



3 Year Pupil Premium Strategy Plan

St Edward's Catholic Academy

SUMMARY INFORMATION					
PUPIL PREMIUM LEADERSHIP INFORMATION 2020					
Pupil Premium Lead	Kay Methven		Governor Lead		Dani Eyre
CURRENT PUPIL INFORMATION 2020					
Total number of pupils:	209	Total pupil premium budget:	£47075	Date of most recent PP Review	OFSTED Sept 2019
Number of pupils eligible for pupil premium:	35 (43 on role now)	Amount of pupil premium received per child:	£1345	Date for next internal review of this strategy	January 2021
Proportion of disadvantaged pupils:	16.7% (20.6%)				

PUPIL PREMIUM COHORT INFORMATION		
CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	19	42.2%
Girls	26	57.8%
SEN support	8	17.8%
EHC plan	0	0
EAL	0	0

EYFS DATA 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving Good level of development (GLD)	50%	73%	70%	57%	74%	72%
% meeting EXP or exceeded in Reading	50%	77%	73%	62%	79%	77%
% meeting EXP or exceeded in Writing	50%	77%	73%	58%	76%	74%
% meeting EXP or exceeded in Maths (Number)	50%	85%	80%	66%	82%	80%

EYFS DATA 2017-18						
% achieving Good level of development (GLD)	50%	73%	70%	57%	74%	72%
% meeting EXP or exceeded in Reading	75%	81%	80%	62%	79%	77%
% meeting EXP or exceeded in Writing	50%	77%	73%	59%	76%	74%
% meeting EXP or exceeded in Maths (Number)	75%	85%	83%	66%	82%	80%
EYFS DATA 2016-17						
% achieving Good level of development (GLD)	33%	78%	73%	56%	73%	71%
% meeting EXP or exceeded in Reading	67%	81%	80%	63%	79%	77%
% meeting EXP or exceeded in Writing	33%	78%	73%	58%	76%	73%
% meeting EXP or exceeded in Number	67%	85%	83%	66%	81%	79%

PHONICS 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% of pupils passing Phonics Screening Check	100%	86%	86%	71%	84%	82%
PHONICS 2017-18						
% of pupils passing Phonics Screening Check	50%	73%	70%	70%	84%	82%
PHONICS 2016-17						
% of pupils passing Phonics Screening Check	50%	88%	83%	68%	83%	81%

KSI ATTAINMENT 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving expected standard or above in reading, writing and maths	50%	75%	70%	na	na	na
% meeting expected standard or above in reading	50%	79%	73%	62%	78%	75%
% meeting expected standard or above in writing	50%	75%	70%	55%	73%	69%
% meeting expected standard or above in maths	67%	83%	80%	62%	79%	76%
KSI ATTAINMENT 2017-18						
% achieving expected standard or above in reading, writing and maths	50%	72%	69%	na	na	na
% meeting expected standard or above in reading	75%	84%	80%	60%	78%	75%
% meeting expected standard or above in writing	50%	76%	70%	53%	73%	70%
% meeting expected standard or above in maths	50%	84%	76%	61%	79%	76%

KSI ATTAINMENT 2016-17						
% achieving expected standard or above in reading, writing and maths	75%	65%	67%	na	na	na
% meeting expected standard or above in reading	100%	73%	76	61%	78%	76%
% meeting expected standard or above in writing	100%	69%	73	52%	71%	68%
% meeting expected standard or above in maths	75%	69%	70	60%	78%	75%

KS2 Data 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Ks2 Attainment RWM combined	33%	83%	79%	51%	71%	65%
Progress score in reading	-0.35	-3.37	+3.14	-0.62	0.32	0.03
Progress score in writing	-3.10	+0.98	+1.02	-0.50	0.27	0.03
Progress score in maths	-3.64	-3.08	+1.9	-0.71	0.37	0.03

KS2 DATA 2017-18						
Ks2 Attainment RWM combined	33%	71%	67%	51%	70%	64%
Progress score in reading	-1.60	+2.17	-3.0	-0.60	0.30	0.03
Progress score in writing	+0.39	-0.87	+0.5	-0.40	0.20	0.03
Progress score in maths	+1.03	+1.03	-3.2	-0.60	0.30	0.03
KS2 DATA 2016-17						
Ks2 Attainment RWM combined			63%	48%	67%	61%
Progress score in reading			+1.52	-0.70	0.30	0.00
Progress score in writing			-0.67	-0.40	0.20	0.00
Progress score in maths			+1.03	-0.60	0.30	0.00

ATTENDANCE DATA			
	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2018-19	96.3%	96.6%	96%
2017-18	93.9%	96.3%	95.8%

BARRIERS TO FURTHER ATTAINMENT	
In-School Barriers (such as poor literacy skills)	
A	<p>The attainment and progress made by pupils eligible for PP is not as good as that made by non-PP by the end of KS2 in reading and writing. This is due to 2 factors:</p> <ol style="list-style-type: none"> 1) Poor language and communication skills upon entry. 2) Limited exposure to rich vocabulary at home, through discussions and reading.
C	A number of PP pupils also have addition SEN that create barriers to leaning.
D	PP pupils have less access to music and sports provision and enriched curriculum
External Barriers (such as poor attendance)	
E	A number of PP pupils do not receive regular support a home with home learning.
F	Some families struggle to support pupils financially.
G	Some families struggle to support their children emotionally. There is a high number of parental mental health issues.
H	Some PP pupils have low self-esteem and a lack of confidence.
I	South Derbyshire is an area ranked in the bottom percentile in the country for social movement. Our PP families, in particular, have very low aspirations for themselves and their children.
J	Attendance for PP pupils is just below the national average.

Desired Outcomes		
	Outcome	Success Criteria
A	Consistently Good/Outstanding Learning in all year groups	100% Teaching and Learning is at least Good and 40% consistently Outstanding.
B	Raise the attainment and progress of reading, writing and maths by the end of KS2 for PP Pupil to be at least in line with their FFT targets.	Gap between KS2 St Edward's PP pupils and National Average for non PP pupils closes in reading, writing and maths. PP pupils achieve their FFT targets.
C	SEN and vulnerable pupils' needs met through targeted support and involvement of external agencies where appropriate.	All needs of PP pupils are clearly identified with appropriate support put in place, which is regularly reviewed.
D	To provide support for the emotional, social and mental wellbeing of PP pupils.	Pupils are happy and confident learners, keen to come to school and show resilience to tackle a range of activities.
E	The conceptual thinking and aspirations of our PP pupils is enhanced through enriched life experiences.	PP pupils will be given enrichment opportunities to enhance the curriculum, helping them to pursue learning with positive attitudes and high aspirations.
F	Additional support for PP pupils is provided in school for those pupils not receiving regular support at home.	PP pupils enjoy reading, have the opportunity to read for pleasure are more confident to read aloud.
G	Targeted support for EYFS and KS1 pupils to improve language and communication skills.	Diminish differences between language and communication between PP and non PP pupils.
H	To increase attendance rates for pupils eligible for PP	Attendance for PP pupils in line with National

3 YEAR PUPIL PREMIUM STRATEGY

TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)					
Member of staff responsible: JMcQ					
Priority	Activity (CPD, Recruitment, intervention, resourcing)	Implementation	Costings (Per Academic Year)	Staff Lead	Success measure
1. Quality First Teaching for all	HT and AHT to monitor, coach and support Teaching and Learning. Science of Learning CPD led by AHT.	Ongoing throughout the academic year. Regular learning walks, work scrutiny, pupil voice by middle leaders and SLT.		JMcQ	All teaching at least good. Some outstanding. Monitoring by SLT and AG.
2. Curriculum Design	Curriculum planned in detail with particular focus on Wow starters and products. Progression of knowledge planned across all subjects and year groups.	Planning completed half termly with KM. Full curriculum planned by July 2021	TA cover in classes. 1 x ½ per teacher per half term =£1764	KM	Sequenced, well planned curriculum focusing on progression of knowledge. Wow starters and products to enrich and give life experiences.

TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible: JMcQ

Priority	Activity (CPD, Recruitment, intervention, resourcing)	Implementation	Costings	Staff Lead	Success measure
1.Raise the attainment and progress of reading, writing and maths at the end of KS2 for PP pupils.	<p>Additional teaching support for Y6 by AHT.</p> <p>Analysis and tracking of PP pupils to their FFT targets.</p> <p>All teachers aware of their PP pupils ant their FFT predictions</p> <p>Full time TA to work in Y6 for targeted intervention groups</p> <p>RIWI Intervention Programme</p>	<p>TA monitoring and performance management by SLT.</p> <p>Half termly tracking and pupil progress meetings by SLT.</p> <p>Tracking of targeted pupils to monitor progress by teachers and SLT.</p> <p>Monitoring of intervention group teaching and provision by class teacher and SLT.</p> <p>Monitoring of RIWI programme and progress of pupils from baselines by SLT</p>	<p>AHT additional hours £2000</p> <p>0</p> <p>TA for RIWI Intervention =£3528</p> <p>Small group TA targeted intervention =£3192</p> <p>Y6 TA =£8650</p>	JMcQ	Attainment and progress for PP pupils in line with non PP pupils

2.SEN and vulnerable pupils' needs met	<p>Targeted TA support in KS1 and KS2.</p> <p>Additional phonics support in Y1 and Y2</p> <p>SENDCO to identify support required from external providers and submit referrals wherever needed</p>	Regular monitoring by SLT	<p>£3192</p> <p>£2240</p> <p>SENDCO class cover: £1596</p>	KM AC	All needs of SEN and vulnerable pupils identified and appropriate support put in place.
3. Targeted support for EYFS and KS1 pupils to improve language and communication skills	<p>Speech and language support.</p> <p>Small group TA supported intervention</p> <p>CPD for staff.</p>	<p>Pupil progress monitoring</p> <p>High quality planning of teaching and learning in interventions.</p>	£3192	KM	Diminish differences in language and communication between PP and non PP pupils.

WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)

Member of staff responsible: JMcQ

Priority	Activity (CPD, Recruitment, intervention, resourcing)	Implementation	Costings	Staff Lead	Success measure
1.To provide support for the emotional, social and mental wellbeing of PP pupils	Nurture group provision by MH Positive Play Sessions	KM to work with MH to provide high quality, effective Nurture provision	£5320 (MH) £2881 resources £3192	KM	Pupils are happy and confident learners, keen to come to school and show resilience to tackle a range of activities.
2.Additional support for PP pupils in school for those pupils not receiving regular reading at home	TA reading support	Monitor reading diaries and identify where support and intervention is needed.	£2128	JMcQ	PP pupils enjoy reading and have more confidence reading aloud.

<p>3.The conceptual thinking and aspirations of our PP pupils is enhanced through enriched life experiences</p>	<p>All year groups have at least one trip per year. Residential trips in Y4 and Y6 Wow moments and products planned for each topic.</p> <p>PP pupils supported to access day to day learning and activities</p> <p>Milk Uniform/PE kits Breakfast and After school Clubs</p>	<p>Identify who needs support to access enrichment and provide appropriate resources.</p>	<p>£2000</p> <p>£2500 for resources</p> <p>£1700</p>	<p>JMcQ</p>	<p>PP pupils will be given enrichment opportunities to enhance the curriculum, helping them to pursue learning with positive attitudes and high aspirations.</p>
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4.To increase attendance rates for pupils eligible for PP	<p>Individual tracking of attendance by DM</p> <p>First day communication regarding reason for absence.</p> <p>Half termly letters for pupils dropping below expected levels.</p> <p>Meetings with parents to discuss concerns and initiate plan to improve attendance.</p>	<p>Monitoring of attendance tracking data by DM and SLT.</p> <p>Tracking of individuals to ensure improvements are ongoing.</p>		JMcQ DM	Attendance of pp pupils in line with National
			Total: £47075		

REVIEW OF 3 YEAR STRATEGY June 2021

*At least annually

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
TARGETED ACADEMIC SUPPORT			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?
WIDER STRATEGIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Lessons learnt and continue with provision?

