

## 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 Edward's CE Primary School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	31 <sup>st</sup> October 2021
Date on which it will be reviewed	31 <sup>st</sup> October 2022
Statement authorised by	Governors
Pupil premium lead	Rachel Lacey
Governor lead	Sally Danes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,625
Recovery premium funding allocation this academic year including catch up	£3335 £6830 (Catch Up)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6547
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50,337

## Part A: Pupil premium strategy plan

### Statement of intent

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) or who have been eligible within the last six years. Children from low income families can face barriers to their learning.

There is much research as to what these barriers are. They may include a child's motivation to learn, task persistence and receptive language skills amongst others.

At St Edward's CE Primary School, we want to ensure all disadvantaged pupils have an equal chance of achieving well at school and go on to make a positive contribution to society.

The Pupil Premium grant is therefore allocated using evidence based programmes and research from the Education Endowment Fund toolkit in an effort to negate these barriers. In 2020-2021, we focused on the following areas:

- 1) High quality interventions across year groups to raise attainment
- 2) High quality whole class teaching through effective use of feedback and assessment for learning strategies
- 3) Strategies to improve readiness for learning. We continue to put in place a strong programme of support to target potentially vulnerable children that includes social and communication groups, counselling and lunchtime support to increase their self-confidence and levels of engagement.
- 4) Extra-curricular and enrichment activities
- 5) Homework club for Year 6 to help strengthen links between home and school.

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

Challenge number	Detail of challenge
1	Lost learning time in KS 1 phonics due to lockdown
2	Lack of stamina in KS 1 writing due to lockdown
3	Mental health and wellbeing of children attending school
4	Lost learning time in maths across the school due to lockdown
5	Lower levels of vocabulary development on entry to school

## 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
Disadvantaged pupils will achieve well in early reading and phonics.	Year 1 and 2 pupils will achieve in line with national measures or above in phonics screening.
Disadvantaged pupils will achieve well in writing, reading and maths in Key Stage 1	Year 2 pupils will achieve in line with national measures or above in writing at the end of KS1
Disadvantaged pupils will achieve well in writing, reading and maths in Key Stage 2	Year 6 pupils will achieve in line with national measures or above in writing at the end of KS2
Disadvantaged children will have experience of wider opportunities across the wider curriculum to build on their cultural capital.	Children are engaged and interested in their learning and outcomes are good.

## 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: £29,613**

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality interventions across reading, writing and maths to all year groups to raise attainment	Teaching Assistant Interventions EEF +4 months gain	1,2,4,5
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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: EEF +5 months gain	2
High quality whole class teaching through effective use of feedback and assessment for learning strategies	Feedback +6 months gain	1,2,3,4
Strategies to improve readiness for learning	Social and Emotional Learning EEF +4 months	3
Extra-curricular and enrichment activities	Arts Participation +3	3,5

**Targeted academic support (for example, tutoring, one-to-one support structured interventions) - Budgeted cost: £ 18,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics Intervention in FS, Y1 and Y2	EEF +5 months gain	1
Homework Club Year 6	EEF +5 months	4

**Wider strategies (for example, related to attendance, behaviour, wellbeing) - Budgeted cost: £ £2724**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<b>Counselling – Art based therapy</b>	EEF +3 months gain	3
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**Total budgeted cost: £ 50,337**

## 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. The pupil premium grant has helped raise attainment through funding high quality interventions and programmes of support, and ensuring that pupil premium grant (PPG) children have an outstanding provision.

The school evaluates the impact of support at least termly through our pupil progress meetings. Evaluation focuses on academic gains and how the child's self-confidence has developed as a consequence of the additional support.

PPG children are identified and teachers highlight personalised approaches to help support each individual child. Teachers review this on a termly basis and put in place support where a child is not on track to reach the expected standard by the end of a Key Stage.

Teachers meet with members of the SLT to discuss their children and agree next steps. The Curriculum and Achievement Committee regularly monitor the attainment and progress of PPG whilst the Finance committee monitor the expenditure of the premium. The ultimate impact can be measured by the attainment and progress of PPG children.

Please note below the comparative attainment of the children in year six at the end of 2021 in terms of the percentage of children who achieved the expected level.

End of Key Stage 2 Teacher Assessment – July 2021		
Subject	Percentage that met EXP	Percentage of PPG that met EXP
Reading	93%	100%
Writing	86%	100%
Maths	76%	100%
R/W/M Combined	76%	100%

### Externally provided programmes – None Provided

*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*