

Pupil premium strategy statement

School overview

Metric	Data
School name	St Edmund's Catholic Primary School
Pupils in school	198 (Reception - Year 6)
Proportion of disadvantaged pupils Service pupils	21 pupils= 11% 5 pupils= 3%
Pupil premium allocation this academic year	£22,865 plus £2465 recovery pupil premium grant for 2021-22 academic year Total: £25,330
Academic year or years covered by statement	2021-2024
Publish date	October 2021
Next Review date	October 2022
Statement authorised by	Maria Delany-White
Pupil premium lead	Maria Delany-White
Governor lead	Fiona Rooney

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A no data available for July 2021 due to Covid-19 pandemic
Writing	
Maths	

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	66% (2 of 3 pupils)
Achieving high standard at KS2	33% (1 of 3 pupils)
Measure	Activity
Priority 1	High quality teaching strategies to support the progress of disadvantaged children including Quality First teaching being the focus of Lesson observations, and Assessment for Learning used daily
Priority 2	Improved engagement in learning particularly for Year 6 pupils. Behaviour issues for a small group of

	Year 6 pupils (eligible for PP) are having detrimental effect on their academic progress and that of their peers.
Barriers to learning these priorities address	The cohort of pupils with PP is small with a significant number also being on our SEND register (for specific learning difficulties, physical, sensory, social, emotional and mental needs), the barriers for these pupils are different and specific to the children. A small number of families across the school require additional support because of parental expectations and needs, home environment experiences (deprivation/ financial need), the social and emotional needs of the family, or limited understanding of English.
Projected spending	£25,330

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least national average expected standard in KS2 Reading	July 2022
Progress in Writing	Achieve at least national average expected standard in KS2 Writing	July 2022
Progress in Mathematics	Achieve at least national average expected standard in KS2 Maths	July 2022
Phonics	Achieve at least national average expected standard in phonics screening check	November 2021
Other	Improve attendance of disadvantaged pupils to school average (96%)	by July 2022

Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed the use of new reading material in Early Years and Key Stage 1 that more closely matches the phonics scheme
Priority 2	Buy and embed the use of new spelling scheme in Key Stage 1 & 2
Priority 3	Weekly Third Space Maths intervention for a small group of Year 6 pupils
Barriers to learning these priorities address	A number of children eligible for PP also have complex SEN/D resulting in lower attainment for PP pupils in Reading, Writing & Maths.

	Many children eligible for PP have reduced literacy experiences which impacts on their reading and writing attainment.
Projected spending	£8682

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Raise profile of disadvantaged pupils through specific discussions during pupil progress meetings, and encouraging teachers to be constantly aware of the pupils in their own class.</p> <p>Teachers to mark disadvantaged pupil's books first and give verbal feedback in class relating to next steps.</p> <p>Disadvantaged pupils are encouraged to contribute to the wider school, such as taking on roles of responsibility.</p> <p>Attendance of disadvantaged pupils closely monitored and actions put in place to increase attendance if required.</p>
Priority 2	<p>Developed provision for Social, Emotional and Mental Health (SEMH) via 1:1 nurture support from TA.</p> <p>Participation in Daily Mile, encouraging children to participate in a daily physical challenge, aimed at building resilience and developing social interactions.</p> <p>Staff training by CAMHS on <i>An Introduction to Children and Young People's Mental Health</i> Friday 22nd October 2021 for all teachers and teaching assistants.</p>
Priority 3	<p>Ensuring all children have access to visits and trips and parents are supported financially where requested.</p> <p>Give disadvantaged pupils priority to attend clubs and use personal invitations to attend if needed.</p>
Barriers to learning these priorities address	<p>Covid-19 pandemic contributed to an increase in anxiety and mental health issues for some pupils (including disadvantaged).</p> <p>Many children eligible for PP can be affected by social, emotional and mental health issues. A number of children eligible for PP need support with social and emotional skills, working with group dynamics, and support to enable their engagement in learning as well as with emotional resilience and the ability to be able to resolve conflicts. Anxiety levels may be high, but confidence and self-esteem low.</p> <p>Limited life experiences due to family's limited finances</p>

Projected spending	£16500
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure all teachers are delivering Quality First Teaching to all pupils and are using ongoing assessment to adapt their planning and teaching to the needs of the children	Ongoing training and support by new Teaching & Learning lead Ongoing SENCO support for teachers.
Targeted support	Tracking progress and attainment across the year for all disadvantaged pupils. Pupil voice captured in specific subject areas by subject leads, HT and link governors. Book looks and scrutiny of teacher planning for disadvantaged pupils by subject leads, HT and link governors.	Class teacher pupil progress meetings with HT and SENCO to assess phonics, reading, writing and maths progress of disadvantaged pupils lead to targeted support and interventions as needed.
Wider strategies	Engaging the families facing most challenges	Nurture TA, SENCO and Headteacher offering/providing extra support to families as needed.

Review: last year's aims and outcomes

We believe that throughout the Covid pandemic period from March 2020 onwards we have supported families in the best way possible during an unprecedented change in circumstances. The feedback we have received from families has been unanimously positive and the personal support approach staff have taken, from the senior leadership team down, has ensured many families felt included and listened to.

Going forward, our strategy will continue to be adapted and reviewed throughout the next academic year and continuing COVID crisis. As education gradually returns to normal, we will carefully monitor the impact such a long period of disruption has had on our children, academically, socially, and mentally. Funding will be allocated for extra support in line with catch up funding advice, as well as being allocated for the regular priorities and needs of our pupil premium children. In this unprecedented time changes will be made appropriately and accordingly with the welfare of the children at the heart of our decisions.

Lastly, some funding may be held back for contingency planning according to the changing needs of children and families.