



St Edward's Catholic Primary School

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	422
Proportion (%) of pupil premium eligible pupils	8%



Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Dates on which it will be reviewed	September 2022
Statement authorised by	Mary Brown ExecHT
Pupil premium lead	Mary Brown ExecHT Anne Teasdale HoS
Governor / Trustee lead	Maureen McCullagh NPCAT lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,420
Recovery premium funding allocation this academic year	£5.220



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	£1,824,120



Part A: Pupil premium strategy plan

Statement of intent

At St Edward's, finding the "barrier to learning" and removing it with effective Teaching & Learning; Assessment and Feedback, is crucial here to enable children to **reach their potential and more.**

Provision in school is carefully mapped to ensure we can accurately report our policy and spending, agencies contacted where needed; pastoral care organised; timely interventions catered for; extended school activities and school trips supported. The child and its family are at the forefront of our planning for pupil premium and planning for school activities/school life.

In order to close the gap, constant communication is vital in St Edward's and is provided by: progress meetings with leaders and teachers; rigorous data tracking systems, informal and formal meetings between staff and staff, pupils and staff enables pupils' specific needs to be identified promptly. Progress is monitored and, through moderation and evaluation, amendments are made to support the child's learning.

We never confuse eligibility for pupil premium with low ability; it is used to support our disadvantaged pupils to achieve their highest levels. We use achievement data and professional dialogue regularly to check whether interventions or strategies are working and amend where needed, and constantly and rigorously measure the **impact** to learning.

The school ensures all staff are aware of the pupils eligible for Pupil Premium funding and they then can take **responsibility for their progress.**

Main Priorities 2021-2022

- To identify pupils who are eligible for Pupil Premium and **accelerate learning and progress** to ensure disadvantaged pupils achieve the **highest attainment** and **close the gap with their peers.**
- To ensure pupils' **health and well-being** is a high priority which in turn **supports their learning and allows for self- confidence, boosts self- esteem and progress.**



- To ensure progress for pupils from their **new starting points** in attainment

Challenges

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

Challenge number	Detail of challenge
1	<i>Pupils evidencing a lack of resilience and self- esteem because of the pandemic and an increased number of pupils with emotional and social health difficulties and attachment issues which could affect their progress in learning</i>
2	<i>Pupils are evidencing lower attainment than where they should be due to gaps with learning (pandemic) in the core subjects in turn affects the gap between non-disadvantaged pupils and this group of pupils</i>



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*Ensuring the **attendance** of disadvantaged pupils is in line with non- disadvantaged pupils to increase confidence, attainment and progress in school*

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
<p><i>Pupils to develop resilience, self-esteem, confidence personally and in learning which will impact on school life, family life and progress with learning</i></p>	<p><i>-confident to discuss and articulate their prior learning, their targets and what can be done to improve these</i></p> <p><i>-High quality personalised T&L from teachers and interventions narrow the gaps in learning</i></p> <p><i>-confidence in lessons and learning and to ask for support which will accelerate progress and not afraid to make mistakes</i></p> <p><i>-External agencies, support programmes working with both parents and pupils enable pupils to develop confidence</i></p>



	<p><i>-parent and pupil discussions meetings reflect the benefit of what is working to improve pupil's confidence and how it is working and what impact it is making</i></p>
<p><i>Engaging curriculum; personalised T&L-providing instant and ongoing feedback; specific interventions and an emphasis on reading, phonics and writing will ensure pupils understanding and knowledge in lessons accelerates progress in core and foundation subjects</i></p>	<p><i>-pupil engagement in core subject lessons evidences progress with learning with high quality T&L planned</i></p> <p><i>-pupils achieve attainment and progress in line with non- disadvantaged pupils in statutory testing</i></p> <p><i>-starting points and progress are articulated by teachers and adults in the classroom and evidenced in books and with discussions with pupils</i></p> <p><i>-frequent monitoring of the pupil's progress is evident; ongoing intervention will specifically match the pupil's needs</i></p> <p><i>-resources will specifically match each disadvantaged pupil needs</i></p>
<p><i>Attendance will not fall below national average attendance figures for non-disadvantaged pupils, ensuring pupils will attend school/lessons which in turn allows for progress in learning</i></p>	<p><i>-staff aware of the attendance figures of all their pupils and inform SLT of a decrease in attendance to enable quick intervention so the pupil is not missing any more time in school</i></p>



	<p>-attendance team work in collaboration with office staff, SLT and teachers for a swift and immediate intervention to increase attendance data</p> <p>Increase in attendance enables pupil to access high quality teaching and learning</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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Develop further the current curriculum content to enable teachers and support staff to teach</i>	<i>If pupils know more, they learn more, and the gap between non-disadvantaged and their less advantaged peers grows ever wider. ... teaching a knowledge-rich</i>	2



<p><i>objectives and expectations that will narrow gaps in learning based on their new starting points</i></p>	<p><i>curriculum is essential to the task of spreading opportunity and Levelling Up. The planning includes subject knowledge for teachers, succinct knowledge goals, key vocabulary, suggested tasks and key questions, as well as teaching resources so staff are well aware of sequence and progression, preventing gaps in learning.</i></p>	
<p><i>NEG, National college CPD webinars for whole school staff to access; no matter their role</i></p> <p><i>Pearson Education- Ebooks- looking at the value added for all pupils, including boys and girls as subgroups, those on Free School meals and Pupil Premium. All books are levelled to a fine grain and matched to the primary curriculum</i></p>	<p><i>Webinars will provide teachers, leaders and practitioners with advice and practical guidance on developing strategies to support the most disadvantaged pupils drawing on evidence- based practice.</i></p> <p><i>This programme includes group reading, in which teachers work with small groups of similar ability children reading aloud and prompt for strategies; a literacy intervention solution for struggling readers working behind expectations. Based on proven pedagogies it is designed to improve pupil's confidence and accelerate learning.</i></p>	<p>1, 2, 3</p> <p>1, 2</p>



<p><i>Continuous dialogue and monitoring through progress meetings, 'curriculum days' in order for staff to be aware of new attainment starting points, gaps in learning, intervention strategies and impact</i></p>	<p><i>Discussion with SLT on present data, issues and what is needed to close gaps in learning and attendance; to measure impact and discuss next steps; all staff aware of prior data and attainment, present barriers to learning and what is needed to overcome the barriers. Teachers organised to cover the staff in discussions/progress meetings and to cover T&L when staff are analysing their subject responsibility and how pupils are attaining and engaging.</i></p>	<p>1, 2, 3</p>
<p><i>Learning support advisor working with staff each term for an analysis and diagnostics evaluation of learning, interventions advice and support and with next steps to enable progress</i></p>	<p><i>Diagnostic tool with learning and progress; advice on resources to accelerate learning</i></p>	<p>1, 2</p>
<p><i>Resources purchased: Headstart, NACE activities, More able and talented, CPG</i></p>	<p><i>Challenging pupils to reach more than expected progress and attainment</i></p>	<p>1, 2</p>



<i>papers to challenge and motivate</i>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Small group personalised interventions with teachers and HLTAs trained with reading strategies, phonics, maths interventions and interventions to boost self-esteem and deal with loss: Rainbows, Sunbeams support</i></p>	<p>EEF: <i>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p>	<p>1,2,3</p>



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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Service Level Agreement for Play Therapist and Parent support worker- one hour weekly intervention over the academic year with pupils and parents to develop resilience, resolve attachment issues and develop confidence</i></p>	<p><i>Provide targeted support for children who have emotional, social or behavioural needs and their families</i></p> <p><i>Signpost children and families to appropriate external services where appropriate</i></p> <p><i>Provide a range of early intervention strategies</i></p> <p><i>Support and advise school staff working with the children and their families</i></p>	1, 2, 3
<p><i>'Sandcastles', REACH and MIND, iproviding</i></p>	<p><i>Information to help understand and support pupils and parents;</i></p>	1, 2, 3



<p><i>advice and support with any pupils experiencing mental health issues</i></p>	<p><i>how to cope with experiences and feelings and resources to guide parents and pupils to get help and support</i></p>	
<p><i>Upkeep of the school's therapy dog, including insurance</i></p>	<p><i>Provides targeted support for children who have emotional, social or behavioural needs and their families and encourages attendance in school</i></p>	<p>1, 2, 3</p>
<p><i>Support for the payment of educational trips, Breakfast and After School provision, Extended school activities</i></p>	<p><i>allows pupils to engage in wider school life, boosts self- esteem and confidence whilst nurturing skills and peer relationships in a social setting.</i></p>	<p>1,2,3</p>
<p><i>Explosive Pupils' 10 week programme provides teachers with tools, techniques and practical strategies to</i></p>	<p><i>Understand the importance of recognising and managing emotional issues:</i></p> <ul style="list-style-type: none"> <i>• Managing your response</i> <i>• Look at ways to teach and</i> 	<p>1,3</p>



safely manage and deal with pupils with anger management, emotional, health and mental issues.

support pupils so they can learn how to express feelings, practice new ways of doing things, embed new ways of looking at things, manage themselves when confronted with emotional situations.

Total budgeted cost: £

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 engaged in online lessons during lockdown to ensure learning is continuing*
- pupils invited to school lessons as part of the key worker group even though they may not have been eligible ensuring learning continued and barriers to learning were dealt with immediately*
- attendance and learning monitored showed pupils were either in school learning or accessing online learning and work evidenced during lockdown*
- two weekly communication through phone calls with parents to discuss progress and attainment, welfare calls to discuss barriers to learning and activities and mental health and well being*
- specific resources such as pens, coloured paper, stress tests and overlays purchased for use at home*
- no statutory data was available for 2021 but teachers assessments, use of previous statutory SATs papers, phonics testing, optional multiplication tests for year 4 pupils (current y5) showed pupils achieving in line with non- disadvantaged pupils*
- parental questionnaires of October 2021 showed evidence of parents strongly agreeing or agreeing that school provided were happy with the provision for pupils*

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
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NA	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.



