

# Pupil premium strategy statement – St. Edmund’s Catholic Primary School

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	211
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 – 2025
Date this statement was published	15/12/2022
Date on which it will be reviewed	June 2023
Statement authorised by	Erika Kirwan
Pupil premium lead	Erika Kirwan
Governor / Trustee lead	Fiona Rooney

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,470 (Pupil Premium) £1600 (Service Premium)
Recovery premium funding allocation this academic year	£3190
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£35,260</b>

# 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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and children we look after. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

As a school, we are transitioning to a mastery approach, with high-quality teaching at its heart. This will allow us to 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 strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in our focus on Early Reading.

Our approach will be responsive to common challenges and individual needs, 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 in the work that they're set
- act early to intervene at the point need is identified
- 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	Our attendance data suggests that we have lower levels of attendance amongst pupil premium children.
2	Behaviour in lessons and at playtimes has been identified as a whole-school area for development, as routines and expectations need to be re-established after COVID. While children in receipt of pupil premium funding are not entirely responsible for the issues we are facing, a number of them suffer from low self-esteem, emotional and mental health difficulties and difficulties establishing and maintaining social relationships.
3	A significant number of our children who are in receipt of Pupil Premium funding are also on our SEND register.
4	The school has identified phonics and reading as an area for development and children in receipt of pupil premium funding are more likely to need additional support in this area.
5	The school has identified Mathematics as an area for development and children in receipt of pupil premium funding are more likely to need additional support in this area.

## 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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/ 2025 demonstrated by: <ul style="list-style-type: none"> <li>the percentage of all pupils who are persistently absent being below 4%.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/ 25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>lessons are disrupted less frequently and playtimes are calmer, as demonstrated by CPOMS incidents and teacher observations.</li> <li>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To ensure that children who are disadvantaged and also have SEND have their learning needs met, as appropriate.	The success criteria for this aim will depend on the individual circumstances of each child.
Improved reading attainment among disadvantaged pupils.	KS2 outcomes in 2024/ 25 show that 75% of children who are disadvantaged make expected progress or better in reading.

Improved Maths attainment among disadvantaged pupils.	KS2 outcomes in 2024/ 25 show that 75% of children who are disadvantaged make expected progress or better in Maths.
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## 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: £6316

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of standardised tests and assessment tools – NFER and YARC – for reading.</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that they receive the correct additional support through interventions. <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	4
<i>Subscription to an improved tracking system to allow us to identify children who are not making sufficient progress as quickly as possible and to track the progress of children who are in receipt of pupil premium funding more effectively.</i>	This is an essential tool for monitoring pupil progress. <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	4 and 5
<i>Purchase of a DfE validated Systematic Phonics Programme to secure stronger phonics teaching for all pupils. (Essential Letters and Sounds)</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	4

<p><i>Purchase of additional decodable reading books to improve early reading, including books to support older children who continue to need support with their reading.</i></p>	<p>This is an essential feature of the phonics scheme we have purchased and is a requirement for all schools.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>
<p><i>Enhancement of our Maths Teaching and curriculum planning in line with EEF and DFE guidance.</i></p> <p><i>Purchase of White Rose Maths Scheme</i></p> <p><i>Funding of Teacher Release time to provide support and coaching to adopt the Mastery approach.</i></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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>5</p>

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

Budgeted cost: £6300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional Phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by a Teaching Assistant using the Early Letters and Sounds Materials.</i></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 up to 12 weeks.</p>	<p>4</p>
<p><i>Hertfordshire Reading Fluency Project targeted at disadvantaged pupils in Key Stage 2 who require support with reading fluency and comprehension.</i></p>	<p>The <b>EEF</b> recommends that schools ‘use high-quality structured interventions to help pupils who are struggling with their literacy.’ (<i>Improving Literacy in KS1</i>) <b>Ofsted</b> state that, ‘a rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading’ and that learners should ‘read widely and often, with fluency and comprehension.’ (<i>Education Inspection Framework</i>)</p>	<p>4</p>

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

Budgeted cost: £22,644

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase CPOMs in order to support communication and monitoring of behaviour and safeguarding in order to more accurately identify issues and provide support.</i>	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	2
<i>Purchase additional SEND support for advice and training for staff managing challenging behaviour.</i>	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	2
<i>Therapeutic Play Sessions targeting disadvantaged children to support their emotional development, social skills and wellbeing.</i>	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	2
<i>Development of a nurture room to create a space for children who can not access lunch times very well.</i>	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	2
<i>Funding/ subsidisation of extra-curricular enrichment for disadvantaged children. (after-school clubs, residential etc.)</i>		1/ 2
<i>Provision of school uniform for families for whom this would be an additional burden.</i>		2
<i>Positive Handling Training to deescalate difficult situations and move children safely when absolutely necessary.</i>	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	2

<p><i>Two-to-one provision to support a child with SEND and in receipt of pupil premium so that she can access as much of the curriculum as possible and remain in school.</i></p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2/ 3</p>
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**Total budgeted cost: £35,620**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In 2022, Key Stage 1 reading and writing results were significantly below the national expectations and disadvantaged children were disproportionately affected by this.

In 2022, Key Stage 2 Maths results were significantly below the national expectations and disadvantaged children were disproportionately disadvantaged by this.

In 2021 – 2, overall absence was in the highest 20% of all schools, and in the highest 20% of schools with a similar level of deprivation. The rate of persistent absence was in the highest 20% of schools with a similar level of deprivation. Disadvantaged pupils were more likely to be affected by this.

### Externally provided programmes

Programme	Provider
Key Stage 2 Maths Booster	Third Space Learning
One-to-one reading support	Arch Readers