



Primary Pupil Premium Strategy Statement

School Name : St Edward's Primary School

2020-21 Academic Year

Pupil premium strategy statement

School overview

Metric	Data
School name	St Edward's Catholic Primary School
Pupils in school	425
Proportion of disadvantaged pupils	37 including EYFS PP
Pupil premium allocation this academic year	£64,051
Academic year or years covered by statement	2020/2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Mary Brown Executive Headteacher
Pupil premium lead	Mary Brown / Anne Teasdale - Head of School
Governor lead	Paul Healy

Disadvantaged pupil progress scores for last academic year

Measure	Based on summer 2019 data
Reading	+3.0
Writing	+3.7
Maths	+2.3

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	98% (7/8 pupils) R - 98% (7/8) W - 98% (7/8) M - 98% (7/8) GPS - 98% (7/8)
Achieving high standard at KS2	R - (2/8) 25% W - (1/8) 12.5% M - (4/8) 50% GPS - (1/8) 12.5%

Measure	Activity
Priority 1	To continue to maintain the high standards of attainment and progress in all year groups and in test outcomes with reference to KS2 SATs
Priority 2	To ensure accelerated progress in order to achieve the higher standard in Reading and Writing.
Priority 3	To ensure accelerated progress for pupils in Y2 to attain where they are expected to be based on their baselines
Priority 4	To ensure disadvantaged pupils achieve the expected level in the phonics screening check
Priority 5	To further develop strategies linked to mental health and wellbeing in order to alleviate anxieties, build resilience and develop independence. (especially in light of COVID)
Barriers to learning these priorities address	<p>Mental health and wellbeing - impact of school closure due to COVID</p> <p>Behaviour and attitudes to learning</p> <p>Challenging family circumstances</p> <p>Low self-esteem and poor concentration</p> <p>Gaps in phonological knowledge</p> <p>Specific learning difficulties - retaining information or rapid recall</p> <p>Attendance</p>
Projected spending	£64,051

Teaching priorities for current academic year for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	High quality and consistent teaching of all skills linked to reading to enable pupils to access and comprehend texts across the curriculum to ensure accelerated progress in order to achieve the higher standard.	September 2021
Progress in Writing	Continue to foster the links between reading and writing using carefully chosen high quality texts modelling composition and ambitious and emotive vocabulary to ensure accelerated progress in order to achieve the higher standard.	September 2021
Progress in Mathematics	Further embed mastery approach incorporating reasoning skills and using and applying in order to increase the number of pupils achieving the higher standard.	September 2021
Phonics	To ensure a consistent whole school approach to the systematic teaching of phonics to ensure pupils achieve the expected level on the phonics screening check.	September 2021
Mental Health and Well Being	Build in plentiful opportunities within the curriculum in order to provide a personalised, holistic approach and balance to their learning journey in order to build resilience and boost self-esteem.	September 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1 To continue to maintain the high standards of attainment and progress in all year groups and in test outcomes with reference to KS2 SATs	First quality teaching - high expectations teaching to the top Personalised and challenging tasks linked to year group objectives Importance of an engaging curriculum Probing questions Rigorous monitoring and assessment

	<p>Knowing the needs of the children - academic and emotional - tailoring work in order to achieve the desired outcome</p>
<p>Priority 2 To ensure accelerated progress in order to achieve the higher standard in Reading and Writing.</p>	<p>Immersed in a range of genres and high quality texts Range of text types across all aspects of the curriculum Reading books matched to children's ability Create a culture of reading for pleasure Access to a range of texts - real books and online texts Continue to foster the links between reading and writing Text analysis - authorial choice, impact on the reader, imagery and vocabulary Teaching the skills of reading through shared reading Reading for different purposes Opportunities to read 1:1, independently and as a group Bespoke 1:1 intervention to address gaps in reading and phonics Opportunities to write for a range of purpose</p>
<p>Priority 3 To ensure accelerated progress for pupils in Y2 to attain where they are expected to be based on their baselines</p>	<p>First quality teaching Identify any gaps through monitoring and assessment Personalised curriculum Repeated, consistent approach to teaching and learning Bug Club Phonics in order to plug gaps in phonological awareness Embedding basic skills and concepts Teodorescu perceptuo-motor programme - handwriting "Write from the Start"</p>
<p>Priority 4 To ensure disadvantaged pupils achieve the expected level in the phonics screening check</p>	<p>Purchase Bug Club phonics Books carefully matched to phonic ability - online bug club books allocated to children - home learning / parental engagement Systematic daily teaching of phonics Baseline phonic assessment - targeted interventions Regular progress meetings for PP pupils to discuss progress and monitor learning</p>
<p>Priority 5 To further develop strategies linked to mental health and well being in order to alleviate anxieties, build resilience and develop independence.</p>	<p>Provide behaviour support across school Occupational therapy support for targeted pupils School PSA to support individual pupils and families Play therapist to complete targeted work with individual pupils Reach therapist to provide early intervention Professional assessments from outside agencies to further establish pupils' barriers to learning</p>

(especially in light of COVID)	
Barriers to learning these priorities address	<p>Mental health and well being - impact of school closure due to covid</p> <p>Behaviour and attitudes to learning</p> <p>Challenging family circumstances</p> <p>Low self esteem and poor concentration</p> <p>Gaps in phonological knowledge</p> <p>Specific learning difficulties - retaining information or rapid recall</p> <p>Attendance</p>
Projected spending	

Wider strategies for current academic year

Measure	Activity
To continue to maintain the high standards of attainment and progress in all year groups and in test outcomes with reference to KS2 SATs	<p>Gaps in knowledge identified and curriculum amended to meet individual needs</p> <p>Formative assessments to include objectives from the previous year</p> <p>Consistent approach to teaching across the whole school</p> <p>Effective and timely intervention used</p> <p>Pupil progress meetings to monitor progress based on prior attainment</p> <p>Teachers and support staff strategically placed across key areas of the school</p> <p>Staff CPD to ensure secure subject knowledge</p>
To ensure accelerated progress in order to achieve the higher standard in Reading and Writing.	<p>Purchase new reading materials for KS2</p> <p>Personalised individual tuition</p> <p>Ten minute tests</p> <p>Use of high quality texts across the whole curriculum</p> <p>Embed reading and writing across the whole curriculum</p>
To ensure accelerated progress for pupils in Y2 to attain where they are expected to be based from their baselines	<p>Gaps in knowledge identified and personalised/challenging curriculum in place</p> <p>Effective intervention strategies employed</p>

To ensure disadvantaged pupils achieve the expected level in the phonics screening check	<p>Shared CPD with NPCAT Phonics Lead</p> <p>Complete phonics audit</p> <p>Consistent approach to teaching of phonics across the whole school</p> <p>Rigorous assessment</p> <p>Training for parents to further develop their knowledge</p>
To further develop strategies linked to mental health and well being in order to alleviate anxieties, build resilience and develop independence.	Ensure all pupils and families have access to appropriate support to help with any challenging circumstances they are experiencing
Barriers to learning these priorities address	<p>Emotional and behavioural needs</p> <p>Family circumstances</p> <p>Impact of COVID</p> <p>Challenging family circumstances</p>
Projected spending	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Personalised teaching	Progress meetings, observations of pupils
Targeted support	Ensuring support/intervention is targeted and measured accurately and robustly.	Review of Pupil Premium spend and progress towards target
Wider strategies	Impact of COVID on staffing. COVID restrictions impacting our enrichment offer	use reputable supply agency and effective supply staff; use

Review: last year's aims and outcomes

Aim	Outcome
To continue to maintain the high standards of attainment, progress and test outcomes in all year groups and in particular KS2 SATs	Attainment in 2019 statutory testing- well above outcomes
To challenge the higher scale scores in maths	Scale points as +3 for all pupils as a year group in statutory testing; to continue to

	Challenge with gaps in learning where necessary.
To challenge the objectives with current Y3 pupils who did not achieve expected standard	Objectives updated on formative assessments

