

## 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 Edwards Catholic Primary School.
Number of pupils in school	190 (R-Y6)
Proportion (%) of pupil premium eligible pupils	19.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022-2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Louise Flanagan
Pupil premium lead	Louise Flanagan
Governor / Trustee lead	Natalie Halsall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,765
Recovery premium funding allocation this academic year	£6,525
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	£56,290

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their backgrounds or the challenges they face, make good progress and achieve high attainment across all subject areas. We recognise that disadvantaged children can face a wide range of barriers which can impact on their learning and we want to ensure and support disadvantaged pupils to achieve their goals. We consider the challenges faced by many of our vulnerable pupils, disadvantaged pupils and those in care, could be the following:

- Limited life experiences
- Lack of exposure to a wide range of rich vocabulary across various contexts
- Lack of social and emotional wellbeing to develop resilience

This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Target intervention and support to quickly address gaps in learning will also ensure that the attainment gap between disadvantages and non-disadvantaged children is reduced.

Our strategy is also integral to wider school plans for educational recovery. We will ensure all pupils who need 'recovery' in terms of their academic achievement have extra targeted support with qualified professionals. We will make sure that as a school we will:

- Act early to intervene at the point where needs are identified
- Ensure disadvantaged pupils are challenged in the work they are set
- Adopt a whole school approach where all staff take responsibility for disadvantaged outcomes
- Provide teachers and support staff with high quality CPD to ensure that pupils access effective quality first teaching
- Target funding so that disadvantaged children will have access to cultural capital and school trips and experiences
- Provide appropriate nurture support to enable pupils to access learning within and beyond the curriculum.

- Carefully track and monitor the progress of disadvantaged children and ensure rapid robust intervention if needed.

## Challenges

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

Challenge number	Detail of challenge
1	Through discussions with children and teachers, and as a result of limitations during the pandemic, children’s life experiences have become even more limited.
2	Internal assessments indicate that attainment in core subjects among disadvantaged pupils is below that of non-disadvantaged pupils. Our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap remains steady to the end of KS2 although it is reduced <b>Year 6 Data –</b> Reading PP WA = 77% GD = 31%                      Non PP WA 76% GD 34% Writing PP WA = 77% GD = 23%                      Non PP WA 94% GD 23% Maths PP WA = 69% GD = 8%                      Non PP WA 82% GD 12%
3	Through discussions with children, teachers and parents as a result of the pandemic and modern day life children’s social and emotional wellbeing is crucial for the children to be able to successfully move forward with their learning.

## 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
Improve children’s experiences of the world/life through planning vocabulary rich experience days	Children access a wider range of life experiences to help improve their reading, writing and understanding of the world
Improve attainment among disadvantaged pupils	KS2 reading outcomes in 2024-2025 show that disadvantaged pupils are in line with all other pupils
To provide children resilience with their social and emotional wellbeing.	Children to be able to use strategies to manage their emotions.

## 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: £ 22,342.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. Supporting the attainment of disadvantaged pupils (DFE 2015) suggests high quality teaching as a key aspect of successful schools.	2

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

Budgeted cost: £ 32,138

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group intervention for disadvantaged pupils falling behind age-related expectations.	EEF Toolkit guidance: 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'	2
Teaching Assistant timetable re-evaluated to deliver, intervention, pastoral groups, positive play at lunchtimes.	When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	2,3
To analyse summative assessment data and identify the children	EEF Toolkit guidance: These interventions should be targeted at specific pupils using information gathered from assessments and	2

who require catch up and more targeted intervention. Closely monitored by AHT and PP Lead Pupil progress meetings termly Regular monitoring of targeted interventions	their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment need	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised visits	Many pupils do not have access to activities which promote cultural capital.	1, 3
Art Therapy	Art Therapy is known to support children have a safe environment for them to explore coping mechanisms	2,3

**Total budgeted cost: £ 55,980 (£310 for Armed forces explained below.)**

## 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.

Pupils came back into school in September 2020 however following the national school closure, national testing was cancelled in July 2021.

Since reopening school has had numerous 'bubble closures' of year groups across the year.

Engagement with online English and Maths tasks through home learning was around good for pupil premium pupils during COVID. A small percentage of these pupils were initially provided with paper based homework as they have limited access to ICT/internet however, through the DFE roll out program all Pupil Premium families have access to a laptop for use at home. Pupil premium families were consistently supported throughout lockdown with weekly phone calls, support with accessing food banks and breakfast hampers, seeking benefits and offering well-being support. Social distanced well-being checks were completed and in response to safeguarding concerns. Key summary points Post COVID internal data (Summer 2021) for reading, writing and maths shows that there is a gap for most years group.

	% ARE Pupil Premium	% ARE Non Pupil Premium
Reading	77%	76%
Writing	87%	77%
Maths	77%	69%

### 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
TT Rockstars	Maths Circle
Accelerated Reader	Renaissance

Nessy	
Phonics Bug Club books	Pearson

## **Service pupil premium funding: Budget: £310.00**

Please see separate policy and expenditure plan for this.