



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

Metric	Data
School name	St Edward's Catholic Primary School
Pupils in school	185
Proportion of disadvantaged pupils	15%
Pupil premium allocation this academic year	£42,195.00
Academic year or years covered by statement	2023-2026
Publish date	November 2023
Review date	July 2024
Statement authorised by	Leanne Brydon
Pupil premium lead	Leanne Brydon
Governor lead	Donna Jawo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42, 195
Recovery premium funding allocation this academic year	£8,881
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,194
Pupil premium catch up funding 2022 carry forward	£8,940
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	£70,210 <i>(Figures to be confirmed following year end meeting with Financial director)</i>

Part A: Pupil premium strategy plan

Statement of intent

“Ensuring that every child feels a sense of security and belonging within the school enables each child to accept and participate actively in transforming situations that are part of learning experiences” Loris Malaguzzi

St Edward’s Catholic Primary School is a school where we strive to give all children the best possible education within an environment where everyone is valued and respected as part of God’s family. We aim to inspire each individual through our bespoke curriculum, which celebrates the diversity of our school and enhances cultural capital opportunities for all.

St Edward’s is passionate about removing barriers and meeting the needs so all of our children so that they can be successful in their next phases in life. Our Pupil Premium Strategy has three key priorities that we feel will prepare our children academically and emotionally. Throughout 2022-2023 we will be closely monitoring and evaluating our progress and implement changes where necessary.

Please find below our rationale for each area of funding:

1. The improvement of Quality First Teaching is key to the success of all pupils, including Pupil Premium children. We believe that through the development of our bespoke curriculum that is child centred and designed to inspire and celebrate our diverse school community, that children’s engagement in learning will be increased and progress will accelerate. Through our whole school approach to the teaching of reading we model high expectations and give all children, including Pupil Premium children the skills and love of reading that they need in later life, aiming for every child to be reading in line with their chronological age by the end of Key Stage 1.
2. Targeted interventions are based on closing children’s gaps and barriers to knowledge, understanding and application. Some interventions will be delivered outside of the classroom with specialist one to one tuition to ensure that children are making progress from their starting points. Individual interventions will focus on bridging the gap in knowledge and skills and will be robustly tracked by staff and leaders. Other interventions will take place through additional support in the classroom during lessons identified and discussed termly at pupil progress meetings.
3. Pastoral and attendance support for our disadvantaged children and families is integral in ensuring a positive impact on pupils learning and future aspirations. Our Inclusion lead, supported by our PFSW, ensure interventions such as 1:1 / group nurture sessions, bereavement support, parent support workshops and early help intervention with families are implemented and their effectiveness evaluated, supporting children to attend school day for maximum impact on their learning outcomes.

These will be reviewed in July and adjustments will be made based on the children’s emerging needs to ensure all actions are carried out and are successful for each child.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health <i>Some PP children are prohibited from engaging successfully with their learning due to external family barriers</i>
2	Gaps in reading, writing and maths. <i>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</i>
3	Speech, language and communication <i>On entry levels for disadvantaged pupils below national</i>
4	Attendance and punctuality
5	Access to wider opportunities <i>including access to suitable electronic devices</i>
6	Parental engagement <i>In particular those families receiving additional external support from SS</i>

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
To offer a bespoke child-led broad and balanced curriculum, where teaching and learning is at least good across all year groups and all subject areas.	Lessons observed as part of a formal or informal process are at least good across all year groups in all subject areas.
All non-SEND PP Children make at least expected progress in reading.	Within year group cohorts, increased numbers of PP children achieving ARE in reading.
All non-SEND PP Children make at least expected progress in writing.	Within year group cohorts, increased numbers of PP children achieving ARE in writing.
All non-SEND PP Children make at least expected progress in Maths.	Within year group cohorts, increased numbers of PP children achieving ARE in Maths.
All PP children have access to further learning opportunities outside of school hours.	All children have access to internet, devices and programmes required.
Interventions are suitable, impact driven and meet children's needs to close gaps and ensure attainment and progress is at least expected.	Evaluation of interventions demonstrate that PP children achieve the intended outcome when participating in interventions.
Children who have been identified as requiring additional pastoral support receive this for the length of time that it is required.	Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS assessment.

Impact of the use of external agencies leads to better outcomes for pupils.	Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS test.
The attendance of targeted PP children who are persistent absentees or late arrivals, improves	Work undertaken demonstrates a notable improvement in PP attendance percentages.
Children in receipt of the PP have equal access to all that the school offers in terms of additional provisions.	Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS test and pupil surveys.

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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To close the attainment gap between disadvantaged and non-disadvantaged pupils particularly in reading, writing and maths.</p> <ul style="list-style-type: none"> *Implementation of guided reading in Key Stage 1 classes to support children’s early reading skills. * Implementation of agreed consistent reading approaches to ensure all children are accessing reading books to support these individual needs and are exposed to more challenging texts through whole class readers that are progressive and shared in whole school reading spines. * Consistency in teaching phonics, with clear interventions for those children not making expected progress. * Use of Spelling Zappers to improve spelling across whole school * Use of consistent format to introduce each lesson focussing on: <ul style="list-style-type: none"> o Key Skills o Key Vocabulary o Metacognition Skills o Learning Behaviours *Coaching for staff new to school for maths learning journey *Implement an agreed and consistent approach to oracy in every lesson to support children’s knowledge and understanding of their learning in all subject areas *Consistent use of GL assessments to identify gaps in learning and Insight to track children’s attainment and progress. *Further enhance the opportunities to engage in outdoor learning across the curriculum which engages all pupils including disadvantaged. *Development of SL to effectively monitor curriculum areas *Termly pupil progress meetings with a focus on disadvantaged pupils 	<p>We have taken particular guidance from the Ofsted Report ‘how schools are spending funding successfully to maximise achievement’ in our formulation of strategy. This report outlines the importance of diagnostic tools to identify specific gaps and the importance of impact measurement in terms of response. Our whole strategy is based on the production of a barrier map for all PP children on which specific gaps can be identified and responses agreed. These responses are impact measured and evaluated termly as part of our pupil progress meetings in which the progress and achievement of PP children is a specific focus.</p> <p>All evidence including that of our own experience, the Sutton Trust and EEF toolkits and the Ofsted guidance is clear that quality teaching has a disproportionate impact on pupil premium children. We are striving to ensure that teaching is at least good across our school. We invest in training to ensure that quality first teaching is always supported and remains a goal.</p> <p>We are working hard with all teachers to embed clear, engaging teaching and high expectations of all learners, both of which are evidenced by Hattie’s research culminating in the Visible Learning Metax global research database</p> <p>This research also highlights the positive impact of strategies relating to metacognition (0.6), self-directed learning and student self-regulation (0.67/0.54).</p> <p>The Sutton Trust and EEF toolkits identify a focus on a few key things which have the most significant national impact on achievement and progress.</p>	<p>2,3,5</p>

<p>*Support given by Subject leader to ensure good practice in all lessons to ensure all children make at least expected progress.</p>	<ol style="list-style-type: none"> 1. A school-wide understanding of metacognition and embedding of behaviour management processes which embed self-regulation for children. 2. Reading comprehension strategies and the explicit embedding of phonics throughout the school. 3. Staff training and the effective use of experts to assist and intervene in the educational process for children. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading, writing and maths outcomes for all disadvantaged pupils to be at least inline or exceed National.</p> <ul style="list-style-type: none"> * Use baseline assessments to identify children in need of speech and language intervention – focusing on EYFS and Year 1 in small groups or 1:1 with specialist speech and language support for early identification of individual speech and language needs. * Phonics groups closely match to individual levels and where necessary 1:1 intervention in place. * Catch up reading programs, eg. Switched on Reading, used for individual interventions to support reading and understanding of language development 1:1 or small group with trained TA. * Every child to be heard reading by an adult weekly and where gaps identified 2/3 further sessions put in place through targeted support. * Reading interventions include - Switched on reading, choral reading, precision teaching, read works, VIPERS. * 1:1 conferencing for identified pupils falling behind with age related expectations. * Use of outdoor learning opportunities to support wider opportunities for writing. * Set aspirational targets to ensure staff have high expectation of pupils. * Tracking of disadvantaged, including bespoke provision mapping which may include SMART targets. * Fortnightly TA meetings and drop-in observations to ensure interventions are having impact. 	<p>Whilst we agree that a variety of methods should be employed to meet individual need, we believe that on the whole 1:1 and small group intervention by a group of experts is the most impactful method to fill gaps. This mirrors the findings of the Sutton Trust and EEF toolkits and the Ofsted guidance discussed above.</p> <p>The EEF have found that the average impact of oral language interventions and development is approximately an additional six months progress over the course of a year.</p>	<p>1, 2, 3, 4</p>

<p>*Use NESSY program to support individual pupil's needs and ensure they have access to this at home to support home learning.</p> <p>* Analyse summative assessment data and identify the children who require catch up</p> <p>*Promote a love of learning through the school through consistent approaches to learning behaviours and independence with learning.</p> <p>*NGRT assessments show improvements for disadvantaged children with reading and spelling ages across the school.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £37,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve engagement of families to ensure children are readily prepared for school each day as barriers to home are supported by PFSW.</p> <p>*Our full time Pupil and Family Support Worker supports our families in the following ways:</p> <ul style="list-style-type: none"> - Supporting families to ensure they access to adequate permanent housing. - ensuring that families had access to the government funding and benefits that they were entitled to. - engaging parents and families with support for their mental health and the impact of this on the children. - supporting victims of domestic abuse - ensuring that families are supported by appropriate external agencies e.g., Service Six, The Voice, Sunflower Centre. - supporting families with debt, often leading to other issues surrounding family finances such as food, paying bills etc - supporting families who have poor physical health. <p>Improve Pass scores and NGRT scores through addressing Cultural Capital gaps amongst PP children.</p> <p>* In response to these and other needs, the children often require regular and direct support from other</p>	<p>Our approach to social and emotional support is to embed inclusion throughout our school. The priorities of our inclusion provision are:</p> <p>To have systems in place to secure the inclusion of all children so teachers can teach, and learners can learn,</p> <p>To enable leaders to be able to focus their attention on curriculum and leading learning across the school; and</p> <p>To establish excellent provision to ensure readiness to learn and achieve for children and families for whom inclusion is a challenge.</p> <p>There is a plethora of research surrounding the benefits and establishment of inclusion in education¹. A study called <i>Inclusion and the standards agenda: negotiating policy pressures in England</i>² in 2006 defines successful inclusion as '<i>Schools...hav[ing] strategies for encouraging the presence,</i></p>	1,2,4, 5, 6

¹ 'Inclusive education' means that all children are together in mainstream classrooms for the majority of their day. (Implementing inclusive education, Dr Matthew J. Schuelka University of Birmingham 29 August 2018)

² Mel Ainscow, Tony Booth and Alan Dyson, *School of Education, University of Manchester, Manchester, UK; Canterbury Christ Church University, Canterbury, UK, 2006*

<p>members of our pastoral team to help them deal with a variety of issues and barriers including:</p> <ul style="list-style-type: none"> - General emotional wellbeing. - mental health - behaviours associated with poor attachment. - trauma induced behaviours. - children who have witnessed domestic abuse. - children who live with parents who are abusing alcohol and/or drugs. - issues arising from neglect, including low self-esteem, issues with general appearance etc. - Children are supported academically and emotionally to fully engage with the school day. <p>*Pupil Premium lead to identify strengths and areas for development amongst PP children from PP tracker and development individual plans with Class teachers in Pupil Progress Meetings.</p> <p>* Pupil Premium Lead to enhance the learning experiences for all children to improve engagement and ensure all experiences are progressive throughout the school</p> <p>* Access to all school trips to enhance the curriculum experience</p> <p>* Access to uniform to enhance the sense of belonging reflected in PASS scores</p> <p>* Access to peripatetic tuition or a sports activity to develop own interests in extracurricular activities (Bespoke package)</p> <p>* Access to 1:1 reading support for all PP children to ensure they have the opportunity to discuss language of text that they have chosen to read from the library using NGRT scores to show improvements and progress made in reading ages. Move support onto writing or maths focus following pupil progress meetings to ensure individual gaps/ needs are met.</p> <p>*All children to have access to a PSHE curriculum to support mental health and wellbeing assessed with PASS outcomes focused on self</p> <p>*Use the baseline assessments for PASS to explore the needs for wellbeing, confidence building, and self-esteem workshops to improve PP children's attitudes towards school and aspirations for themselves as learner through the belonging survey.</p> <p>Improve PASS schools in relation to attitudes towards school that will raise attendance rate to narrow gap and be in line with National.</p>	<p><i>participation, and achievement of all learners.</i> This is now echoed in UNESCO's 'Guide to Ensuring Inclusion and Equality in Education' (2017).</p> <p>Various models and factors have been discussed and recent studies (including Dimitrellou 2017³ and Farrell 2004⁴) have started to model the features required to enable inclusive education to occur. These studies coupled with 'School exclusion: a literature review on the continued disproportionate exclusion of certain children'⁵ provide a comprehensive literature review of inclusion and a sound basis of research. From this research a Trust Approach to inclusion has been established which ensures all schools have inclusion teams to support implementation of agreed behaviour principles, and who provide bespoke support to children including emotional support, attendance support, early help and family support.</p> <p>We firmly believe in the establishment of relationship in order to support SEL. We heavily resource pastoral support and are beginning to find strategies to better evidence this spend including the analysis of data from the PASS survey and cross-referencing outcome data with pastoral support using the Insights programme.</p> <p>We also rely on the findings of the EIF in relation to the effect of early help and intervention in respect of mental health and achievement</p>	
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³ Does an inclusive ethos enhance the sense of school belonging and encourage the social relations of young adolescents identified as having social, emotional and mental health difficulties (SEMH) and moderate learning difficulties (MLD)?, 2017, UCL

⁴ Farrell, P. (2004). School Psychologists: Making Inclusion a Reality for All. School Psychology International.

⁵ Graham et al, DfE, 2019




<ul style="list-style-type: none"> * PFSW to work specifically with individual families to identify specific barriers and agreed actions * Introduction of school app that provides parents with their child's attendance % daily to support home/school links * Class teachers to undertake 1:1 learning conversations with PP pupils to establish a positive relationship and understand their barriers which will enable them to support the pupil's more efficiently and effectively. * To ensure pupils wellbeing is supported through interventions in school and use of an external counselling if needed (progress is shown with before and after scores for each child who attends sessions) * Ensuring all parents are accessing Parentmail to engage their child's learning * Offer breakfast club for free to provide pupils with a learning ready approach reflected in PASS scores * Improvements in PASS scores focused on attitudes towards school and learning for each child. 		
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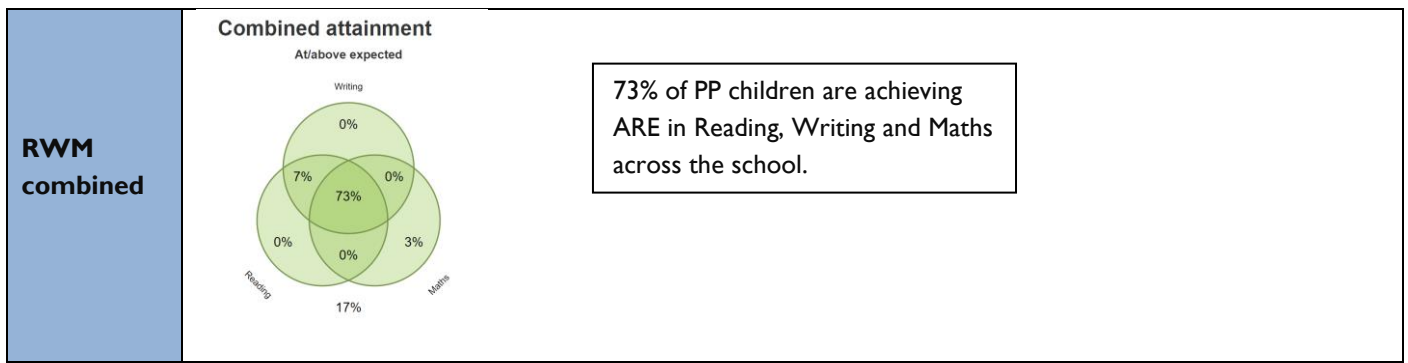
Total budgeted cost: £70,210

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 2022 to 2023 academic year.

Attendance	<p>PP attendance the year = 84.9%. As a group attendance compared to whole school there is a gap of -6.9% 38% of PP were 90% or above for the academic year</p>								
Reading	<p>80% of PP children are competent or above for reading (teacher assessment) 7% of PP children are above expected ARE with proficient (teacher assessment)</p> <p>Legend: Below (red), Just within (orange), Expected (green), Above (blue), No data (grey)</p> <p>Reading 30 pupils - Average: Competent</p>  <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Below</td><td>20%</td></tr> <tr><td>Expected</td><td>73%</td></tr> <tr><td>Above</td><td>7%</td></tr> </table>	Category	Percentage	Below	20%	Expected	73%	Above	7%
Category	Percentage								
Below	20%								
Expected	73%								
Above	7%								
Writing	<p>80% of PP children are competent or above for reading (teacher assessment) 3% of PP children are above expected ARE with proficient (teacher assessment)</p> <p>Legend: Below (red), Just within (orange), Expected (green), Above (blue), No data (grey)</p> <p>Writing 30 pupils - Average: Emerging</p>  <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Below</td><td>20%</td></tr> <tr><td>Expected</td><td>77%</td></tr> <tr><td>Above</td><td>3%</td></tr> </table>	Category	Percentage	Below	20%	Expected	77%	Above	3%
Category	Percentage								
Below	20%								
Expected	77%								
Above	3%								
Maths	<p>78% of PP children are competent or above for reading (teacher assessment) 10% of PP children are above expected ARE with proficient (teacher assessment)</p> <p>Legend: Below (red), Just within (orange), Expected (green), Above (blue), No data (grey)</p> <p>Maths 31 pupils - Average: Competent</p>  <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Below</td><td>23%</td></tr> <tr><td>Expected</td><td>68%</td></tr> <tr><td>Above</td><td>10%</td></tr> </table>	Category	Percentage	Below	23%	Expected	68%	Above	10%
Category	Percentage								
Below	23%								
Expected	68%								
Above	10%								



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
IXL	IXL learning IXL Maths and English Practice
TT Rockstars	Maths Circle Ltd Times Tables Rock Stars: Play (trockstars.com)
GL assessment PASS for attitudes towards learning and self	Home - GL Assessment (gl-assessment.co.uk)

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?	Service children receive the same bespoke package offer as PP children.
What was the impact of that spending on service pupil premium eligible pupils?	