



Pupil Premium Strategy Statement 2021-2022

St Edmund's Catholic Primary School

Pupil Premium Background:

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.

School Approach

As a school, we are mindful of both the academic and pastoral needs of the children following the periods of extended school closure. As a result, when considering the school's catch-up strategy, we have considered the following factors:

- Families – we appreciate that throughout the pandemic, families will have struggled in many different ways. As a school, we look to identify the differing needs that exist as pupils return to school and needs that may continue to exist as we move forward.
- Well-being – Pupils may require additional pastoral support, and we will continue to ensure these needs are met.
- Literacy, Numeracy and Learning – it is vital that the school identifies gaps in learning within the core areas of literacy and numeracy to ensure future success for all. The school believes pupils need a solid foundation in Literacy and Numeracy to ensure they gain a deeper understanding of concepts during their primary education.
- Attainment – as a school, we will be mindful of pupils' prior attainment and will look to ensure that pupils are attaining as well, if not better, than they were prior to the extended periods of lockdown. As a school, we appreciate that pupils needing additional support prior to the lockdowns may return further behind due to the loss of support from within the classroom and within school during these periods. The school will be mindful to ensure that further regression, due to COVID, is addressed.
- Pupil Context – as a school, we are mindful that pupils, within the context of SEND, PP and EAL, may have a greater need post lockdown, and will utilise internal expertise and the expertise of external agencies to provide this support.
- Secondary Ready – as a school, we want every child to leave us 'Secondary School ready' and we appreciate that the skills required are more than just academic. It is our aim that every pupil is targeted to achieve to the best of their ability. As a school, we will focus on any gaps academically or pastorally to ensure they develop the necessary skills

The development of the school's pupil premium strategy will hold these six areas at the centre of the process whilst relating to the whole school development areas.

Summary of Whole School Development Plan		PPG specific
1. The Quality of Education	<ul style="list-style-type: none"> • Monitor implementation and impact of planned curriculum • Develop teaching strategies to ensure best practice. • Implement the Reading framework 	<ul style="list-style-type: none"> • Ensure access to curriculum with targeted support as appropriate • Ensure early literacy and numeracy support
2. Behaviour and Attitudes	<ul style="list-style-type: none"> • Promote positive behaviour strategies through the implementation of the revised PHSE & well-being strategy • Review Behaviour and Antibullying policies to make them more relational and individualized as appropriate 	<ul style="list-style-type: none"> • Ensure access to appropriate interventions <ul style="list-style-type: none"> ○ ELSA and counselling ○ Rainbows ○ PSHE support groups ○ Art Therapy ○ Filial Therapy
3. Personal Development	<ul style="list-style-type: none"> • Continue to support mental health and well-being of staff and pupils • Implement Year 4 of the Thinking Skills Curriculum journey • To re-establish pupil groups and clubs at school 	<ul style="list-style-type: none"> • Make sure KS2 PPG children have access to clubs, thinking skills curriculum and are targeted to join pupil groups throughout school
4. Leadership and Management	<ul style="list-style-type: none"> • To establish the ECT framework and induction for ECT's • To ensure a programme of Quality First Teaching for ALL staff to support expectations of classroom practice and shared strategies 	<ul style="list-style-type: none"> • Within QFT framework help support and develop teacher practice to ensure inclusion for ALL – target PPG pupils as appropriate • Ensure access to specialist consultation sessions
5. EYFS	<ul style="list-style-type: none"> • Implement new baseline assessment • Make changes to EYFS curriculum based on new recommendations and government guidelines 	<ul style="list-style-type: none"> • Early identification and support for children who receive PPG grant through assessment and targeted interventions • Provide OT and SALT consultations

In developing its strategy, the school has used meetings between the Inclusion Lead and Class Teachers alongside senior leaders to discuss and identify specific areas of need. The school has continued to use the Education Endowment Fund's (EEF) tiered model to best allocate funds to support the needs of identified pupils and has used the same approach for the Covid-19 Catch-up Premium.

This guidance has identified three clear strategies to adopt in planning the use of the pupil premium. These are:

1. Quality teaching and Whole School Strategies
2. Targeted Support
3. Wider Strategies

Quality Teaching and Whole School Strategies

'Quality teaching' has been identified as the most important lever schools have to improve outcomes for their pupils'(EEF, 2021). To support this, we are committed to developing the knowledge and skills of all our staff to ensure that our pupils are receiving the best possible education in class.

Assessment helps teachers determine how to support their pupils most effectively. As a school, we use an assessment, planning and tracking system to monitor pupils' progress and attainment. Teachers use this and a mixture of formative and summative assessments to support them in identifying gaps in learning for whole cohorts, as well as individual children, for targeted support.

Targeted Support

There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy when this is targeted to meet a specific need. A particular focus of these interventions will be on literacy and numeracy for those identified with the greatest need.

Wider Strategies

This covers areas such as supporting parents and carers to understand how to help their children at home, providing extensive pastoral support to pupils and families and providing additional books and materials where needed. This includes ensuring that all children have access to the necessary technology, both in school and at home, particularly during school closures or isolation periods to access learning.

Barriers to Attainment

Quality Teaching and Whole School Strategies - Barriers	
1	Access to Remote Learning Offer and Blended Learning
2	Staff confidence and expertise in use of online classroom strategies
3	Gaps in Maths planning due to timings of lockdowns, use of Maths Mastery:
4	Progression of Writing Skills
5	Progression of Spelling
Targeted Support	
1	Reading Comprehension
2	Maths
3	Writing Development
Wider Strategies	
1	Social and Emotional issue – friendships, separation, anxiety,
2	Lack of resources when outside school during holidays or lockdown periods or self-isolation
3	Support for parents with EAL

Successes from Academic Year 2020-2021

Quality Teaching and Professional Development	All staff are trained in use of the Zones of Regulation All staff trained in use of current Habits of Mind linked to the Thinking Skills Curriculum Y4 and 5 staff received training from EAL LA Lead to plan and ensure accessibility to texts for PPG EAL pupils
Targeted Support and interventions	SEND and PPG interventions list detailing support received by individuals and groups contain entry and exit details for progress and attainment
Wider Strategies Well-being/enrichment/projects	Intervention Groups to support targeted pupils Y5 and Y6 PPG pupils all accessed visits and trips PPG pupils accessed breakfast clubs/ access to supporting technologies

Pupil Premium Grant Allocation 2021-2022 (Financial year)/ Recovery Premium/Tutoring Grant

PPG numbers can be broken down as follows Number of Ever 6 FSM	45 (4 from EYFS)	Number of LAC or Post LAC	8 (1 from EYFS – N)	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 – it is propped until additional funding arrives.	5 Funding due in April 2021
Ever 6 Funding/FSM	47,075	Funding	£16,415	Total Number on PPG Register	53
				Total funding for whole school	£63,490
				Recovery Premium 2021-2022	£ 6,090
				Tutoring Grant	£ 4,657
				PPG and Recovery	£ 74,237

ACTION PLAN for Current year 2021-2022

Quality Teaching and Professional Development £4,400 As part of the vision 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.				
Action/ approach <i>(what we are going to do and rationale for this)</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what data we are going to look at and how often)</i>	Cost	Impact <i>(how we will recognise success)</i>
C/T to carry out assessment upon entry to class to identify strengths and needs and plan accordingly. Embed CPD from previous year/s. Ensure classrooms <ul style="list-style-type: none"> are vocab rich are designed to support language development eg. book corners, word mats, word walls, picture dictionaries contain role play opportunities that are child led and based on interests of this group 	Conduct a baseline assessment of PP children's communication and language skills on entry to school and at the beginning of each academic year. (Use Communication Trust resources). Use Neli Programme to bridge vocabulary gaps in EYFS. C/T's to adapt quality teaching/ differentiation Learning Walk <ul style="list-style-type: none"> vocab rich rooms language support role play opportunities 	<ul style="list-style-type: none"> Phonic Screening Key data drop points to measure numerically how children are progressing book looks to see progress over time pupil voice for children to talk to and say how they feel they are progressing reading levels against their own starting points 	Within staff remit Time to complete progress meetings Supply X15 £3,000	PP groups of children are confident talking with peers and teachers - pupil voice and sample surveys Academic work shows progress over time
To identify PP children who may fall into additional categories eg EAL/ SEND. Rational is to ensure we are providing the 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. SEND and EAL PP pupils are identified and supported with adjustments made to support their learning through quality first teaching	C/T to identify PP pupils who may also fall into additional categories to enable school to support them appropriately <ul style="list-style-type: none"> Gather information and create profile of pupil – (interpreters if appropriate) If EAL – poss EAL assessment/Hounslow Language Service support If SEND – C/T to liaise with Inclusion Lead supported children through quality first teaching 	Pupil profile to ensure full picture of child's background to identify any further potential barriers to learning. Initially carried out at R home visit. Children new to school have a school visit and annual check in at parents evening per year to see if any circumstances have changed	Inclusion Lean, EAL Lead time with C/T's £750 Cost of interpreters	PP children are identified and well supported if fall into other pupil groups. Children are accessing curriculum and making steady progress and attainment

<u>B2</u> To support any of our PP children who may have needs which pertain to emotional health, self-esteem and resilience – whole class – smaller group for interventions if needed	All staff to receive training in whole school approach to help children understand and manage feelings – <ul style="list-style-type: none"> • Zones of Regulation • Habits of Mind • Quality First Teaching 	Pupil voice Class discussion Observation Intervention assessment – entry and exit – if needed	4 days Staff meetings £750	Children to recognise and talk about the Zones of Regulation using them to express and manage their feelings.
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Targeted Academic Support/Interventions (1:1 and Group) 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.				£39,980 £ 9,090 £ 4,657
Action/ approach <i>(what we are going to do and rationale for this)</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what data we are going to look at and how often)</i>	Cost	Impact <i>(how we will recognise success)</i>
<u>B1</u> To identify children needing additional support or interventions/boosters 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. Additional teacher for targeted year group	C/T and Inclusion Lead to identify which interventions for which pupils – individualised programmes> TA led examples include Catch Up Literacy Catch Up Numeracy Working Memory 5 Min Number Box Teacher led examples include Fresh Start Numicon Wave 3 Maths Booster Classes Third Space learning	Data entry and exit linked to interventions Feedback from C/T improvement in class participation/engagement Book looks Pupil Voice Progress data	Time to research and plan Teacher time 15 sessions X 12 teachers Teacher time 2 days <i>(shared cost)</i>	There is measurable progress from baselines to end of year assessments. C/T and Intervention Lead will report back on children’s engagement in class Internal tracking shows progress

Wider Strategies				£16,110
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.				
Action/ approach <i>(what we are going to do and rationale for this)</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what data we are going to look at and how often)</i>	Cost	Impact <i>(how we will recognise success)</i>
Well-Being				
B4 Ensure wider opportunities and experiences are not missed due to financial constraints Ensure children's <u>basic needs are met</u> with a flexible approach to meet their needs	<ul style="list-style-type: none"> • Fund places at <ul style="list-style-type: none"> ○ Breakfast Club/ After school ○ Trips and visits • Funding for Uniform for targeted pupils, including PE kit and shoes 	Attendance registers for clubs, trips etc	540 x 4 £2160 £2500 £500 +	Children can function in class because they aren't hungry Children have access to clubs 100% have uniform 100% participate in visits
B2 Support for emotional health, anxiety, self-esteem and resilience	Range of ways to support Children have access to <ul style="list-style-type: none"> • Review mentor system as part of Attachment aware project. • ELSA sessions if needed • PSHE class-based lessons 	Intervention assessment – entry and exit Pupil Survey Teacher surveys	LA project	We are better able to support the emotional needs of PP children Children feel supported by school and know they matter
B3 To work with and support parents to help them access all opportunities available to them and their children 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 	PP register C/T will talk to families and refer them to the appropriate on-site adult	£7,000	Children access the same learning as their peers (differentiated as app) Children know adults are there for them
Enrichment				
B2 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"> • Targeted Nurture experiences – • Day trips and residential trips to be paid/ part-paid • Clubs: all children take at least 1 club • Leadership responsibilities within school; YIP, Buddies, Prefects, Eco, House Captains, 	Club registers Monitoring of responsibilities Presenting to Governors on different topics	£1000	Clubs and Responsibilities will impact confidence, self-esteem and standing amongst their peers

Research Based Projects				
B4 Include PP children in relevant Research projects to ensure they have the same opportunities as their peers	As projects come to light, Lead T will notify C/T's to see which children would benefit from the projects. (Ongoing St Mary's Research Projects)	Reported back to school following project results	Minimal Coaches	Improved physical, mental and academic performance.