

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 <i>September 2023: 180, not including Nursery</i>
Proportion (%) of pupil premium eligible pupils	11% <i>September 2023: 13.3%</i>
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 – 2025
Date this statement was published	15/12/2022 <i>Updated 4/9/2023</i>
Date on which it will be reviewed	September 2024
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	£34,920 (Pupil Premium) £3350 (Service Premium)
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£38,270

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. <i>In September 2023, of the 14 children known to have persistent absence, 5 of them were in receipt of Pupil Premium funding.</i>
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. <i>By September 2023, the number of CPOMs incidents had decreased both in severity and in number.</i>
3	A significant number of our children who are in receipt of Pupil Premium funding are also on our SEND register. <i>In September 2023, this continues to be the place and needs to be taken into account when considering attainment and progress data.</i>
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. <i>In September 2023, our new phonics scheme is now embedded, and interventions have taken place higher up the school. Our focus is now on writing, where boys and children in receipt of Pupil Premium funding do less well.</i>
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. <i>In September 2023, although Maths progress has improved, children in receipt of Pupil Premium continue to achieve less well than their peers.</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
1. 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"> the percentage of all pupils who are persistently absent being below 4%. <i>September 2023 update: our persistent absence rate for the year 2022 – 3 was 11.6%</i>
2. To achieve and sustain improved wellbeing for all pupils in our	Sustained high levels of wellbeing by 2024/ 25 demonstrated by:

school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • lessons are disrupted less frequently, and playtimes are calmer, as demonstrated by CPOMS incidents and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
3. 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.
4. Improved reading attainment among disadvantaged pupils.	<p>KS2 outcomes in 2024/ 25 show that 75% of children who are disadvantaged make expected progress or better in reading.</p> <p><i>September 2023 update: Across the school 76% of children in receipt of Pupil Premium funding made expected progress or better in reading. However, in writing, the picture is not so positive, with only 60% of pupils in receipt of Pupil Premium funding making expected progress.</i></p>
5. Improved Maths attainment among disadvantaged pupils.	<p>KS2 outcomes in 2024/ 25 show that 75% of children who are disadvantaged make expected progress or better in Maths.</p> <p><i>September 2023 update: Across the school 60% of children in receipt of Pupil Premium funding made expected progress or better in Maths.</i></p>

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: £8500

Activity	Evidence that supports this approach	Challenge number(s) address

		essed
<i>Investment in a handwriting scheme to support transcription skills in writing in line with EEF guidance.</i>	https://educationendowmentfoundation.org.uk/news/speed-and-fluency-as-important-as-accuracy-for-good-writing	4
<i>Investment in a reading intervention to support comprehension in Years 2 and 3.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies#:~:text=These%20can%20include%3A%20inferring%20meaning,metacognition%20and%20self%2Dregulation).	4
<i>Investment in reading books to support the further development of the reading curriculum.</i>		4
<i>Further development of our Maths Teaching and curriculum planning in line with EEF and DFE guidance.</i>	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	5
<i>Continued subscription to the White Rose Maths Scheme Funding of Teacher Release time to provide support and coaching to adopt the Mastery approach.</i>	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
<i>Scheme for the systematic teaching of times tables in Years 3 and 5.</i>	This scheme has been recommended by the Maths Hub of which we are a part.	5

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

Budgeted cost: £12500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Focused phonics interventions to support children</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4

<i>who have not passed the phonics screen.</i>		
<i>Focused Maths interventions to support children working below expectations in Maths.</i>	https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths	5
<i>Hertfordshire Reading Fluency Project targeted at disadvantaged pupils in Key Stage 2 who require support with reading fluency and comprehension.</i>	The EEF recommends that schools 'use high-quality structured interventions to help pupils who are struggling with their literacy.' (<i>Improving Literacy in KS1</i>) Ofsted 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>)	4

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

Budgeted cost: £18,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue to subscribe to 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: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	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: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2
<i>Therapeutic Play Sessions targeting disadvantaged children to support their emotional</i>	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2

<i>development, social skills and wellbeing.</i>		
<i>Continue to develop the 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: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2
<i>Appoint a home-school liaison worker to build closer links between home and school.</i>	Although there is no concrete evidence that a school liaison officer will make a difference, we do not have enough administration time available to support families who do not attend school regularly.	
<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

Total budgeted cost: £39, 350

Part B: Review of the previous academic year

We have analysed the performance of our school's disadvantaged pupils during the 2022/ 23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Reading and Maths were our areas of focus during 2022 – 23, and in reading 76% of children in receipt of Pupil Premium funding are making expected progress, in line with our target. Although Maths attainment and progress have improved across the school, and some children in receipt of Pupil Premium funding have made good progress, overall, we may still need to support these children further as only 60% made expected progress. The picture was similar in Writing, and for this reason, we have included some writing activities in our plans for the school year 2023 – 4.

Persistent Absence has been a problem across the school during the year 2022 – 3 and by no means only affects children in receipt of Pupil Premium Funding. However, attendance rates are generally poorer amongst children in this group. With support from the County Attendance Team, we have worked hard to improve attendance, but more than 11% of our children were classed as persistently absent last year. This means that we are unlikely to achieve our target in this area, but we will continue to work towards it as best we can.

Our observations and assessments demonstrated that pupil behaviour has improved enormously, both on the playground and during lessons, and that children are now more familiar with expectations and routines after COVID. However, challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. Therefore, we will continue to offer support in this area over the school 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 2023, Key Stage 1 reading, writing and Maths 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 2023, Key Stage 2 Maths results improved, but children in receipt of Pupil Premium achieved less well than their peers on average.

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
Therapeutic Play	Oxfordshire Play Association
Lunchtime Extra-curricular activities	Junior Adventure Group
Sports Activities at lunch times	WR Sports