

St Edward's Catholic Primary School Pupil premium strategy statement – 2021/22 to 2023/24

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 also outlines money received and how it is spent each year for 2021/2022, 2022/2023, 2023/2024

School overview

Detail	Data
School name	St Edward's Catholic Primary School
Number of pupils in school	429
Proportion (%) of pupil premium eligible pupils	106/391 (27%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	Jul 22, Dec 23, Jul 24
Statement authorised by	Paul Underwood Head Teacher
Pupil premium lead	Samaira Naz Assistant Head Teacher
Governor/Trustee lead	Jordan Velinor Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 158,595
Recovery premium funding allocation this academic year	£11, 020
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	£0 – N/A

Part A: Pupil premium strategy plan

Statement of intent

Our aspiration is to create exceptional opportunities so that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including good progress for our more able pupils. Children's social and emotional needs and their well-being is also central to their development and this links directly to academic success and progress.

We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker, are young carers or families with monetary or housing issues. The pupil premium strategy is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and intervention 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 disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils have access to rich curriculum experiences and are challenged in the work that they are set
- act early to intervene when the need is identified and ensure that high quality
- intervention is provided including those disadvantaged children that are in the
- bottom 20% of a class/year group.
- evaluate the impact of teaching, learning and intervention
- provide enrichment opportunities to foster holistic development for pupils including developing positive attitudes to learning
- regularly monitor attendance and provide additional support so that attendance is in line with national figures
- rigorous analysis of data to monitor outcomes and set targets
- provide a high quality remote learning programme if needed

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 students indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2.
2	Assessments, observations and discussions with pupils suggest pupils generally have greater difficulties with phonics than their peers in EYFS and KS1. This negatively impacts their development as readers and gaps in knowledge remain when children go into KS2 if this is not addressed as early intervention.
3	Assessments, observations and discussions with pupils suggest that Maths attainment among pupils is lower than their peers. Early intervention will support the gap in attainment from widening as the children progress throughout the school.
4	Recovery curriculum programme to continue support reintegration back into school life after the pandemic but also for disengaged children and pupils adapt back to regular schooling.
5	Analysis of school provision highlights that not all disadvantaged pupils access or take up the offer of enrichment activities that the school offers. This has a direct impact on the teaching, learning, attainment and progress of pupils.
6	Our analysis through surveys, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of physical activities and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment and progress. Teacher referrals for support have markedly increased during the pandemic. Many pupil premium children currently require additional support with social and emotional needs.

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
Recovery curriculum in place to support reintegration back into school life	Pupils adapt back to normal school life and any areas of concern are addressed. Disengaged children are appropriately supported.

	<p>Pupil's social and emotional wellbeing is a priority and children feel happy and secure in school.</p> <p>Gaps in learning are monitored and learning is planned to support this.</p>
Improved oral language skills and knowledge of vocabulary.	Data and outcomes indicate improved oral language for all pupils. This is evident when triangulated with other sources of evidence including engagement in lessons through monitoring of teaching and learning, book scrutiny, impact of interventions and ongoing formative assessment.
Improved reading and phonics attainment.	<p>Phonics outcomes in EYFS and KS1 indicate that pupils meet the expected standards and more able pupils exceed the expected standard.</p> <p>Reading outcomes in KS2 indicate that pupils meet the expected standard and more able pupils exceed the expected standard.</p> <p>All pupils make good progress from their starting points.</p>
Improve Maths attainment for all pupils.	<p>Maths attainment in EYFS, KS1 and KS2 indicate that the majority of pupils meet the expected standard and more able pupils exceed the expected standard.</p> <p>All pupils make good progress from their starting points.</p>
Achieve and sustain improved well-being for all pupils particularly the disadvantaged children.	<p>Sustained high levels of well-being for all pupils demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student, staff and parent surveys and teacher observations • a noticeable reduction in referrals being made to the school based nurturing sessions and external counselling services • a significant increase in participation in enrichment activities particularly among disadvantaged pupils.
Achieve and sustain improved attendance for all pupils particularly the disadvantaged children.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • overall absence for all pupils does not fall below 96% and the attendance gap is reduced.

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: £ 56,973

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of recovery curriculum package</p> <p>Training for staff to ensure that programme is delivered effectively</p>	<p>Investment in the school recovery plan should be a substantial and sustained commitment, with the bulk coming in the form of a multi-year increase to the pupil premium, targeted at pupils who have suffered the most, and using existing accountability mechanisms.</p> <p>https://www.suttontrust.com/our-research/social-mobility-covid-education-recovery-plan-catch-up/</p>	1,2 ,4, 5 and 6
<p>Purchase of Reading Eggs online platform, TT Rockstars Maths programme, RWI Phonics Scheme and White Rose Maths scheme</p> <p>Release teachers for relevant training in these areas including access to the local Maths Hub focusing on mastery in teaching and those 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>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of blending and word reading.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</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>	1, 2 and 3

Release staff to attend RWI Development and training days		
Purchase of laptops/pads/chromebooks for all children	<p>Use of computer and technology-assisted strategies to support learning. This is aimed at pupils, for instance applications for problem solving, while some is for teachers, including interactive whiteboards. These approaches are most beneficial for writing and maths practice and with young learners. What is important is the teaching and learning goals rather than a specific technology and teachers need support and time to learn to use it.</p> <p>https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/</p> <p>This will also mean that children can have devices on loan at home to complete homework, success online platforms and to use in the event of closures or lockdowns because of COVID-19.</p> <p>https://www.suttontrust.com/our-research/social-mobility-covid-education-recovery-plan-catch-up/</p>	1, 2, 3, 4 and 6

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

Budgeted cost: £ 68,093

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional intervention sessions for Phonics, Reading, Writing and Maths</p> <p>Employment of TAs</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 of time.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Small group tuition involves a teacher working with up to five pupils, usually on their own in a separate classroom or</p>	1, 2, 3 and 4

	<p>working area. This intensive tuition approach is often provided to support lower attaining learners or those who are falling behind. It can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/</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>https://www.suttontrust.com/our-research/social-mobility-covid-education-recovery-plan-catch-up/</p>	<p>1, 2, 3 and 4</p>
<p>Purchase of a programmes, workshops and services to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions emphasise spoken language and verbal interaction in the classroom so that learners benefit from explicit discussion of content or the processes of learning, or both. Approaches include: targeted reading aloud and discussing books with young children, explicitly extending pupils' spoken vocabulary and the use of structured questioning to develop reading comprehension.</p> <p>https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/</p>	<p>1, 2, 3, 4 and 6</p>

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

Budgeted cost: £ 44,549

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice from research undertaken by the EEF.</p> <p>Training and release time for staff to develop strategies of monitoring and effectively dealing with absences.</p>	<p>Research undertaken by Sutton Trust and Education Endowment Fund</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>https://www.suttontrust.com/our-research/social-mobility-covid-education-recovery-plan-catch-up/</p>	<p>5 and 6</p>
<p>Staff training on behaviour management with the aim of developing a consistent approach across the school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>5 and 6</p>
<p>Purchase of well being scheme and employment of a Well Being Lead/Senior Mental Health Lead</p>	<p>https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/</p> <p>Identifying and targeting individuals or groups of pupil to support and develop their well being and mental health.</p> <p>https://www.suttontrust.com/our-research/social-mobility-covid-education-recovery-plan-catch-up/</p>	<p>5 and 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>ALL</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Internal and external data (2020/2021 to 2022/2023) suggests that the performance of most disadvantaged pupils is in line with other pupils, however, there is a group of disadvantaged children that performed lower than their peers in key areas of the curriculum.

One of the main reasons for these outcomes points primarily towards the impact of COVID-19 which disrupted all subject areas due to varying degrees. Although pupils were able to access a full online curriculum they were not able to benefit from the pupil premium funded improvements or high quality intervention programmes to the degree which would have been possible when schools remained open.

Overall attendance for the pupil premium children was in line with their peers or above the national average. Sickness is higher mainly in EYFS and KS1 – this was due to periods of absence due to sickness and post Covid bugs. Attendance figures varied throughout the year depending on different circumstances. During some periods throughout the year, attendance of disadvantaged children was actually higher than their peers.

Our assessments and observations indicated that pupil behaviour, well-being and mental health for many pupils were impacted at different levels primarily due to post COVID-19 related issues. We used pupil premium funding to provide well-being support for all pupil and targeted interventions when required. This approach is being further enhanced as outlined in this plan.

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
Reading Eggs	Blake Learning
White Rose Maths	White Rose Education

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?	The school benefits from the services of an external counsellor who supported these children in developing confidence and encouraging healthy emotional well-being.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing and developing resilience and self-esteem amongst service children which directly impacted on their academic attainment.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity which will include the following:

- Providing support for children in early years as per evidence from the Sutton Trust demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. <https://www.suttontrust.com/wp-content/uploads/2021/05/The-parents-view.pdf>
- Employing and developing the role of a Well Being Lead and Mental Health lead in the school for children and staff. Ensure training for the Mental Health lead which will focus on developing understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents and the wider community. <https://www.gov.uk/guidance/senior-mental-health-lead-training>
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. <https://www.suttontrust.com/wp-content/uploads/2021/05/The-parents-view.pdf>
- all disadvantaged pupils to have an ongoing entitlement to access to digital learning including flexible use of school laptops or tablets, and data allowances/wireless dongles where necessary. Educational websites should be excluded from data allowances on an ongoing basis. <https://www.suttontrust.com/wp-content/uploads/2021/05/The-parents-view.pdf>

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers and surveys to all stakeholders in order to identify the challenges faced by disadvantaged pupils. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the Sutton Trust's Fairness First report on Social Mobility, Covid and Education Recovery to help us develop our strategy to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.