



## 3 Year Pupil Premium Strategy Plan

St Edward's Catholic Academy

SUMMARY INFORMATION					
PUPIL PREMIUM LEADERSHIP INFORMATION 2020					
<b>Pupil Premium Lead</b>	Kay Methven	<b>Governor Lead</b>	Dani Eyre		
CURRENT PUPIL INFORMATION 2021					
<b>Total number of pupils:</b>	213	<b>Total pupil premium budget:</b>	£56490	<b>Date of most recent PP Review</b>	OFSTED Sept 2019
		<b>Carried over funding from 2020/21:</b>	£5320		
		<b>Recovery Premium Funding:</b>	£6525		
		<b>Total:</b>	£68335		
<b>Number of pupils eligible for pupil premium:</b>	42	<b>Amount of pupil premium received per child:</b>	£1345	<b>Date for next internal review of this strategy</b>	July 2022
<b>Proportion of disadvantaged pupils:</b>	19.8%	<b>Statement authorised by:</b>	Jayne McQuillan	<b>Published date:</b>	December 2021

**PUPIL PREMIUM COHORT INFORMATION**

<b>CHARACTERISTIC*</b>	<b>NUMBER IN GROUP</b>	<b>PERCENTAGE OF GROUP</b>
<b>Boys</b>	19	45.2%
<b>Girls</b>	23	54.7%
<b>SEN support</b>	9	17.8%
<b>EHC plan</b>	1	2%
<b>EAL</b>	1	2%

**EYFS DATA 2018-19**

	<b>Pupils eligible for PP</b>	<b>Pupils not eligible for PP</b>	<b>All pupils</b>	<b>National PP</b>	<b>National non-PP</b>	<b>National All pupils</b>
% 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%

<b>EYFS DATA 2017-18</b>						
% 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%
<b>EYFS DATA 2016-17</b>						
% 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%

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

<b>KS1 ATTAINMENT 2018-19</b>						
	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%	N/A	N/A	N/A
% 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%
<b>KS1 ATTAINMENT 2017-18</b>						
% achieving expected standard or above in reading, writing and maths	50%	72%	69%	N/A	N/A	N/A
% 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%
<b>KS1 ATTAINMENT 2016-17</b>						
% achieving expected standard or above in reading, writing and maths	75%	65%	67%	N/A	N/A	N/A
% 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%

<b>KS2 DATA 2018-19</b>						
	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
<b>KS2 DATA 2017-18</b>						
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
<b>KS2 DATA 2016-17</b>						
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 PP	% Attendance for All pupils	National % Attendance for All pupils
2020-21 (Pandemic year)	95.08%	97.13%	N/A
2019-20 (Pandemic year)	95.22%	96.39%	N/A
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	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: <ol style="list-style-type: none"> <li>1) Poor language and communication skills upon entry.</li> <li>2) Limited exposure to rich vocabulary at home, through discussions and reading.</li> </ol>
C	A number of PP pupils also have addition SEN that create barriers to learning.
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 at 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.	
K	High percentage of PP families have limited experiences beyond Swadlincote.	
<b>Desired Outcomes</b>		
	<b>Outcome</b>	<b>Success Criteria</b>
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 by 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
I	To increase Cultural Capital	PP pupils have same exposure to curriculum experiences and enrichment.

### 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 RSP
2. Curriculum Design	Curriculum planned with particular focus on cultural capital and assessment.	Planning completed half termly with KM.	TA cover in classes. 1 x ½ per teacher per half term =£1764	KM	Curriculum planned to enrich and give life experiences, taking into account and planning for cultural capital.



## 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 and 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>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

<p>2.SEN and vulnerable pupils' needs met</p>	<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>	<p>Regular monitoring by SLT</p>	<p>£3192</p> <p>£2240</p> <p>SENDCO class cover: £1596</p>	<p>KM AC</p>	<p>All needs of SEN and vulnerable pupils identified and appropriate support put in place.</p>
<p>3. Targeted support for EYFS and KS1 pupils to improve language and communication skills</p>	<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>	<p>£3192</p>	<p>KM</p>	<p>Diminish differences in language and communication between PP and non PP pupils.</p>

## 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)  £2796 for 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>£2000 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>
<p>4.To increase attendance rates for pupils eligible for PP</p>	<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>		<p>JMcQ DM</p>	<p>Attendance of pp pupils in line with National</p>

5. Cultural capital	Purchase of Dome, projector, screen, laptop	NP and JC training course then deliver to rest of staff	£10,000 (One off cost)	KM JMcQ	PP pupils have same exposure to curriculum experiences and enrichment.
6. To encourage reading at home and embed the love and pleasure of reading	Purchase of Accelerated Reading scheme Purchase of books	Purchase and implement reading scheme. Staff training.	£5000 £6845 <b>£6525 RPF</b>	JC JMcQ KM	Positive reading culture with exposure to a wide variety of high quality reading material for all PP across the school.
		Total:	<b>£68335</b>		

## REVIEW OF 3 YEAR STRATEGY [September 2021]

\*At least annually

Impact of Global Pandemic		
	Commentary	Next Steps
How do you know the impact of the pandemic on disadvantaged pupils (positive & negatives)?	By keeping in constant contact with the children and their families. By managing the transition back to school	Continue to monitor and keep in touch with identified parents
How do you know disadvantaged pupils' starting points following lockdown across subjects?	By informally assessing the children's gaps in knowledge. Our Medium Term Plans start with relevant prior knowledge and revisiting and teaching this as we do with all pupils.	Continue to revisit and revise prior knowledge and new knowledge

<p>What work have you done to establish the impact on pupils and their families?</p>	<p>By working with the families and having an open and honest dialogue with parents and children.</p>	<p>Continue with dialogue</p>
<p>Do families know the impact of the pandemic on themselves and their child/ren?</p>	<p>The communication with the school, children and families during the pandemic was a positive for a lot of our families. However we are not sure if the impact of the pandemic has been realised immediately. We think that this will be a longer term realisation and impact.</p>	<p>Be ready for a growing impact throughout this academic year</p>
<p>How have you established what disadvantaged pupils have lost and gained – socially/emotionally and in their attitudes to learning? What has this told you e.g. from pupil discussions with staff?</p>	<p>Detailed transition meetings with previous class teacher about remote learning attendance, well-being, work and effort. When returning to class, by talking to the children, observing them and setting clear expectations in class. Some children needed a gradual transition into learning where the expectations were clearly set and discussed; others were keen to establish the school routine quickly to reassure them and get back to some form of normality.</p>	<p>Continue with setting the same high standards for PP children and putting in identified and targeted support to ensure they have every chance of reaching and exceeding including enhancement opportunities.</p>
<p>What learning/experiences positive and negative took place (influences) and what was the impact?</p>	<p>This was very different for a lot of children. Some children took ownership of their own learning and participated fully and successfully in remote learning and others opted out. Then there were the children between the 2 ends of the scale, who we managed on a daily basis. Some children had excellent parental support, others had none. For the children who had no support, we made sure that we contacted the children either virtually or in person on a regular basis. Safeguarding was a concern and a high priority. We had daily registers and contacted parents of children we were concerned about. We also supported some families economically, by providing food and clothing. We even sought the help of the school community, parish and local</p>	<p>We have a remote learning plan in place in case of another lockdown, which we will continue to evaluate and amend as necessary.</p>

	community to rehouse a family during the pandemic. We furnished the whole house for her and her 3 children.	
Impact of your strategies to mitigate/lessen the impact of lockdown?	We tried to lessen the impact of the lockdown to the best we could for all of our families. I couldn't evaluate the impact of our actions and support at this moment. All I can say is that all PP children are in school, ready to learn, happy and learning after everything that they have been through. We also have a positive relationship with all the parents and we have been able to offer support or sign post our families to other support if needed.	Continue to support identified children and families.
What did children miss out on the most during the pandemic and their time away from their usual school routine? What do they need more of?	Routine of school. Trips and experiences. Being with their friends and playing with them. Teacher interaction and being able to pick up misconceptions quickly.	Plan trips and experiences for this year. Use virtual images and tours. Establish pre-pandemic routines
Have you identified more vulnerable groups because of this?	We have identified several children and groups who require additional support either with their mental health and well-being or with their academic work, not necessarily PP pupils.	MH to work with identified children and their families. Early Help and SPOA referrals to be completed if needed.

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1. Quality First Teaching for all	HT and AHT to monitor, coach and support Teaching and Learning. Science of Learning CPD led by AHT.	Hard to evaluate due to COVID and National Lockdown. AHT has supported Teaching and Learning but the rigid monitoring and coaching programme has not been able to happen this year.	Continue with provision and plan as it was pre-Lockdown Science of Learning CPD to continue with all staff.
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.	<b>High</b> Curriculum planned. Knowledge progression planned for all subjects for all year groups. Vocabulary progression grids planned for science, geography and history for all year groups	Continue to monitor effectiveness of curriculum and how it is delivered. Monitor strategies for remembering the knowledge taught and opportunities for revisiting and revising.



## TARGETED ACADEMIC SUPPORT

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1.Raise the attainment and progress of reading, writing and maths at the end of KS2 for PP pupils.	Additional teaching support for Y6 by AHT. Analysis and tracking of PP pupils to their FFT targets. All teachers aware of their PP pupils ant their FFT predictions Full time TA to work in Y6 for targeted intervention groups RIWI Intervention Programme	<b>Mid</b> Attainment of pupils at end of KS2 was in line with National for all subjects. Children however did not meet their FFT 50 targets.	Continue with provision and working towards the children meeting their FFT targets.
2.SEN and vulnerable pupils' needs met	Targeted TA support in KS1 and KS2. Additional phonics support in Y1 and Y2 SENDCO to identify support required from external providers and submit referrals wherever needed	<b>Mid</b> Targeted TA support within school for identified children, however due to COVID this hasn't happened all year. Phonics support also provided when children were in school. SENCO submitted relevant referrals and secured some funding.	Continue with the targeted TA support for identified children. Continue with Additional phonics support in Y1 and Y2. Add additional support for identified children in Year 3. SENCO to continue to identify and respond to referrals when needed.
3. Targeted support for EYFS and KS1 pupils to improve language & communication skills	Speech and language support. Small group TA supported intervention CPD for staff.	<b>Mid</b> Support was put into place but didn't happen all year due to COVID.	Continue with targeted support for identified children.

## WIDER STRATEGIES

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1.To provide support for the emotional, social and mental wellbeing of PP pupils	Nurture group provision by MH  Positive Play Sessions	<b>High</b> Plan was adapted due to COVID and remote learning. However children and families were still supported for their emotional, social and mental well-being. Transition back to school was managed very well for these children and their attendance has been excellent.	Continue with provision in school as this is working well.
2.Additional support for PP pupils in school for those pupils not receiving regular reading at home	TA reading support	<b>Mid</b> Support was in place pre and post lockdown and reading was a priority during lockdown. Some PP children read virtually with teachers and TAs, however this didn't target all identified children.	Support needs to continue for identified children on a regular basis.
3.The conceptual thinking and aspirations of our PP pupils is enhanced through enriched	All year groups have at least one trip per year. Residential trips in Y4 and Y6 Wow moments and products planned for each topic. PP pupils supported to access day to day learning and activities	<b>Low</b> No trips or experiences or residential due to the lockdown. Wow moments and products were limited and done virtually during remote learning. This did not have the same or desired impact for PP	Must be a priority for the delivery of the curriculum.

life experiences	Milk Uniform/PE kits Breakfast and After school Clubs	children in particular. Uniform was provided on return to school for some children.	
4.To increase attendance rates for pupils eligible for PP	Individual tracking of attendance by DM First day communication regarding reason for absence. Half termly letters for pupils dropping below expected levels. Meetings with parents to discuss concerns and initiate plan to improve attendance.	<b>High</b> The majority of PP children attended remote learning on Teams. We provided laptops and tablets to enable them to do this. We also delivered books and stationary to some children. Attendance has been good since returning to school.	Continue to monitor and support if needed.

### ENGAGING STAFF, GOVERNORS & PARENTS

How has this document been shared with stakeholders?	YES
How do you know staff understand the strategy and apply correctly?	Strategy is shared and discussed with teachers. All staff are aware of PP children and their specific and individual needs. Staff are also aware of families who need support and how to support them.