

# Pupil Premium Strategy Statement 2023-2026

## St Edward's Catholic Academy

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	23.6% (49 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 - 2026
Date this statement was published	19/12/2023
Date on which it will be reviewed	July 2024
Statement authorised by	Kay Methven
Pupil premium lead	Nashim Prabatani
Governor / Trustee lead	Dani Eyre/Patricia Chapman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,295
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£15,000

	(£10,000 for non-purchase of Globe £5000 for non-purchase of reading scheme)
<b>Total budget for this academic year</b>	<b>£86,295</b>



## Part A: Pupil premium strategy plan

### Statement of intent

At St Edward's our ultimate objective is to provide a first quality and inclusive education, rooted in the values and virtues of the Catholic Faith for everyone, where there is no difference between the achievements and progress of Pupil Premium and non- Pupil Premium pupils. We have high expectations for every child and work closely with pupils and their families to develop self-esteem, resilience and wellbeing, so that all pupils achieve their aspirations. We have an enriched curriculum, designed to give every pupil the same opportunities. Staff are aware of the barriers to learning and attendance and these are addressed and planned for.

St Edward's offers a warm, welcoming and safe environment for all pupils and their families, with open and honest communication, so help is welcomed and can be offered and given where needed.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The attainment and progress made by pupils eligible for PP is not consistently as good as that made by non-PP by the end of KS2 in reading, writing and maths
2	A number of PP pupils also have additional SEND needs that create additional barriers to learning
3	A number of PP pupils also struggle with their emotional wellbeing, created additional barriers to their learning.
4	A number of PP pupils do not receive regular support at home with home learning. Some parents have poor literacy and numeracy skills to enable them to support. Some families have very limited time, due to work and family commitments.
5	Some families struggle to support pupils financially.
6	Some families struggle to support their children emotionally. They also have low self-esteem and lack in confidence. There is an increasing number of parental mental health issues.

7	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.
8	Attendance for PP pupils is below the national average.
9	High percentage of PP families have limited experiences beyond Swadlincote.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Consistently good/outstanding learning in all year groups.  Raise the attainment and progress of reading, writing and maths by the end of KS2 for PP pupils to be at least in line with FFT targets.	100% Teaching and Learning is at least good, with 37.5% outstanding No gap between KS2 St Edward's PP pupils and National Average for non-PP pupils by the end of KS2. P P pupils achieve their FFT Targets
SEND and vulnerable pupils needs met by targeted support and involvement of external agencies where appropriate.	All needs of SEND and vulnerable PP pupils are identified with appropriate support put in place which is regularly reviewed
To provide the support for the emotionally, 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.
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 and are more confident to read aloud. PP pupils are exposed to and involved in rich conversations about all aspects of the curriculum and the world.
Provide targeted financial support to PP families where needed.	Financial barriers do not prevent pupils from attending school, learning and do not have a detrimental impact on their wellbeing.
To provide the support for the emotionally, social and mental wellbeing of PP pupils Referrals made to outside agencies where needed.	Pupils are happy and confident learners, keen to come to school and show resilience to tackle a range of activities. Parents and carers have the support needed.

The conceptual thinking and aspirations of 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.
To increase attendance rates for PP pupils	Attendance for PP pupils in line with national
To increase Cultural Capital	PP pupils have same exposure to curriculum experiences and enrichment.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£5040 per year**, (£15,120 for the 3 years)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Quality First Teaching for all</b> HT, DHT and AHT to monitor, coach and support Teaching and Learning  TF to support and coach ECT  CPD: Science of Learning Teaching Walkthrus Precision Teaching  AHT 1 x day per term. Supply cover: <b>£1512</b> (£4536)  TF 1 x day per term Supply cover: <b>£1512</b> (£4536)	EEF Guide. The Teaching and Learning Toolkit: <ul style="list-style-type: none"> <li>• Mastery Learning</li> <li>• Learning Styles</li> <li>• Peer Tutoring</li> <li>• Feedback</li> </ul>	1
<b>Curriculum Design</b> Curriculum planned with particular focus on key knowledge, progression, retrieval, links to previous learning and topics.  Subject Leads will require 2 x days each. Supply costs	EEF Guide. The Teaching and Learning Toolkit: <ul style="list-style-type: none"> <li>• Collaborative Learning Approaches</li> <li>• Mastery Learning</li> </ul>	1 7 9

£2016 (£6048)		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £52,080 per year, (£156,240 for the 3 years)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Raise attainment and progress of reading, writing and maths by the end of KS2 for PP pupils</b></p> <p>Additional Teacher providing Quality First Teaching and interventions for all PP pupils (Laura Shaw):</p> <p>2 and a half days a week across all year groups</p> <p>£24570 (£73710)</p> <p>Analysis and tracking of PP pupils to their FFT targets, discussed at Pupil Progress meetings.</p> <p>Monitoring of Intervention group teaching and provision</p> <p>TA CPD to be delivered by SLT</p> <p>Full time TA to work in Year 6 for targeted intervention groups:</p> <p>Y6 TA £8650 (£25950)</p> <p>Use of Century for gap filling and retrieval:</p> <p>Century £1200 (£3600)</p>	<p>EEF Guide. The Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> <li>• Mastery Learning</li> <li>• Individualised instruction</li> <li>• Learning Styles</li> <li>• Feedback</li> <li>• TA Interventions</li> </ul>	<p>1 3</p>
<p><b>SEND and vulnerable pupils needs met by targeted support and involvement of external agencies where appropriate.</b></p> <p>TA support:</p> <p>TA £3192</p> <p>TA £2240</p>	<p>EEF Guide. The Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> <li>• One to one tuition</li> <li>• Phonics</li> <li>• Individualised Instruction</li> </ul>	<p>2</p>

(£9576) (€6720)  SENDCo out of class time: SENDCo Class cover: 1 x day a week £9828 (£29484)	<ul style="list-style-type: none"> <li>• Small group tuition</li> </ul>	
<b>Targeted support to improve language and communication</b>  NELA Programme: £1000 (£3000)  ELSA Programme and training: £1400 (£4200)	EEF Guide. The Teaching and Learning Toolkit: <ul style="list-style-type: none"> <li>• Oral language interventions</li> </ul>	1 2 6 7 9

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29,175 per year, (£87,525 for the 3 years)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>To provide support for the SEMH of PP pupils and families</b>  Nurture Group: M Gibbs £5320 (£15960)  C Mercer £3528 (£10584)  Bereavement Counselling training: MG + CM = £60	EEF Guide. The Teaching and Learning Toolkit: <ul style="list-style-type: none"> <li>• Metacognition and self-regulation</li> <li>• Social and emotional learning</li> </ul>	3 6
<b>Additional support for PP pupils in school for those pupils not receiving regular support at home.</b>  TA targeted support, especially with reading	EEF Guide. The Teaching and Learning Toolkit: <ul style="list-style-type: none"> <li>• Parental engagement</li> <li>• One to one tuition</li> </ul>	4



<p>£3120 (£9360)</p> <p>Purchase Accelerated Reading scheme and resources</p> <p>Buy books to support reading:</p> <p>£6487 (Not sure about price for years 2 and 3)</p>		
<p><b>The conceptual thinking and aspirations of PP pupils is enhanced through enriched life experiences and cultural capital</b></p> <p>All years groups have at least 1 trip per year; residential trips in years 4 and 6.</p> <p>£2000 (£6000)</p> <p>Wow moments and products planned for each topic:</p> <p>Resources</p> <p>£4000 (£12000)</p> <p>Families supported financially via referrals to outside agencies, so finance is not a barrier to learning and attendance:</p> <p>M Gibbs</p> <p>£2660 (£7980)</p> <p>Milk Uniform/PE kits Breakfast and After School Clubs:</p> <p>£2000 (£6000)</p>	<p>Bourdieu's Theory of cultural Reproduction</p> <p>EEF Guide. The Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> <li>Aspiration interventions</li> </ul>	9
<p><b>To increase attendance rates for PP pupils</b></p> <p>Individual tracking of attendance by KM</p>	<p>EEF Guide. The Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> <li>Parental engagement</li> </ul> <p>Aspiration Interventions</p>	H

Termly letters for pupils dropping below expected levels		
Meetings with parents to discuss concerns and initiate plan to improve attendance		

**Total budgeted cost: £86,295 for the academic year 2023/2024**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Analysis from 2023 data shows that:

KS1 Pupil Premium pupils' attainment and progress was broadly in line with their peers and National Averages for all subjects.

KS2 Pupil Premium pupils' attainment and progress was below the National average and below their peers. This was largely due to the majority of PP pupils also having SEND.

This year tracking of PP pupils against their FFT targets has become more rigorous, with interventions against barriers identified discussed regularly at Pupil Progress meetings.

The school has used summative and formative assessments from last year to identify gaps in PP pupils learning and teaching is planned around these.

#### Review of last Pupil Premium Strategy:

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?
Quality first teaching for all	Monitor, coach and support Teaching and learning. CPD	Mid. Change of staffing for this academic year will change impact for 2023/24	Continued due to staffing and leadership changes
Curriculum Design	Particular focus on cultural capital and assessment	Mid Fully planned curriculum with knowledge and progression for all subjects and all year groups	Continued due to wanting to develop curriculum further (as have done for geography and history) to include revisits and links to other areas of learning
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?
Raise attainment and progress by end of KS2	Additional teaching support and TA support for year 6  FFT targets and tracking	Low Additional teaching and tracking did not happen due to DHT being on secondment. Year 6 teacher left April 2023	Continue as KS2 SATs results 2023 were below national
SEND pupils needs met	Additional support SENDCo out of class support	Low SENDCo very little time out of class which resulted in lack of time for referrals and funding applications	Continue. Since Sept 2023 SENDCo has had 2 days a week out of class which has resulted in lots of successful SEND referrals and applications being accepted.

			Continue as other pupils have been identified for support
EYFS pupils to improve language and communication skills	Speech and language support. TA support and CPD for staff. EYFS began NELA programme but never completed or evaluated	Low NELA programme not completed or evaluated No TA CPD	Continue with staff training on NELA and full implementation and evaluation of programme. Introduce ELSA and train 2 members of staff
<b>WIDER STRATEGIES</b>			
<b>Priority Area</b>	<b>Chosen Action</b>	<b>Impact? (High, Mid, Low) How do you know?</b>	<b>Why will you continue with this provision/why won't you?</b>
SEMH support	Nurture Positive play	Mid Nurture programme ran successfully Nurture replaced positive play	Continue provision as it is much needed and worked well for the pupils last year
Additional support for pupils not reading at home	TA support	Low No additional support in school given. Books were sent home but accelerated reading programme was not purchased. £5000 carried forward to 2023/24	Continue and purchase accelerated reading scheme and resources to use effectively
Conceptual thinking and aspirations is enhanced	Trips, residential, wow moments Pupils supported to access learning . Financial support	High Successful	Continue due to cost of living crisis
Increase attendance	Tracking Letters and meetings	Low Attendance not tracked closely enough and letters not consistently sent out. No meetings held	Continue and be more rigorous
Cultural capital	Dome projector, screen and laptop	Low Purchase failed due to war in Ukraine £10000 carried forward to 2023/2024	Do not continue
Encourage reading at home and embed the love of reading	Purchase accelerated reading scheme and books	Low Scheme not purchased. Love of reading and reading for pleasure was a priority with many pupils attending the local library and reading at home.	Continue Purchase and implement scheme

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
No Service Pupil Premium funding received 2022/2023
<b>The impact of that spending on service pupil premium eligible pupils</b>