



St. Edward's Catholic Primary School

Pupil Premium Strategy Statement

To help one person grow is to help build the world.

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	St. Edward's Catholic Primary School
Number of pupils in school	244
Proportion (%) of pupil premium eligible pupils	42.2%
Academic year that our current pupil premium strategy plan covers	2021-22
Date this statement was published	25 November 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Governing Body
Pupil premium lead	Jason Smith
Governor / Trustee lead	Eddie Conroy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 130,802
Recovery premium funding allocation this academic year	£ 14,645
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 3,647
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	£ 149,094

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped reading skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that Maths, English and Reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This has been exacerbated by partial school closure.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Maths, English and Reading.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for pupils, due to lack of interactions with their peers or online interactions and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including attainment. Teacher referrals for support have increased during the pandemic. 24 pupils (15 of whom are disadvantaged) currently require additional support with social and emotional needs, with 24 (15 of whom are disadvantaged) receiving small group interventions.
6	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1 – 3 % lower than for non-disadvantaged pupils. Although attendance has been impacted by partial school closure. 62-77% of disadvantaged pupils have been 'persistently absent' compared to 38-23% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Recent intake of EAL evacuee children and increase of other EAL children indicates a need for both staff training and resources to support attainment and progress both in class and targeted interventions.

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
Improved reading and writing ages and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved reading ages among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved Phonics attainment among disadvantaged pupils, shown in KS1 tests.	Improved Phonics outcomes in 2022/23 show that more than 80% of disadvantaged pupils met the expected standard.
Improved RWM attainment for disadvantaged pupils at the end of KS2.	KS2 RWM outcomes in 2022/23 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Greater enrichment activities improving Cultural Capital.	Greater enrichment and improvement of social/emotional wellbeing as well as improved understanding of online safety. Small group interventions leading to improved attainment and progress.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2022/23 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 1% lower than their peers.

EAL	Accelerated language acquisition and progression for EAL pupils, particularly for disadvantaged pupils (EEF reference).
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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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1, 2, 3, 4, 7
<p>Embedding reading across the school curriculum. These support pupils to access the whole curriculum to consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	There is a strong evidence base that suggests reading interventions, including guided reading activities as well as high quality interventions are effective in improving the overall progress of all children, particularly pupil premium children.	1, 2, 5, 7
Continued training throughout EYFS, KS1 and KS2 on delivery and assessment to ensure stronger phonics teaching and use for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1, 2

	Phonics Toolkit Strand Education Endowment Foundation EEF	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Continued enhancement of our Literacy.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). We will fund teacher release time to improve Literacy teaching.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3, 4, 6
<p>Further develop the quality of RPSHE to ensure improved social and emotional (SEL) learning.</p> <p>SEL approaches will be further embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
EAL		5, 7, 1, 2

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

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Making the new library a hub specifically for developing literacy skills and further the love of reading with a focus on PP pupils with relatively low literacy skills.</p>	<p>Fluency of reading allows pupils to access all areas of the curriculum. This gives all pupils the opportunity to learn independently.</p> <p>EEF Studies on KS1 and KS2 Literacy</p>	<p>1, 4, 3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in house in collaboration with LEA and Prof Morag Stewart.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>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>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 - 7</p>

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

Budgeted cost: £ 14,094

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on anti-bullying approaches with the aim of furthering our school ethos, based on our Catholic values to ensure a safe environment both physically and online for all pupils including vulnerable and PP pupils who may be more at risk in this area.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: IMPROVING BEHAVIOUR IN SCHOOLS - EEF</p>	<p>4, 6</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>Contingency fund for acute issues.</p>

Total budgeted cost: £ 149,094

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 2020 to 2021 academic year.

In previous years the school had targeted services and staff to support our disadvantaged children. This has also included financial support to afterschool clubs and activities. Whilst in KS1 disadvantaged children made progress overall most disadvantaged children have subsequently not made sufficient progress due to school lockdowns.

Overall the main reason for this can be traced to the pandemic and subsequent school closures and partial closures. Some but not all disadvantaged children attended during lockdown and all were given laptops. However, that did not ensure attendance at online lessons or work and homework being done. This meant that our measures did not attain their full impact. Whilst our online offer allowed us to teach a high-quality curriculum, most especially with key subjects it remains the case that disadvantaged pupils were not able to fully benefit from the targeted teaching and interventions we delivered.

Although attendance in 2020/21 was lower than in the preceding two years at 93.5% it was higher than the national average. Overall children wanted to come back to school. However, attendance was 3% lower amongst disadvantaged children than their peers and persistent absence of disadvantaged children 54% higher. The gaps are creeping up and we are targeting attendance to ensure disadvantaged pupils are in school.

Our assessments indicate that pupil well-being and mental health were impacted primarily due to Covid 19 issues. This has included bereavement, travel to home countries, loneliness, lack of play and being shut in overcrowded small living accommodation with no outdoor space and subsequent issues. We used Pupil Premium funding for disadvantaged families and are building on improving social and emotional wellbeing for all pupils but ensuring disadvantaged pupils are targeted.

Overall for any disadvantaged child the ability to read is key to moving onwards and up the social scale. Hence our strong focus on literacy. We will ensure our phonics and other interventions are focussed on all pupils who are highlighted by data but target disadvantaged pupils. Thus, everyone will use the library and enjoy the facilities within. This is also true of maths and ensuring that our pupils achieve more than competency in maths as it is not just an academic requirement but a life skill. Disadvantaged families pay more for most things and our disadvantaged pupils need to understand how to use their mathematical skills to help them pass exams and move into higher socio - economic groupings.

Further information

Planning Implementation and Evaluation.

In planning our new Pupil Premium strategy, we evaluated why previous years had not brought about success particularly in KS2. Pre-Covid there was an imbalance between assessment in KS1 and external assessment in KS2. That is now at an end. Having now joined a partnership with the Cardinal Hume Academy Trust we have used their expertise to evaluate and improve our strategies.

We have triangulated evidence from official data - only available from 21018/19 with work in books, learning walks, borough reviews and external consultants. This has enabled us to target more effectively what we are doing.

We have read studies on disadvantaged pupils and the pandemic, we have re-examined how pupils learn and what is most effective. We have also used the expertise of the executive SENCO of the CHAT and the deputy CEO of the CHAT to inform our practise.

We have used the Education Endowment Foundation's implementation guidance to help us develop our strategy. We are continuing to diagnose specific pupil need and work out which strategies and activities will help improve learning and progress. We have put a robust evaluation framework into place for the duration of this plan and will adjust the plan as we need to in order to ensure better outcomes for our pupils.