

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.

<b>Priority areas for school 2020-2021 (School Development Plan)</b>
<p><b>Recovery Curriculum:</b> Introduce the Zones of Regulation Curriculum to provide children with the tools and strategies to self-regulate and build stamina for learning and resilience following lockdown. Adapt the curriculum offer, with a focus initially on PSHE, enabling children opportunity to revisit lost learning.</p> <ul style="list-style-type: none"> <li>• <b>PP specific:</b> To recover from time out of school to ensure children feel safe and secure for learning.</li> </ul>
<p><b>Blended Curriculum:</b> To develop an approach to learning that combines online with traditional class-based learning in the event of a partial or full lock down to ensure children have access to the same curriculum content whether at home or in school</p> <ul style="list-style-type: none"> <li>• <b>PP specific:</b> To ensure access on-site or remotely to good quality teaching to support their individual needs</li> </ul>
<p><b>Attitudes &amp; Tools for Independent Learning:</b> – to introduce further - 'Habits of Mind' to support children's learning, independence and confidence which will support the Zones of Regulation Curriculum</p>
<p><b>Subject leaders:</b> Increase further their expectations of what pupils can do, providing experiences and opportunities to enable ALL pupils to achieve excellently. Achievement of Science Primary Skills Quality Mark, International School Award and Games Award will help to ensure pupil opportunities.</p>

## Summary of Previous Year 2019-2020

- Throughout the autumn and first half of the spring term 2019-20, all children in receipt of a pupil premium grant were offered targeted support to develop both their academic, emotional, social and mental health needs.
- Children’s progress and attainment was tracked and interventions were organised to aid future progress. A high percentage of children in receipt of a pupil premium grant were also on the SEN register and therefore specific support was identified and provided with guidance from the school’s Inclusion Manager. Following the Covid 19 partial school closure in March 2020, all children in receipt of a pupil premium grant were provided with supermarket vouchers to ensure they continued to receive their entitlement of free school meals, as well as food parcel deliveries.
- Where appropriate, the school offered opportunities for ‘vulnerable’ children to continue to attend school.
- Individualised learning packs were created and distributed to children where it was understood that children had specific learning needs.
- Weekly family phone calls took place throughout the school closure to ensure families continued to receive support.
- Where children had previously received emotional literacy support the school’s ELSA made weekly phone calls to children, supervised by parents, to provide an opportunity for children to continue to receive emotional support.
- Children were welcomed back to school in a phased return from June on, including all PP children
- Some children and families made the decision to stay at home due to Covid and were supported having made this decision.

We do not have attainment results for the academic year 2020, as pupils did not take any external assessments due to the Coronavirus (Covid-19). However, the previous three years data show how Pupil Premium children leaving St Edmund’s achieved against non-Pupil Premium children nationally. This table shows attainment data for ALL pupils at St Edmunds, ALL pupils nationally, and the PPG pupils as a group.

End of Key Stage 2	Reading Results			Writing Results			SpaG Results			Maths Results			RWM Combined		
	All	National	PPG	All	National	PPG	All	National	PPG	All	National	PPG	All	National	PPG
Expected Standard															
2019	93	73	86	95	78	71	95	78	86	92	79	86	87	65	71
2018	95	75	88	93	78	88	97	63	82	92	76	88	87	64	63
2017	85	71	80	85	76	70	93	77	80	98	75	80	75	61	50

Many of our PPG children also fall into additional categories, for example some of them made have EAL, some of them may have SEND and they all have different starting points from which we begin therefore they will form part of the focus for the PPG plan going forward.

Equally we do not have progress scores for 2020 but in previous years you can see progress is an improving picture. The aim is to be in-line with or above the national picture.

**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 (10 children of whom 3 had SEND) 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.

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 for next steps and regularly receive lots of positive feedback from secondary school and parents.

All of our KS2 Pupil Premium children are targeted to attend at least one club, many of them attend more and last year (2019-2020) the Y6 pupil premium group attended at least 2 each, one child 3 and one child 4 before Covid-19 closure. Children are 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, Chapel 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 (prior to Covid-19 closure March 2020)				
KS2	1 Club	2 Clubs	3 Clubs	4 Clubs
29	17	10	1	1

PPG strategy at St Edmund's 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)

**At St Edmund's to ensure our PP children make excellent progress and attain well we...**

1. Develop and support communication and early language skills particularly where children have additional needs
2. Develop proficiencies in English where English is an additional language
3. Provide additional resources to support children's emotional health, self-esteem and resilience
4. Support EAL parents of PP children to ensure they understand the school system, are included in the life of the school and feel confident to support their children at home. We build strong and secure relationships with our families.
5. Support families to access wider life opportunities and experiences due to differing family situations and any financial constraints

**PPG numbers can be broken down as follows**

Number of Ever 6 FSM (using 4/9 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) The financial year runs from April to April therefore this year group do not receive funding until the new financial year. However, we use money from the exit group to prop up new entry EYFS until funding arrives.	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	<b>£66,180</b>

Pupil Premium Action Plan for the coming year takes into consideration the School Improvement Plan and the Barriers to Learning that have been identified in this document and may exist for this pupil group. This will also taking into consideration the experience that 'lock down' has had in their lives

### Pupil Premium Grant Allocation 2020-2021

<b>Quality Teaching and Professional Development</b> <span style="float: right;"><b>£4,400</b></span>				
As part of the mission statement of our school we want all children to realise their potential. Children in receipt of a pupil premium grant are offered the support they need to allow them to make good progress whilst at St Edmund's. We recognise that quality first teaching is key to successful learning and research supports this. As a school we follow a mastery approach to teaching and incorporate collaborative learning as part of day to day teaching. Children are provided with timely feedback in order to improve their learning. We recognise the importance of developing early reading skills and phonics in order to promote the best possible outcomes for children – we have reviewed our schemes of work to ensure consistency in approach across classes and year groups.				
<b>Action/ approach</b> <i>(what we are going to do and rationale for this)</i>	<b>Implementation</b> <i>(how, who and when?)</i>	<b>Measuring impact</b> <i>(what data we are going to look at and how often)</i>	<b>Cost</b>	<b>Impact</b> <i>(how we will recognise success)</i>
<p>C/T to carry out assessment upon entry to class to see what children's academic levels and access to the curriculum are. Embed CPD from previous year/s. Ensure classrooms</p> <ul style="list-style-type: none"> <li>are vocab rich</li> <li>are designed to support language development eg. book corners, word mats, word walls, picture dictionaries</li> <li>contain role play opportunities that are child led and based on interests of this group</li> </ul> <p>C/T with TA will pre-teach topics within whole class teaching to PP children to ensure they are prepared and not disadvantaged when new topics are introduced.</p>	<p>Conduct a baseline assessment of PP children's communication and language skills on entry to school and at the beginning of each academic year.</p> <p>Adapted to their needs eg EAL adaptations as appropriate</p>	<ul style="list-style-type: none"> <li>Early Years Profile</li> <li>Phonic Screening</li> <li>Key data drop points to measure numerically how children are progressing</li> <li>book looks to see progress over time</li> <li>pupil voice for children to talk to and say how they feel they are progressing</li> <li>reading levels against their own starting points</li> </ul> <p>All completed termly</p>	<p>Within staff remit</p> <p>Time to complete progress meetings Supply X15 £3,000</p>	<p>PP groups of children are confident talking with peers and teachers - pupil voice and sample surveys</p> <p>Academic work shows progress over time</p> <p>Learning Walk</p> <ul style="list-style-type: none"> <li>vocab rich rooms</li> <li>language support</li> <li>role play opportunities</li> </ul> <p>Agreed percentage of children who have reached individual target</p>
<p>To identify PP children who may fall into additional categories eg EAL/ SEND. Rational is to ensure we are providing the</p>	<p>C/T to identify PP pupils who may also fall into additional categories to enable school to support them appropriately</p> <ul style="list-style-type: none"> <li>Initial discussion with family to gather information and create profile of</li> </ul>	<p>Pupil profile to ensure we have full picture of child's background to identify any further potential barriers to learning.</p>	<p>Inclusion Lean, EAL Lead time with C/T's</p>	<p>Pp children are identified and well supported if fall into other pupil groups.</p>

<p>correct support for children to access the curriculum. Consult with parents/carers who can also help us to ensure provision is correct and to ensure journey is shared.</p> <p>SEND and EAL PP pupils are identified and supported with adjustments made to support their learning through quality first teaching</p>	<p>pupil - use of interpreters as appropriate</p> <ul style="list-style-type: none"> <li>• If EAL – EAL Lead to carry out assessment to work out stage of English and then support class teacher to adapt lessons/ work for identified children</li> <li>• If SEND – C/T to liaise with Inclusion Lead to look at support network needed and any additional referrals to be made</li> <li>• supported through quality first teaching, then wave 2 and 3 interventions as appropriate</li> </ul>	<p>Initially carried out at R home visit.</p> <p>Children new to school have a school visit not a home visit.</p> <p>Re-visited annually at first parents evening per year to see if any circumstances have changed</p>	<p>£750 Cost of interpreters</p>	<p>Children are accessing curriculum and making steady progress</p>
<p><u>B2</u> To support any of our PP children who may have support emotional health, self-esteem and resilience</p>	<p>All staff to receive training in whole school approach to help children understand and manage feelings –</p> <ul style="list-style-type: none"> <li>• Zones of Regulation</li> <li>• Habits of Mind</li> </ul> <p>Children highlighted as needing support will move to wave 2/3 intervention - ELSA run – entry and exit assessment</p>	<p>Pupil voice Class discussion Observation</p> <p>Intervention assessment – entry and exit</p>	<p>4 days Staff meetings £750</p>	<p>Children to recognise and talk about the Zones of Regulation using them to express and manage their feelings.</p> <p>Gauge children’s use of beg of year and end of year - how they felt – survey – numerical outcomes – will flag up any other interventions needed</p>

<b>Targeted Academic Support/Interventions</b>					<b>£45,670</b>
Interventions and additional support are identified throughout the academic year as part of pupil progress meetings and in consultation with the Inclusion Lead. The impact of interventions is monitored and where appropriate adaptations to support is made.					
<b>Action/ approach</b> <i>(what we are going to do and rationale for this)</i>	<b>Implementation</b> <i>(how, who and when?)</i>	<b>Measuring impact</b> <i>(what data we are going to look at and how often)</i>	<b>Cost</b>	<b>Impact</b> <i>(how we will recognise success)</i>	
<p><u>B1</u> To work out what support is needed to extend, develop and ensure children can access the curriculum through identified interventions</p>	<p>C/T and Inclusion Lead to identify which interventions for which pupils – individualised programmes</p> <p><b>TA Led - Examples include</b> Catch Up Literacy Catch Up Numeracy</p>	<p>Data entry and exit linked to interventions</p> <p>Feedback from C/T</p>	<p>Time to research and plan</p>	<p>There is measurable progress from baselines to end of year assessments.</p>	

<p>All interventions run by TAs have had specific training, they are managed by the Inclusion Lead. TAs are given time to feedback and evaluate interventions.</p> <p>Over time we have dismissed interventions that do not work.</p>	<p>Working Memory 5 Min Number Box</p> <p><b>Teacher led examples include</b> Fresh Start Numicon Wave 3 Maths</p>	<p>improvement in class participation/engagement Book looks Pupil Voice</p> <p>Data from A2 2019 – A2 2020 to consider rate of progress</p>	<p>C/T and Intervention Leads will report back on children's engagement in class Internal tracking shows progress Interventions show progress</p>
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<p><b>Wider Strategies</b> <span style="float: right;"><b>£16,110</b></span></p> <p>At St Edmund's we are committed to supporting children's wellbeing and ensuring the welfare of each child is paramount. In line with this ethos children are supported to develop a positive mental health and where appropriate children are offered targeted emotional support. We recognise the importance of ensuring children are offered equal opportunities both academically and socially including extracurricular activities.</p>				
<p><b>Action/ approach</b> <i>(what we are going to do and rationale for this)</i></p>	<p><b>Implementation</b> <i>(how, who and when?)</i></p>	<p><b>Measuring impact</b> <i>(what data we are going to look at and how often)</i></p>	<p><b>Cost</b></p>	<p><b>Impact</b> <i>(how we will recognise success)</i></p>
<p><b>Well-Being</b></p>				
<p><u>B4</u> Provide for lack of wider life opportunities and experiences due to financial constraints Ensure children's <u>basic needs are met</u> To ensure a flexible approach to meet children's needs</p>	<ul style="list-style-type: none"> <li>Funded places at Breakfast Club</li> <li>Funded places at Afterschool Club as appropriate to individual needs</li> <li>Provide funding for Uniform for targeted pupils, including PE kit and shoes</li> </ul>	<p>Attendance registers</p>	<p>540 x 4 £2160 £2500 £500 +</p>	<p>Children can function in class because they aren't hungry Children have access to clubs 100% of Children have uniform</p>
<p><u>B2</u> Support for emotional health, self-esteem and resilience</p>	<p>Range of ways to support Children have access to</p> <ul style="list-style-type: none"> <li>Identified Mentor</li> <li>ELSA sessions if needed</li> <li>PSHE class-based lessons</li> <li>On line google meet for classes</li> <li>On-line google meet for groups</li> </ul>	<p>Intervention assessment – entry and exit Pupil voice Parent voice</p>		<p>Children will have their expectations raised Feel supported by school Know they matter Pupil Survey Teacher surveys</p>
<p><u>B3</u> To work with and support parents to help them access all opportunities available to them and their children</p>	<ul style="list-style-type: none"> <li>Provide technology for home use</li> <li>Provide hard copy learning packs and stationery where required.</li> </ul>	<p>PP register</p>	<p>£7,000</p>	<p>Children access the same learning as their peers (differentiated as app)</p>

That children have <u>equal access</u> to learning in the event of another lock down	<ul style="list-style-type: none"> <li>• Ensure vouchers are available for food</li> <li>• Ensure contact maintained with school</li> </ul>	C/T will talk to families and refer them to the appropriate on-site adult		Children have resources, food vouchers etc Children know adults are thinking about them – break out rooms in GC etc
<b>Enrichment</b>				
<u>B2</u> Support for low emotional health, self-esteem and resilience Target children to access enrichment activities and ensure they are represented at various school events and competitions	<ul style="list-style-type: none"> <li>• Targeted Nurture experiences – garden/woodland walks for groups, ballet, concerts (AG – A2)</li> <li>• Day trips and residential trips to be paid/ part-paid</li> <li>• Clubs: all children take at least 1 club</li> <li>• Leadership responsibilities within school; YIP, Buddies, Prefects, Eco, House Captains,</li> </ul>	Nurture registers for engagement  Club registers Monitoring of responsibilities Presenting to Governors on different topics	£1000  3 X Y6 £1500 7 X Y5 £1000 Ex Clubs £1000	Clubs and Responsibilities will impact confidence, self-esteem and standing amongst their peers  Different situations and opportunities to enable children to relate to people in different situations inspiring confidence and self esteem Pupil Voice Surveys Registers
<u>B4</u> Include PP children in relevant Research projects to ensure they have the same opportunities as their peers	As different projects come to light, Lead T will notify C/T's to see which children would benefit from the projects <ul style="list-style-type: none"> <li>• Health and Fitness (TM)</li> <li>• Girls Maths Project (EC)</li> <li>• Thinking Skills Project (BG)</li> <li>• Reading Champions support younger PPG children (temp unavailable)</li> </ul>		Minimal Coaches £800 x2 £1600	Improved physical, mental and academic performance. Feedback from teachers leading projects