

St Edmund's Catholic Primary School
'Together we learn and grow through worship and celebration'
Pupil Premium Strategy Statement 2020-2021



The Pupil Premium Grant is allocated to schools based on the number of children on the current roll who have been entitled to Free School Meals at any point during the past six years, or have been in the care of a Local Authority ('Looked After') continuously for more than six months.

Schools are charged with using Pupil Premium funding to 'close the gap' between the attainment of those children from disadvantaged backgrounds and those living in families with incomes above the low-income threshold. Some of the funding is used to offer support to those pupils who are at a disadvantage compared to their peers even if they are not eligible for a free school meal. Schools are free to spend the Pupil Premium how they see fit but it must be to the benefit of this group of children.

At St Edmund's we aspire that all children in receipt of Pupil Premium will:

- make at least expected progress or more in relation to their individual targets and against ARE
- be able to cope with the social, emotional and behavioural expectations at school
- receive financial support for trips, educational visits as appropriate
- reach an acceptable level of attendance (above 96% +)

Our PPG strategy is based on the Educational Endowment Fund's (EEF) tiered approach, which is broken into three primary categories of spending:

1. Quality Teaching (including professional development)
2. Targeted Academic Support (for example interventions and one to one support)
3. Wider Strategies (for example behaviour approaches, breakfast clubs, trips and attendance)

We do not have results for the academic year 2020, as pupils did not take any external assessments due to the Coronavirus (Covid-19).

The previous three years data show how Pupil Premium children leaving St Edmund's achieved against non-Pupil Premium children nationally.

2019 progress scores for this group (6 children) were +2.0 in reading, +0.1 in writing and +0.1 in mathematics, indicating that pupils make progress in line with the national average (0.0) in writing and maths but stronger than the national average in reading for this academic year.

2018 progress scores for this group (8 children) were +2.1 in reading, +1.9 in writing and +0.4 in mathematics, indicating that pupils make stronger progress than the national average (0.0) in all three subjects for this academic year.

2017 progress scores for this group (7 children) were -1.1 in reading, -1.3 in writing and -0.6 in mathematics. This was the year national assessments changed based on the new National Curriculum expectations so there may be variance on performance because of this. 3 additional PPG children also had EHCPs.

What academic results do not show are all the wonderful activities and opportunities our children take part in to help them develop confidence, stamina and resilience to navigate next steps in their educational journey successfully– we ensure they are ready and receive lots of positive feedback.

All of our KS2 Pupil Premium children are targeted to attend at least one club, many of them attend more and last year the Y6 pupil premium group attended at least 2 each, one child 3 and one child 4. They are also encouraged to represent the school at various events including sporting fixtures and choir opportunities – singing with Kneller Hall Military Band, Richmond Choir Festival etc. Children have opportunities for whole class visits and residential as well as visits for targeted groups of children in areas of interest.



Examples of group adventures; Holly Lodge, Royal Ballet

Example day trips include Windsor Castle, Steam Museum,

Crane Park, Hampton Court, Chapal Farm, Houses of Parliament

Residential trips to Sayers Croft and Skern Lodge

Number of Clubs Accessed by KS2 Children receiving Pupil Premium Grant: 2019-20				
KS2	1 Club	2 Clubs	3 Clubs	4 Clubs
29	17	10	1	1

At St Edmund’s barriers to learning for our PP children include...

- Low levels of communication and language skills on entry to reception which can slow progress in phonics and reading in subsequent years
- Children with a range of needs including SEND, AEN and EAL
- Children who have poor emotional health and lack self-esteem and resilience
- In some instances, parental engagement, understanding and ability to support
- Wider life opportunities and experiences.

PPG numbers can be broken down as follows

Number of Ever 6 FSM (using 4/9 Y6 exit group to prop up new entry EYFS)	37 (-4) £49,765 – 5,380	Number of LAC or Post LAC	7	Number of EY’s (N and R) PPG (using 4/9 Y6 exit group to prop up new entry EYFS)	4 Funding due in April 2021
Ever 6 Funding	£44,385	Funding	£16,415	Funding	£5,380
Total Number on PPG register	44	Total Funding for KS1/2	£66,180	Total funding for whole school	£66,180

Pupil Premium Grant Allocation 2020-2021

1. Quality Teaching and Professional Development				£4,400
Desired OUTCOME for children	ACTIONS and Implementation	Costings - approx	Impact	Evaluation
Children’s <u>learning is supported</u> through the use of assessment for learning strategies. Children needing additional support are highlighted early	Staff to review AfL techniques/strategies VJ– AfL course – cover time BG to extract data at key points so PPG children are identified early and given appropriate academic support	5 days £1000	Staff develop and use assessment for learning strategies to support all groups of children. Staff understand how assessment supports learning and how they can use it to inform their planning	Key data drop points
PP children develop a <u>love for maths</u> with increasing knowledge and understanding of math skills to reach exs or beyond – set against own starting points	To roll out second year of Maths Mastery project: EC To support staff to ensure quality teaching for all children	5 days £1000	Children can speak confidently about what they are doing in maths Children meet targets set for them in maths	Monitor PP against non-PP pupils book - track to ensure on target
PP children <u>read well, with enthusiasm and comprehension</u> , at their EXS or beyond	Children are supported through whole class teaching and targeted for daily reading if needed. Make up any deficit from lockdown. As RA changes targeted guided reading	EY Books £2000 Classify 2 days £400	Children are reading at the expected level for their age group. Take baseline and monitor progress.	Increased data checks to monitor pupil group closely

2. Targeted Academic Support/Interventions				£45,670
<i>Desired OUTCOME for children</i>	Actions and Implementation	Costings - approx	Impact	Evaluation
That PP children are supported to attain to the best of their ability at key points – EYs, Y1 phonic screening, Y2, Y4 and Y6	<ul style="list-style-type: none"> • C/T's to identify additional support needed following termly data drops • Interventions to start in A2 when children have had time to settle following lockdown period • All interventions will be reviewed in a timely fashion with data to show progress • Baselines and outcomes monitored for each intervention • EYs and Y1- phonics and reading groups 5 min box etc • Y2 – HA PP group • Y4 maths support groups for multiplication assessments • Y5 FLS X3 am per week • Y6 Booster Groups in Maths and SPG (Feb – May) • If appropriate – access national tutoring programme Sp1+ • Reading Champions support younger PPG children (temp unavailable) 	<p>5,000 2,000 6,000</p> <p>6,000 384 x 10 £3840</p>	<p>Children's progress measures and end of year assessments show progress from their baselines and new starting points based on any deficit from being in lockdown</p> <p>Early identification will ensure children are on track to succeed and adjustments to provision will be made as appropriate</p> <p>Attainment is tracked and interventions targeted to narrow the gap which will open all other areas of the curriculum to the children</p> <p>Improved self-esteem and better outcomes.</p> <p>Parents are fully aware of starting points and where children need to get to or move beyond.</p>	<p>Monitor impact of interventions and adapt TM</p> <p>C/T will report back on children's progress and attainment</p>
PP pupil who are also SEND access targeted support based on individual needs.	<ul style="list-style-type: none"> • C/T with Inclusion lead to identify children and interventions needed • Make referrals for in school programmes • Interventions provided by trained adults - see SEN Intervention Programmes List 	See PPG breakdown of funding expenditure	<p>As above</p> <p>Targets to be inserted followed A1 data drop</p> <p>Children will receive correct support in a timely fashion</p> <p>Children will achieve in targeted areas which will impact across other areas - removing barriers and increasing progress over time.</p>	<p>Monitor all interventions</p> <p>Monitor over time – is the gap closing – what else do we need to do?</p>

3. Wider Strategies				£16,110
<i>Desired OUTCOME for children</i>	Actions and Implementation	Cost	Impact	Evaluation
Well - Being				
That children are <u>happy</u> and that their <u>basic needs are met</u>	<ul style="list-style-type: none"> Funded places at Breakfast Club Provide funded places at Afterschool Club as appropriate Provide funding for Uniform for targeted pupils, including PE kit and shoes 	540 x 4 £2160 £2500 £500 +	Children have access that enables them to be prepared and ready to learn	KS2 PP Mentors will feedback from children's voice to SLT/ C/T
For children to have the tools to cope with their emotions to access learning.	All staff to receive training in whole school approach to understand and managing feelings – <ul style="list-style-type: none"> Zones of Regulation Habits of Mind 	4 days Staff meetings £750	Children to recognise and talk about the Zones of Regulation using them to express and manage their feelings. Behaviour Log – less incidents	Capture children's voice through interview
For children to have an identified Mentor Set up system where they can talk half termly - after A1	Children to identify staff they would like to have as their mentors Aims <ul style="list-style-type: none"> Give the children a voice Raise aspirations Remove barriers to learning Support achievement socially and academically Make the most of opportunities available 	FREE	<ul style="list-style-type: none"> Children will have their expectations raised Feel supported by school They know they matter Remove any barriers to them achieving their very best – academically and socially Provide opportunities to narrow the gap and ensure a level playing field culturally 	Informally record via C/T or Mentor if different
That children have <u>equal access</u> to learning in the event of another lock down	<ul style="list-style-type: none"> Provide technology for home use Provide hard copy learning packs and stationery where required. Ensure vouchers are available for food Ensure contact maintained with school 	£5000	Access to the same learning as their peers Access to resources where needed Access to food vouchers Access to their class teacher or other key adult to know we are thinking about them	Feedback from families and children

Enrichment				
That's children can access enrichment activities and ensure they are represented at various school events and competitions	<ul style="list-style-type: none"> Targeted Nurture experiences – garden/woodland walks for groups, ballet, concerts (AG – A2) Day trips and residential trips to be paid/ part-paid Clubs: all children take at least one club (Covid restrictions atm) Leadership responsibilities within school; YIP, Buddies, Prefects, Eco, House Captains, Presenting to Governors on different topics 	<p>£1000</p> <p>3 X Y6 £1500</p> <p>7 X Y5 £1000</p> <p>Ex Clubs £1000</p>	<p>Access to experiences and opportunities children may not otherwise have</p> <p>Clubs and Responsibilities will impact confidence, self-esteem and standing amongst their peers</p> <p>Different situations and opportunities to relate to people in different situations will inspire confidence</p>	
Include PP children in relevant Research projects –	<p>As different projects come to light, Lead T will notify C/T's to see which children would benefit from the projects</p> <ul style="list-style-type: none"> Health and Fitness (TM) Girls Maths Project (EC) Thinking Skills Project (BG) 	<p>Minimal Coaches £800 x2 £1600</p>	<p>Improved physical, mental and academic performance.</p>	<p>Report from Group Leads</p>
Attendance				
Support is given where needed BUT attendance is generally good.	Meet with families where relevant	FREE	Attendance is usually above 95% for most of our PP children	