

Pupil premium strategy statement – St Edward’s Catholic Primary School 2022/23

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2022/23-2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	J. Kennett
Pupil premium lead	K. Costello
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,376
Recovery premium funding allocation this academic year	£7105
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£7894
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£142,419

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas and have access to all areas of school life and the wider curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress and attainment for those who are already high attainers, ensuring that all children reach their full potential. Research conducted by EEF is used to inform the decision-making process with regards to the different strategies utilised by the school.

We recognise the challenges faced by vulnerable pupils, such as those who have a social worker, young carers, those new to the British Education system (newly arrived pupils), those with English as an additional language, and those with special educational needs, including social, emotional and mental health difficulties. The activities we have outlined in this statement are intended to support the needs of all pupils regardless of whether they are disadvantaged or not.

Quality first teaching (QFT) 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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges both national and reflective of our local area and individual needs, it is rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged, at their level, in the work that they are set.
- act early to intervene at the point need is identified, providing appropriate scaffolds, support and a graduated approach.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

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 pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and access to the wider curriculum.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. The gap is evident when the children start school and remains steady to the end of KS2.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. This includes low self-esteem and lack of confidence and resilience (characteristics of effective learning). These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our attendance data reflects the impact of Covid and the challenges faced by our disadvantaged pupils. Overall attendance for 2021/22 was just below 92% for all pupils with disadvantaged pupils below 90%. Our assessments and observations indicate that absenteeism is negatively impacting on pupils' progress.
6	Transience within the school. A significant proportion of the children in Year 6 did not start their school education at St Edward's. Many arrive with limited English and are living in temporary accommodation. They have limited access to resources which will support home learning.
7	Missing out on enriching life experiences due to financial implications. Pupil voice surveys, observations and discussions with pupils reflect their limited experiences outside of school. Children report that they do not have access to the same number of out of school clubs or experiences such as visits to areas of interest as their peers, primarily due to financial implications but also time constraints, transport and lack of information about what is available and its value to supporting the education and development of the whole child.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Phonic screening check results, KS1 and KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS1, Year 4 multiplication check and KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: The percentage of all pupils who are persistently absent decreases and the figure among disadvantaged pupils is in line with non-disadvantaged.
For those new to school, pastoral, EAL support to remove barriers to learning and support integration into school.	Children integrate quickly into the school and are equipped with the necessary resources to fully engage with school life.
Children are highly engaged and motivated to learn. This is measured through monitoring of outcomes, pupil conferencing and book scrutiny.	Pupil conferencing results demonstrate increased engagement in school. Monitoring from subject leads demonstrate engaged learners.

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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assessment using Word Aware of the basic language acquisition of children when they enter school and close monitoring of those who have relatively low spoken language skills.</p> <p>Review the purchasing of resources and facilitate ongoing staff training and release time.</p>	<p>No cost to the school as it is part of the DLP funding.</p> <p>Word Aware champions receive regular training from the lead at Kings Norton Consortium. Termly assessments of all children in Reception and those of a concern across the school are completed. Targeted interventions take place to support language development and class teachers support with high expectations and modelling of correct language. Mispronunciations are corrected, children are expected to speak in full sentences from an early age and grammar misconceptions corrected. Oracy lead appointed September 2022.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p><i>Training for all staff and ongoing purchase of resources</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Little Wandle phonics scheme and resources purchased. Staff training in September 2022 to ensure all staff can deliver high quality lessons and interventions and there is a constant approach across the school. 6 weekly assessment of all children in Reception and Year 1 and those who require phonics interventions throughout the rest of the school. Ongoing training for staff from the phonics lead.</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</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>	3

<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Training will be provided by the Maths Lead who is a Mastery Maths Specialist with the Central Maths Hub.</p>	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>Release time for Maths lead to support and team teach with staff across the school. Regular CPD opportunities for staff.</p> <p>Focus on the acquisition of key skills and knowledge – children will need to be fluent in specific year group facts.</p>	
<p>Curriculum training provided by Jonathan Lear.</p> <p>Development of a curriculum which meets the needs of all learners.</p>	<p>High quality training to ensure all staff are delivering an inspiring curriculum which interests pupils and skilfully develops knowledge, skills and understanding. Staff will develop their knowledge of planning a sequence of learning with carefully scaffolded activities.</p>	<p>5 7</p>

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>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</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 up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Reception and Key Stage 1 pupils are to be taught phonics in smaller groups carefully matched to their phonics knowledge. Additional interventions to support those likely to fall behind.</p>	<p>2</p>

Teacher employed for 2 days a week to lead on FL.	High quality Italian lessons are delivered throughout KS2. Teachers are supported in developing their subject knowledge.	7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Funding to cover the cost of a school based family support worker – 3 days per week.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Termly attendance meetings with families were attendance dips below 90%.</p> <p>Early help plans are put in place for families who require additional support and to remove barriers for children so they are able to access education.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1674593655</p>	4 5 6
<p>Whole school training to support behaviour management.</p>	<p>Engagement with the DLP project. Whole school training on behaviour support and behaviour management. On going access to the Beacon School resources which provide training for staff in key areas of behaviour management.</p>	4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Emphasis placed on pastoral support such as the dog mentoring programme to support identified needs and behaviours.	
Funding for year 5 and 6 residential trip – all pupils received a subsidised place on the course with add	All children in Years 5 and 6 have the opportunity to participate in a week-long outward bounds course. This is to equip them with the skills for the next phase of their education and life. It aims to build resilience and inspire them to believe that they can achieve more than they ever thought possible.	4 7
A wide range of trips and external visitors to the school to expand the opportunities of our pupils.	To ensure that children are not disadvantaged by a lack of wider opportunities outside of school. All children will have access to theatre visits, visits to local attractions including scientific and historic sites. Along with this, a range of outside providers will support the provision of an aspirational curriculum.	5 7

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. We recognise that on average the scaled score for our disadvantaged pupils is 4 points lower than our none disadvantaged.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. This is supported by the value added data (the impact that the school has made on the education of the pupils). For example, the value added in reading for disadvantaged pupils was -1.8 and for non disadvantaged -0.4. Due to children not being able to access school and the learning activities and interventions they did not make the expected progress.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.