day.</p> <p>The outcome of this spend to increase attendance and ensure children are well fed and full of positivity to start the day.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	4,5,6
<p>To enhance pupils' cultural capital by providing a breadth of experience</p> <p>(£15,000)</p>	<p>Over the past year, we have developed a strong understanding of our community and the gaps that develop within our children's learning. Many of these gaps link to lack of experiences and not having the opportunity to make links from these experiences. Many of our disadvantaged children will not leave the local area for months at a time. Therefore, we have ensured the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development.</p> <p>We ensure we use the Pupil Premium grant to subsidise visits for disadvantaged children so we can take children on Whole School visits to the Seaside, Wentworth House and London to ensure children access wider events. Also, EYFS children access 50 things to do before you're 6. We do this to provide greater enrichment opportunities for disadvantaged pupils. This has had a huge impact on children's knowledge and children are beginning to link their learning to experiences they've had.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	4, 5, 6, 7
<p>Increasing access to Before/After school clubs, trips</p>	<p>All clubs in school, either before or after, are either heavily funded or free for disadvantaged children. We want to ensure that all disadvantaged children have access to a varied range of clubs and as a result, 4 clubs</p>	4,5,6

<p>and residential visits</p> <p>(£5200)</p>	<p>are offered per week to children and families. Clubs link to opportunities that children who are disadvantaged wouldn't normally have such as Karate, Boxing, Computing and Art and crafts.</p> <p>These clubs always have 100% attendance and disadvantaged children make up a large proportion (65%) of the numbers as they have first refusal to the clubs.</p> <p>Children are also afford the opportunity to attend a free residential in the summer term for Y6 and HAF places are offered to all disadvantaged pupils.</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p>	
<p>Ensure all children has the right to learn a musical instrument</p> <p>(£3391)</p>	<p>All children should have the opportunity to learn how to play an instrument. We use some of our funding to ensure all children in Y3 and Y4 have the opportunity to learn instruments. In Y3/4 children learn the recorder. At the end of Y4 children are all bought a recorder so they can continue to practise at home.</p> <p>Throughout the year, children get to perform to parents within music assemblies. Disadvantaged children also get the chance to perform with our choir at events across Rotherham such as the Parkgate Toy appeal event, at Hope Church and One Voice concert.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>5, 6</p>

**Total budgeted cost: £288,359**

## 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 closing the gap between disadvantaged pupils and non-disadvantaged pupils in the 2021 to 2022 academic year.

#### KS2 data

Measure	2022/23	2023/24
Meeting the expected standard at the end of KS2	Combined – 35% Reading – 52% Writing – 35% Maths – 43%	Combined – 43% Reading – 55% Writing – 44% Maths – 52%
Meeting the higher standard at the end of KS2	Combined – 0% Reading – 4% Writing – 0% Maths – 9%	Combined – 0% Reading – 4% Writing – 4% Maths – 8%

58% of the year group were identified as disadvantaged. The attainment gap between this group and the others has increased considerably this year and therefore, we have reviewed the statement accordingly to ensure outcomes improve for all learners, including disadvantaged. When progress measures are released, we will input them into the table. However, 3 Pupil Premium children did not match the prior attainment from KS1 in Reading, 4 in writing and 2 in Maths. We did have several children overachieve from the KS1 prior attainment; 4 pupils in reading, 5 in writing and 5 in maths improved from their KS1 data.

Measure	2022/23	2023/24
Meeting the expected standard at the end of KS1	Combined – 43% Reading – 55% Writing – 44% Maths – 52%	Combined – 49% Reading – 58% Writing – 47% Maths – 56%
Meeting the higher standard at the end of KS1	Combined – 0% Reading – 4% Writing – 4% Maths – 8%	Combined – 0% Reading – 0% Writing – 0% Maths – 0%
Achieving the expected standard in the PSC	Y1 – 19% Y2 – 29%	Y1 – 45% Y2 – 56%
Achieving a good level of development at the end of F2.	GLD – 31%	GLD – 42%

- Key Stage 1 outcomes continue to be a concern. As a result, during a Trust review, we made the decision to move back to single year groups and use some of the PPG to ensure we have the correct staffing in KS1. We will also ensure we have smaller and more effective groups in phonics so pupils gain the necessary fluency skills needed.

- Phonics scores continue to be an area to develop as only 54% of our children passed the PSC. 45% of disadvantaged children passed the PSC and this is similar to the previous year. Once again, the RWI training, resources and instructional coaching, which links to Masterclasses will be a driving force in ensuring that provision and outcomes improve dramatically.
- The use of additional adults in EYFS has ensured that small groups are accessible in F1 and F2 and has supported our GLD to be 39%. Our F2 disadvantaged children achieved 42% and within this group, there are 8 children with significant needs. The language acquisition programmes such as NELI and use of drawing club from Greg Bottrill will really supported children's communication and writing skills over the next year.

#### Reviewing our Intent:

Staff have clarity regarding our intent for Pupil Premium children. Our intent has been clearly communicated with staff regularly during meetings; as our strategy is interwoven into our school development plan, the intent and aims are shared at the beginning of most CPD accessed by staff. The intent is underpinned by research, largely from the EEF, and this is also highlighted in CPD sessions to ensure the 'why' sits firmly at the centre of our strategy. All staff have been provided with a 'strategy on a page' document that looks at how we are supporting disadvantaged pupils across the 3 tiers. This is shared with all stakeholders and governors are updated regularly on the progress of our strategy and how it has impacted learners. Staff have extremely high-expectations of all learners and strive to provide all pupils with the very best education in order to see them thrive in their learning.

Some of the main strengths we have analysed from the last years spend are as follows:

- The introduction of instructional coaching has significantly improved daily provision for children. Staff have a deep understanding of the pedagogy and the rationale behind our strategies, leading to a more consistent approach to teaching across the school. The results from this approach, combined with the rectification of past ineffective teaching, are becoming evident. The decision to adopt a whole-school coaching model was influenced by the success seen in other Trust schools, supported by an EEF implementation plan.
- Improvements in the teaching of reading, particularly through more effective questioning, have positively impacted student development. This change was prompted by an analysis of SATs question types, revealing a need for better alignment across lessons. Consequently, students now encounter a wider range of challenging and appropriate questions. Regular CPD has bolstered staff confidence in teaching reading, and the strategic selection of texts ensures that they are lexile-appropriate and support the development of age-related vocabulary.
- Staff have undergone multiple CPD sessions to enhance their ability to support students in writing and editing independently. A revised curriculum now dedicates more time to mastering specific skills and text types, followed by focused modelling and editing sessions. This approach has increased student confidence in writing, leading to improved outcomes. For the 2023/24 academic year, the focus will shift to boosting KS1 writing outcomes and achieving greater depth in KS2, now that students have returned to full-time education.
- The mastery approach to mathematics is firmly established across all phases, with students benefiting from extended exposure to problem-solving and reasoning activities. These skills are now more effectively transferred to independent test situations. The Multiplication Tables Check scores are high (average score: 18), positively impacting our KS2



arithmetic results. However, we plan to refine our approach to multiplication facts, as data indicates some gaps in understanding.

- Although we don't rely on data to measure the impact of interventions (as recommended by Huntington Research School), daily interventions like RWI 1:1s have proven effective for the bottom 30% of learners, leading to significant score improvements. Quality assurance checks reveal strong collaboration between teachers and support staff, ensuring that interventions are well-targeted and of high quality.
- The Safeguarding and Attendance Lead provided extensive support to families over the past year. A parental survey showed that 93% of families felt supported, and 100% would recommend the school to others. Attendance has improved to 92.7%, exceeding the national average of 86.9%. However, attendance remains an area for further development, particularly in addressing the rise in holiday-related absences, which will be a focus in 2023/24.
- Among our disadvantaged students, 29% attended after-school clubs, 78% participated in the free Y6 residential, and 94% (36 students) attended the HAF summer club for four weeks. This involvement ensured that these students were well-fed and content during the summer break.
- Our assessments and observations indicated that pupil behaviour remained stable last year, despite some transitional challenges. To address engagement issues, coaching initially targeted this as a whole-school priority, helping students maintain focus for longer periods. The pastoral lead identified key SEMH children and implemented Mark Finnis' restorative practice to support them in managing challenging situations.
- At East Dene, we prioritise outstanding family support, with all staff deeply involved in the school community. We treat our families with respect and go 'above and beyond' to ensure they feel a strong sense of belonging and view the school as a safe space. Our staff are always available to support families and pupils, as this aligns with our commitment to doing what is right for our community.
- As the school has taken part in a research project linked to the EEF and Huntington Research school on Disadvantaged children, the school had a review of our disadvantaged strategy, which was led by two CEOs from MATs across South Yorkshire.

## Externally provided programmes

Programme	Provider
Lexia	Lexia
Herts for Learning	Herts for Learning
TT Rockstars	Maths Circle
Read, Write, Inc	Ruth Miskin
Improving Working Memory and Arithmetic	EEF
First Class @ Number	Edge Hill University
Oxford Owl	OUP
Live and Learn	Live and Learn
NumBots	Maths Circle

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information

### **HAF Programme**

We have been incredibly fortunate to partner with John Bell and Learners Trust over the last year to ensure our children access the HAF programme. Over Christmas, Easter and summer, we had over 36 pupils that are disadvantaged attending. On a daily basis, just under 30 children attended the club and participated in competitive sports or creative artwork or science experiments. Children had access to a hot meal every day and members of the school leadership and pastoral team attended each day.

The HAF have also managed to access funding so that our disadvantaged children can access the local pantomime with their family. This will again increase cultural capital and limits the barriers some of our families face.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools>

We also work with the local charity, Families First, who provided over 50 presents for our disadvantaged families over Christmas so that all our children would have a present to open on Christmas morning. These resources have all arose from the partnership work we have across Rotherham and the links we have with local charities.

### **Making the Difference – Disadvantaged Project**

During the last academic year, we have been fortunate to access the Making the Difference project, which has been led by John Coates and has focussed on the EEFs focus on disadvantaged children. One of the main positives regarding the project with the links to the EEFs implementation plans. As the majority of our spend is on Instructional Coaching, we decided it would be wise to write an implementation plan for coaching. This has been extremely supportive as it's given the leadership team real clarity on our rationale and short-, medium- and long-term goals for coaching.

Off the back of the project, we have also accessed training on how to effectively conduct Pupil Premium reviews internally from Marc Rowland and what ways we can improve our practice. This has been disseminated to staff and they all know have even more clarity on our Pupil Premium approach (tiered model document) and these are accessible in each classroom. We have also been so lucky to be involved in creating a Pupil Premium Enquiry Handbook with Marc Rowland for other Rotherham Schools.