



# St Edward's Catholic Primary School

## Pupil Premium Spending Policy 2019-2020

### School Profile

- St Edward's Catholic Primary School is a two-form entry school with the capacity for 26 full time equivalent Nursery pupils.
- While the school was established in 1902, it has been in its current position since August 2000.
- Adjacent to the school is Our Lady of Compassion Church which ensures the school is at the heart of the Parish community.
- Since 2005 there have been significant improvements to the school building so to meet the needs of both staff and pupils. The latest being the construction of a new training room to be used for the National Teaching School.
- In 2013 the school became a National Teaching School, with the Head Teacher being awarded National Leader in Education/National Support School
- The Head Teacher also worked with a local Deanery School during this year as an Executive Head Teacher, as that school was unable to recruit a substantive Head Teacher.

### Staffing Structure

- The Head teacher was appointed in February 2003. He leads the Senior Leadership Team (SLT) which includes well established and experienced staff – A Deputy Head, two Assistant Head Teachers, two senior Phase Leaders and an EYFS Manager.

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### The School Community

- St. Edward's serves a socially mixed area of Newham, with high levels of family poverty.
- The school's deprivation indicator is currently 0.8 twice that of the national and Newham itself is in the top 5% most deprived boroughs in the UK.
- Currently there are 421 full time equivalent pupils on roll including the part time Nursery children.
- FSM account for 19.4% with 66 pupils currently in receipt of Pupil Premium. The local authority continues to provide Free School Meals for all primary aged pupils as part of the Healthy School Initiative.
- 97.8% of pupils are from countries other than the United Kingdom. The main countries represented in the school are Nigeria, Ghana, Zaire, Uganda, Eastern Europe, the West Indies, Columbia and the Philippines.
- The percentage of our Black African families is beginning to decline with an increase in families from Latin America, Eastern Europe and South Asia.
- 67% of these pupils speak English as an additional language, with approximately 37 languages spoken overall.
- There are 21% of pupils currently on the SEND register with 4 pupils receiving Higher Needs Funding in line with Newham's inclusion policy.

### School Developments

The school has:

- Been deemed to be 'outstanding' following a Section 48 Inspection by the Brentwood Diocesan Commission in April 2015 A review in 2018 and another full inspection in Feb 2020 which was also graded outstanding
- Been deemed to be outstanding in all areas under Section 5 of the Education Act in June 2009.
- The Investors in People Gold Champions award
- The Sainsbury School games Gold Mark
- The CPD Kite mark award
- The Primary Science Quality Gold Mark
- The Artsmark Gold
- Investors in Pupils award

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### Objectives of Pupil Premium Spending

Our key objective in using the Pupil Premium Grant was to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress, and in the last three years have been successful in bridging the gap in the levels of attainment between FSM and non-FSM pupils.

Our aim is to:

1. carefully 'ring fence' the funding so we always spend it on the target group of pupils
2. avoid confusing eligibility for the Pupil Premium with low ability, and focused on supporting their disadvantaged pupils to achieve the highest levels
3. thoroughly analyse which pupils are underachieving, particularly in English and mathematics, and why, using termly assessment data, teacher, parent and pupil voice
4. draw on research evidence (such as the Sutton Trust toolkit ) and evidence from our own and others' experiences to allocate the funding to the activities that are most likely to have an impact on improving achievement.
5. understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good
6. use achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly
7. make sure that support staff are highly trained and understood their role in helping pupils to achieve
8. systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it
9. ensure that a designated senior leader has a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils
10. ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress
11. develop a clear policy on spending the Pupil Premium, agreed by governors and publicised on the school website
12. provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning
13. thoroughly involve governors in the decision making and evaluation process
14. be able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of our spending on the outcomes for pupils

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Pupils on roll: **421**

Total number of pupils eligible for PPG: **61**

Pupil Premium grant received: **£80,520**

### **Provision**

**Provision at St. Edward's is implemented through harnessing the Sutton Trust toolkit in partnership with parent voice, pupil voice and evidence based experience of all staff.**

The range of provision the staff and Governors consider for this group include:

- How to maximise progress from the beginning of Early Years, so that all pupils reach their full potential by the end of Key Stage 2, regardless of their learning journey starting point. Therefore, St. Edward's focuses significant spending in Nursery and Reception to provide the best possible starting point for pupils that are disadvantaged on entry.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress, in year groups where there is a high percentage of pupil premium is underachieving when compared with their cohort;
- Providing 1-1 and small group work focusing on overcoming gaps in learning and working on targets directed by the teacher that are SMART;
- Additional teaching and learning opportunities provided through high quality learning mentors, trained TAs or external agencies;
- The majority of our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations, with a focus on core subjects Maths, Writing and Reading. Maths, as a whole school priority identified through the analysis of both pupil premium and whole school data will be prioritised.
- The most expensive interventions will target Focus Year groups, where there are relatively large groups of pupil premium children that have been identified as underachieving.
- In addition, the school recognises that the wider curriculum supports and enriches children's development in communication, English and maths, and therefore funding will also be allocated to enable children to participate fully and actively in wider and extra-curricular activities;

Provision will not be aimed at statemented/ Newham funded pupils as funding for need and targeted daily provision is already in place.

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### Reporting

It will be the responsibility of the designated Pupil Premium Senior Leader to report to the Governors on:

- The progress made towards narrowing the gap, for socially disadvantaged pupils in each year group;
- An outline of the provision that was made since the last meeting, its purpose and the impact so far
- An evaluation of the cost effectiveness and impact of the provision in terms of the progress made by the pupils receiving a particular provision.
- How parents are included and informed about their child's provision and progress.
- How the requirements published by the Department for Education have been harnessed to complete an annual report of spending.

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Money will be used as follows	Cost	Objective	Intended Outcome
Breakfast club	£1404	To ensure pupils have a meal before class	To improve concentration in class
After school club	£3100	To ensure all pupils have access to all areas of the curriculum.	Equality of access to a wider enriched curriculum for pupils.
After school homework club	£1500	To ensure all pupils have access to all areas of the curriculum	Equality of access to a wider enriched curriculum for pupils
Coach intervention in writing Y5 and Y6	£5850	To provide support for identified children in writing	Accelerated progress in writing
Rome trip	£1400	To ensure all pupils have access to all areas of the curriculum	Equality of access to a wider enriched curriculum for pupils
Sports Extracurricular clubs	£2500	Provide opportunities for children to excel in sport.	Increased confidence and self-esteem.
Sports coach	£15000	To provide pupils with skills to communicate and work as part of a team.	Increased confidence and self-esteem.
Sports coach to run Y5 and Y6 pupils with a focus on social skills, team building, problem solving and reading.	£5850	To provide pupils with skills to communicate and work as part of a team.	Increased confidence and self-esteem.
Identify pupils who would benefit from attending gifted and talented courses in the local area	£500	To maximise opportunities for gifted and talented pupils	Accelerated progress of gifted and talented pupils
To cover the costs of a counsellor from Brentwood Catholic Children's Society.	£5800	To provide counselling for children who are experiencing emotional or behavioural difficulties.	The emotional well-being of vulnerable children is well supported.
DHT to teach groups in Year 5 and 6 for 1hr 45 mins per day with targeted children for intensive support in Maths and Reading.	£4000	To provide support for identified children in reading and maths (to include small group work and 1:1)	Accelerated progress in reading and maths
1:1 nurture time with learning mentor	£858	To raise pupil's self-awareness and resilience	Increased confidence and self-

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Learning Mentor: small group support in Year 6 for English and Maths	£6000	To provide support for identified children in reading and maths	Accelerated progress in reading and maths
2 week Teacher and TA Booster's club	£900	To provide support for identified children in preparation for year 6 SATS	Accelerated progress in reading and maths
Third teacher in year 6 for English and Maths	£15,758	To provide support for identified children in reading and maths	Accelerated progress in reading and maths
PM: Maths Interventions – TA led	£780	To provide support for identified children in maths	Accelerated progress in maths
Time with Teddy Intervention	£7,000	To provide support for identified children who are experiencing emotional or behavioural difficulties	The emotional well-being of vulnerable children is well supported.
Proportion cost of Topic weeks e.g. Aspiration Week, Anti-bullying, On line safety	£500	To provide opportunities for children to excel in creative areas of curriculum and raise aspirations	Increased confidence and self-esteem.
Head Start Interventions with TA SUPPORT	£1820	To provide support to children to build resilience and overcome any challenges and bounce back from tough circumstances	Identified children are emotionally healthy and are able to deal with any challenges they may face.

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