

Pupil premium strategy statement (2022-2023)

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	189
Proportion (%) of pupil premium eligible pupils	11.64% (22 pupils)
Academic year that our current pupil premium strategy plan covers	2022-23
Date this statement was published	31 st December 2022
Date on which it will be reviewed	31 st December 2023
Statement authorised by	Governors
Pupil premium lead	Rachel Lacey
Governor lead	Elizabeth Mandeville

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36010
Recovery premium funding allocation this academic year	£3770
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	£39,780

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 2021-2022, 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 (2022-2023)

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)

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 Key Stage 2 catch up books in line with our chosen phonics provider to secure stronger phonics teaching for those who have not completed the KS1 programme.	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)

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

Total budgeted cost: £ 39,780

Part B: Review of outcomes in the previous academic year (2021- 2022)

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments show that we had strong individual performances in Year 6 last year. 100% of disadvantaged pupils reached the expected standard and made good progress. This shows that the approaches we used to boost outcomes for disadvantaged pupils had great impact.

There is no attainment gap between our disadvantaged pupils and non-disadvantaged pupils.

Absence among disadvantaged pupils was 0.22 lower than their peers in 2021/22.

These results mean that we are on course to achieve the outcomes that we set out to achieve by 2022/23, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Intended outcome	Success criteria
Disadvantaged pupils will achieve well in early reading and phonics.	Disadvantaged pupils in Year 1 and 2 pupils achieved in line with national measures or above in phonics screening.
Disadvantaged pupils will achieve well in writing, reading and maths in Key Stage 1	Disadvantaged Year 2 pupils achieved in line with national measures or above in writing, reading and maths at the end of KS1
Disadvantaged pupils will achieve well in writing, reading and maths in Key Stage 2	Disadvantaged Year 6 pupils achieved in line with national measures or above in writing, reading and maths at the end of KS2
Disadvantaged children will have experience of wider opportunities across the wider curriculum to build on their cultural capital.	Disadvantaged children are engaged and interested in their learning and outcomes are good.
Total cost for resources and teaching support	£36,960

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 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.

Pupils eligible for pupil premium are clearly 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 regularly 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 the pupil premium grant 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 all children in Year 6 in July 2021 who achieved the expected level, compared to the achievement of pupil premium pupils in Year 6.

End of Key Stage 2 Assessment – July 2022

Subject	Percentage of all Year 6 that met the expected standard	Percentage of pupils eligible for Pupil Premium that met the expected standard
Reading	93%	100%
Writing	96%	100%
Maths	79%	100%
R/W/M Combined	79%	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