

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

Detail	Data
School name	St Edmund's Catholic Primary School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	141 pupils = 69%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Miss Cairns (Int. EHT)
Pupil premium lead	Miss Cairns (Int. EHT)
Governor / Trustee lead	tbc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,283
Recovery premium funding allocation this academic year	£15,390 school led tutoring £ 10,114 recovery premium
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£211,787

Part A: Pupil premium strategy plan

Statement of intent

- What are your ultimate objectives for your disadvantaged pupils?
- To enable our disadvantaged pupils to achieve academically and for them to realise their true potential in their academic studies.
- To ensure that disadvantaged pupils have access to a range of opportunities including cultural capital and enrichment opportunities to complement and enhance their educational experience.
- How does your current pupil premium strategy plan work towards achieving those objectives? At present, we will focus on the key challenges that are preventing our disadvantaged students from attaining well. These include:
 - Attendance of disadvantaged students;
 - Engagement and aspiration of disadvantaged students to support them meeting their true potential;
 - A clear focus on phonics and reading. Our approach will be rooted in robust diagnostic assessment and teachers' assessment of academic progress. Alongside this the identification of barriers to learning and strategies to address and overcome these barriers.
- What are the key principles of your strategy plan?
- Provision of excellent teaching through recruitment, retention and CPD of staff as well as excellent pedagogy.
- Access to an engaging and challenging education and experiences for all disadvantaged students across all subject areas.
- Targeted academic support for disadvantaged students including intervention, small group tuition, as well as assessment and examination support
- Provision of strategies to support disadvantaged students with their attendance, and wellbeing including a breakfast club
- Bespoke support to meet the needs of individual circumstances.

Challenges

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

Challenge number	Detail of challenge
1	Raising achievement of disadvantaged pupils from their EYFS/KS1 data. Data should reflect that gap between disadvantaged pupils and their peers is closing and more in line with all pupils nationally. Current assessment data (July 2021) in shows that there is a slight gap

	between disadvantaged and non-disadvantaged students at KS2 for attainment in maths. There is a larger gap in reading however (5.6%) and therefore this needs to remain a school priority.																																																																																																															
2 Subscription £600 Staffing £18, 393	Raising the engagement and behaviours for learning of disadvantaged pupils due to basic needs not being met before and after school. The school is aware that not all disadvantaged pupils have a good start to the day. We support pupils to have a nutritious start to every school morning through clear identification and communication and opportunity. Breakfast Club is currently available to children of working parents only due to Covid restrictions. All children have a free hot bagel, cereal and juice for breakfast. Magic Breakfast cost + staffing costs for breakfast club																																																																																																															
3 Subsidy £12,160	Ensuring that disadvantaged pupils gain a wide and varied experience through their education including experiences that develop cultural capital and understanding of the wider world and their role in society. Disadvantaged pupils may not experience the same opportunities outside of school including before and after school. Residential costs																																																																																																															
4 Attendance Team Costs £7,980 FFT Subscription £384.85	<p>Ensuring excellent attendance of disadvantaged students through clear attendance policy and use of Wellbeing Mentor and Father Hudson's FSW to support families in need. Attendance of disadvantaged students should be at least 96%, in line with all students. Last published data which compares to national shows that whole school attendance is the same as national (96%) and that absence rates for school's FSME children are significantly lower than national figures.</p> <p>GOV.UK Analyse school performance</p> <p>The Government has announced (https://www.parliament.uk/business/publications/written-questions-answers-statements/written-statement/Commons/2020-03-23/11/CHS/176/) that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020, and has outlined accountability arrangements (https://www.gov.uk/government/news/teacher-assessed-grades-for-students) for 2020/21. Further information on what this means for the way school and college accountability will operate for 2019/20 and for 2020/21 can be found here. (https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures)</p> <p>St Edmund's Catholic Primary School (URN: 103440)</p> <p>Absence</p> <p style="text-align: right;">Download to print or save</p> <p>This data includes all absences reported during the 2018 / 2019 academic year (autumn term 2018, spring term 2019 and summer term 2019).</p> <table border="1"> <thead> <tr> <th rowspan="3">Breakdown</th> <th rowspan="3">No. of enrolments in the school</th> <th colspan="6">Absence</th> </tr> <tr> <th colspan="2">School %</th> <th colspan="2">National %</th> <th colspan="2">Persistent absentees - absent for 10% or more sessions</th> </tr> <tr> <th></th> <th></th> <th></th> <th></th> <th>No. of enrolments that are persistent absentees</th> <th>School %</th> <th>National %</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>185</td> <td>4.0</td> <td>4.0</td> <td></td> <td></td> <td>15</td> <td>8.1</td> <td>8.2</td> </tr> <tr> <td>Male</td> <td>101</td> <td>3.7</td> <td>4.1</td> <td></td> <td></td> <td>8</td> <td>7.9</td> <td>8.6</td> </tr> <tr> <td>Female</td> <td>84</td> <td>4.5</td> <td>3.9</td> <td></td> <td></td> <td>7</td> <td>8.3</td> <td>7.9</td> </tr> <tr> <td>Ever 6 FSM</td> <td>123</td> <td>4.4</td> <td>5.6</td> <td></td> <td></td> <td>12</td> <td>9.8</td> <td>16.1</td> </tr> <tr> <td>Non-Ever 6 FSM</td> <td>61</td> <td>3.2</td> <td>3.5</td> <td></td> <td></td> <td>3</td> <td>4.9</td> <td>5.4</td> </tr> <tr> <td>SEN EHCP</td> <td>0</td> <td>N/A</td> <td>7.0</td> <td></td> <td></td> <td>0</td> <td>N/A</td> <td>19.8</td> </tr> <tr> <td>SEN support</td> <td>43</td> <td>4.9</td> <td>5.4</td> <td></td> <td></td> <td>5</td> <td>11.6</td> <td>14.2</td> </tr> <tr> <td>No SEN</td> <td>141</td> <td>3.8</td> <td>3.7</td> <td></td> <td></td> <td>10</td> <td>7.1</td> <td>6.8</td> </tr> <tr> <td>English first language</td> <td>95</td> <td>5.4</td> <td>4.0</td> <td></td> <td></td> <td>14</td> <td>14.7</td> <td>8.2</td> </tr> <tr> <td>English additional language</td> <td>89</td> <td>2.6</td> <td>4.1</td> <td></td> <td></td> <td>1</td> <td>1.1</td> <td>8.4</td> </tr> </tbody> </table> <p>Current data, taken from FFT figures and compared to just under 5,000 schools nationally, indicates that school's FSME children are 2.2% ahead of the national figure for FSME. Data is good, but must be maintained through constant scrutiny. Cost of Attendance Team. Cost of subscription to FFT.</p>	Breakdown	No. of enrolments in the school	Absence						School %		National %		Persistent absentees - absent for 10% or more sessions						No. of enrolments that are persistent absentees	School %	National %	All pupils	185	4.0	4.0			15	8.1	8.2	Male	101	3.7	4.1			8	7.9	8.6	Female	84	4.5	3.9			7	8.3	7.9	Ever 6 FSM	123	4.4	5.6			12	9.8	16.1	Non-Ever 6 FSM	61	3.2	3.5			3	4.9	5.4	SEN EHCP	0	N/A	7.0			0	N/A	19.8	SEN support	43	4.9	5.4			5	11.6	14.2	No SEN	141	3.8	3.7			10	7.1	6.8	English first language	95	5.4	4.0			14	14.7	8.2	English additional language	89	2.6	4.1			1	1.1	8.4
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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
Further improve the achievement of disadvantaged pupils from their starting points at EYFS/KS1 via robust assessment at KS1 and KS2.	<p>The achievement of disadvantaged students is at least in line with the progress of other students nationally.</p> <ul style="list-style-type: none"> • PP data for maths by the end of KS2 is in line with national with a positive progress score of at least +1 • PP data for reading by the end of KS2 is in line with national with a positive progress score of at least +1 • PP data for writing by the end of KS2 is in line with national with at least 70% of disadvantaged pupils meeting the expected standard <p>Last published data (July 2019) is recorded below.</p>

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	18	8435	447479
Progress score in reading (confidence interval)	1.8 (-1.1 to 4.8)	0.3 (0.2 to 0.4)	0.3 (0 to 0)
Progress score in writing (confidence interval)	-1 (-3.7 to 1.7)	0.2 (0.1 to 0.3)	0.3 (0 to 0)
Progress score in maths (confidence interval)	0.1 (-2.4 to 2.7)	0.9 (0.8 to 1)	0.4 (0 to 0)
Percentage of pupils meeting the expected standard in reading, writing and maths	56%	69%	71%
Percentage of pupils achieving a high standard in reading, writing and maths	0%	13%	13%
Average score in reading	102	105	105
Average score in maths	102	106	106

<p>Pupil's engagement in all areas of the curriculum has improved. Dedicated and consistent interventions have been fundamental to the development of engagement, aspiration, attitudes and attainment.</p> <p>TA costs £145,835</p> <p>Inclusion Manager costs £15,693</p>	<p>Reviewed barriers to learning demonstrate a clear improvement (RAG rated).</p> <ul style="list-style-type: none"> • Barriers are reviewed through teacher/pupil/parent dialogue and strategies are actioned. • Pupil voice shows that interventions and support have played a positive role on pupils' development academically and socially. • Interventions are tailored and reviewed half termly. Interventions demonstrate measurable progress against identified need. Inclusion Manager cost. TAs cost.
<p>Disadvantaged pupils have at least the same opportunities as non-disadvantaged pupils during the wider school day.</p>	<p>Access to breakfast club for disadvantaged pupils.</p> <ul style="list-style-type: none"> • Breakfast club ensure a good start to the day. Breakfast in classrooms ensures a good start for pupils. Cost of Magic Breakfast • Cultural capital/sporting experiences are fully-funded for fair access. Cost of residential subsidy/SPORTS SUBSIDY • Measured via participation and take-up rates of PP pupils. • Engagement and CC opportunities are reviewed through teacher/pupil/parent dialogue and strategies are actioned accordingly.
<p>To maintain good attendance for disadvantaged students in all year groups</p>	<p>Disadvantaged students to attend at least in line with all non-disadvantaged students nationally.</p> <ul style="list-style-type: none"> • Attendance of disadvantaged increased to 96% in all year groups and PA levels continue to be below national figures.

	<ul style="list-style-type: none">• WB mentor engages positively with parents and addresses PA rates so that these are improved on previous year. Attendance Team cost
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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: **£168,609**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD £3,433	EEF	1
<p>Retaining Staff Through High Quality CPD. CPD for staff relating to the support of Early Career teachers and National professional Qualifications cost of NPQS/SBM qualification £2,400 and other endorsed opportunities including EEF feedback guidance. Release staff CPD: £600</p> <p>Curriculum-wide CPD opportunities for teacher development via in house CPD £0.</p> <p>Curriculum-wide CPD opportunities for teacher subject knowledge development/CPD release time £2,482</p>	<p>Quality of Teaching for All (EEF Reducing Class sizes +3/ small group tuition +4/ Mastery learning +5) https://educationendowmentfoundation.org.uk</p>	1
<p>Further development of teaching and learning strategies including Rosenshine’s Principles of Instruction to further support metacognition and mastery. In house CPD £0</p>	<p>Improve Outcomes for PP Students in curriculum areas including Mathematics and English (EEF - Mastery Learning +5/ Metacognition +7) https://educationendowmentfoundation.org.uk Renshine’s Principles</p>	
<p>Targeted academic support for disadvantaged/SEND disadvantaged and more able disadvantaged students across the EYFS/KS1 and KS2. Funding through the catch up and recovery premium supports dedicated, pupil-prioritised tuition. Review of educational recovery interventions across all subject areas with targeted catch up programme for disadvantaged students of intervention in English,</p>	<p>Teaching Assistants PP Provision & Intervention (EEF – extending school time + 2/ use of Teaching Assistants +1) https://educationendowmentfoundation.org.uk</p>	

<p>Reading and Maths including small group and one-to-one tuition/ use of National Tutoring programme or similar. National Tutoring programme equivalent- group intervention by experienced/quality teachers in school: KS2: FFT Lightning Squad 30 pupils x £82.50 = £2,475 x 2 rounds = £4,950 (Recovery Premium funding) EYFS/KS1 30 pupils x 3 x per week January 2022 – July 2022 = £15,390 (School Led Tutoring funding) Timetabling of clear, measurable interventions including effective use of teaching assistants, where appropriate, to address identified barriers and gaps in learning.</p>	<p>Quality of Teaching for All (EEF small group tuition +4/ Mastery learning +5) https://educationendowmentfoundation.org.uk</p>	
<p><u>Phonics focus</u> for EYFS and KS1 purchase of high quality SSP linked reading books for Phases 1-6. Cost of resources recommended by LS Reading Hub £6,104.70 (Badger) – Recovery Premium</p>	<p>Quality of Teaching for All (EEF Reducing Class sizes +3/ small group tuition +4/ Mastery learning +5) https://educationendowmentfoundation.org.uk</p>	
<p>Power of Reading £350</p>	<p>CLPE RESEARCH Created: 3rd October, 2016 Choosing and Using Quality Children's Texts - What We Know Works</p>	
<p>Jane Considine SOW £tbc</p>		
<p>Mymaths - £426</p>	<p>Homework EEF</p>	
<p>TTRS £150</p>	<p>Homework EEF</p>	
<p>TWINKL £1,300</p>		
<p>Plan B £100</p>		
<p>Spanish programme £350</p>		
<p>Assessment Tracker £450</p>		
<p>PiRA and PuMA £2,000</p>		
<p>COBS £765</p>		
<p>WMSLT £3,000</p>		
<p>Fr. Hudson's FSW £4,968</p>		

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

Budgeted cost: [£145,835](#)

Activity	Evidence that supports this approach	Challenge number(s) addressed
ACADEMIC SMALL GROUP INTERVENTIONS TA intervention cost: £145,835	EEF	1,2 3

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

Budgeted cost: [£ 43,837.85](#)

Activity	Evidence that supports this approach	Challenge number(s) addressed
WELLBEING INTERVENTIONS	Dr Tina Rae, Prof Barry Carpenter	1,2 3
NURTURE GROUP	NURTURE UK research EEF research	1,2 3
PATHS	Queens' University, Belfast at Time 1 (Autumn, 2008) and by the Institute for Effective Education (IEE), University of York/Johns Hopkins University at Time 2 (Summer 2009) and Time 3 (Summer, 2010)	1,2,3
Provision of a Breakfast Club for disadvantaged pupils, where required in order to ensure the best start to the school day as well as facility to keep up to date with school work. Subscription £600	Following the implementation of school breakfast clubs, teachers have reported gains in terms of school attendance, punctuality and motivation (increased attainment) and quality of life (social deprivation, behaviour and nutrition) of many children involved in the UK. (Research Excellence Framework)	

<p><u>Staffing</u> £18, 393</p>		
<p>Strategies to support attendance of disadvantaged students: Wellbeing Mentor, effective monitoring by EHT (Attendance and SLT) system, including first day phone contact for absence of disadvantaged pupils. <u>Attendance Team Costs</u> £7,980 <u>FFT Subscription</u> £384.85</p>	<p>Pupils with persistent absence are less likely to stay in education Advice from the National Strategies (hosted on the National Archives) says that: • The links between attendance and achievement are strong • Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years</p>	
<p>Provision of bespoke support for students to ensure they can fully access education at St Edmund's including in-school activities, cultural capital, ready to learn educational equipment, assistance with music tuition and educational visits. Fully paid in school trips: Average of £30 per pupil per year for trips: £4,230 <u>Residential Subsidy</u> £12,160 Music Tuition: =Y4,5,6 = £1,800</p>	<p>Teaching and Learning – (EEF arts participation and outdoor adventure learning + 4) https://educationendowmentfoundation.org.uk</p>	

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

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 2020 to 2021 academic year.

Outcomes by the Time Children Leave St Edmund's in Year 6

Overall attainment in reading exceeded overall attainment in maths, although mathematics had a higher average SS. However, a significantly higher proportion attained at a GD in maths than in reading in both whole class and PP cohort. Greater progress was achieved, when measured by SS in mathematics compared to whole class reading and a very similar measure of progress for PP children in both subjects. There was a gap in progress for whole class of PP cohort in both subjects, with the gap in mathematics greater **(see Table 1)**.

The decision has been taken to make reading a priority in 2021 – 2022 across whole school as other year group data shows clearly that standards in reading have been compromised more during the Covid-19 pandemic **(see Table 2)**.

Reading as the bedrock of the entire curriculum is the key to all children achieving in all subjects.

A high focus on implementation of consistent delivery of Phonics lessons through SSP will continue. Progress seen in EYFS and KS1. PSC 2020 89.3%. PSC 2021 83.3%. This compares to last published data of 72% in 2019. In 2021 PP children achieved 94% pass rate. **(see Table 3)**.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Table 1

Y6 Reading 2020-2021					Y6 Mathematics 2020-2021				
	EXS	inc GD	Av.SS	Increase in Av SS from Y2		EXS	inc GD	Av.SS	Increase in Av SS from Y2
ALL PUPILS	72.3%	10.3%	99.3	4.1	ALL PUPILS	63.4%	30%	100.7	5.6
PP PUPILS	66.7%	0%	97.3	3.5	PP PUPILS	57.9%	21%	97.8	3.2

Table 2

% of children at ARE July 2021 (St Ed's)	Reading	Maths	Writing
EYFS PIRA/PUMA	89.5% Inc 4.2% GD	66.7% Inc 23.8% GD	45%
Y1 PIRA/PUMA	65.5% Inc 13.8% GD	67% Inc 26.7% GD	43%
Y2 MOCK SATS 52% combined	77% Inc 7% GD	81% Inc 7% GD	45% Inc 4%GD
Y3 PIRA/PUMA	34.7% Inc 4.6% GD	30.4% Inc 9.1% GD	32%
Y4 PIRA/PUMA	20%	50% Inc 6.7%GD	17%
Y5 PIRA/PUMA	57.6% Inc 8% GD	69.2% Inc 7.7% GD	45%
Y6 MOCK SATS 56% combined	70% Inc 13.7% GD	60% Inc 10%GD	63%
AGGREGATE	51.7%	53%	36%

Table 3

Phonics Screening Check							
2021		2020		2019		2018	
All pupils	Disadvantaged pupils	All Pupils	Disadvantaged Pupils	All Pupils	Disadvantaged Pupils	All Pupils	Disadvantaged Pupils
83%	94%	89%	83%	73.1%	73.3%	79%	72%