



St Edward's Catholic Primary School

Pupil Premium Strategy Statement

1. Summary information					
School	St Edward's Catholic Primary School				
Academic Year	2021 /2022	Total PP budget	£49,765 + £2,345	Date of most recent PP Review	March 2021
Total number of pupils	38	Number of pupils eligible for PP	37 + 1 Post LAC	Date for next internal review of this strategy	December 2021

2. Barriers to future attainment (for pupils eligible for PP)
In-school barriers (<i>issues to be addressed in school</i>) <i>Across all year groups, generally:</i>
On entry to EYFS, some children have underdeveloped language, communication, interaction and vocabulary skills. This remains evident through to KS2 for some of our disadvantaged children.
Key skills in English (reading and writing) are below age related expectation and progress is slower for PP children than for non- PP children. These skills are frequently evident through difficulties with phonics.
Key skills in Maths are below age related expectation
More able PP children who achieved well in KS1 SATs do not achieve as well in KS2 SATs.
As a result of lockdown, there are significant gaps in essential prior learning - key mathematical skills, particularly in Years 4 & 5.
External barriers (<i>issues which also require action outside school</i>)



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Some PP children have poor attendance and punctuality.

Some children may not have a structured routine within their family/support from significant adults.

Some PP children find it hard to concentrate.

3. Desired outcomes		Success criteria
A.	Progress in reading, writing and maths is at least the same as progress for all other children in the school and in line with National %.	Using NFER standardised score assessments and teacher assessments; pupils eligible for PP in all classes demonstrate rapid progress by the end of the year so that all pupils eligible for PP meet at least age related expectations.
B.	Improved progress for the more able and high attaining children.	Pupils eligible for PP identified as high ability make as much progress as non PP children identified as high ability (at St Edward's and Nationally).
C.	Higher rates of progress for PP children from KS1 to KS1 SATs. PP pupils to make at least expected progress in Y3, 4, 5.	Year 3, 4, 5 pupils to be monitored using KS1 data as a baseline where available. All pupils in Year 3, 4, 5 to make at least expected progress in Reading, Writing and Maths.
D.	To improve underdeveloped language, communication, interaction and vocabulary among disadvantaged children.	WELLCOMM assessments at the end of EYFS will demonstrate an increase in the number of disadvantaged pupils showing a significant improvement in language, communication and interaction skills. EYFS children are able to access vocabulary at the higher stages of decodable books.



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E.	All PP pupils will have robust strategies to help their resilience following the lockdown and any future Covid-19 restrictions.	Mental well-being of PP Pupils identified during Pupil Progress meetings. Qualified Mental Health First Aider member of staff with additional CPD opportunities to support children with a range of interventions.
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4. Planned expenditure					
Academic year	2021 / 2022				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Progress in reading, writing and maths for PP children is at least the same as that for non- PP children	Closely monitor attainment and progress of all PP children in Reading Writing and Maths. Teachers/ TAs / SENCo to work closely to determine best practise for the different cohorts - depending on need.	Some cohorts have need of support / intervention in maths and others in reading etc. Reintroduction of termly NFER assessments. Test analysis to determine specific children needing support and to pin point gaps in knowledge using QLA. Y4 - reading & writing at commencing. Assessment leaders allocated additional	Termly records of the progress of PP children are kept and scrutinised in Pupil Progress Meetings. Following these discussions and planning meetings, Teachers will deploy TAs to deliver extra support / interventions as necessary.	Mrs Snell HT Miss Percival DHT	March 2022



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<p>Improved progress for high attaining pupils</p>	<p>Identify the more able PP children and scrutinise work books, tests etc. to analyse reasons for any slowed progress.</p> <p>To use NFER data to identify children who require targeted support. Use data to inform intervention groups accessing NTP. - 15hrs funding.</p>	<p>The more able children eligible for PP are not making a sustained rate of progress across Key Stage 2.</p> <p>We want to ensure that PP children can achieve and sustain high attainment as well as meeting 'expected' standards.</p> <p>Autumn term NFER data has identified those PP children requiring additional support to ensure they are achieving at a greater depth. Y2 - GD maths, Y3 EXP+ in reading, writing & maths, Y5 - EXP+, Y6 EXP+ and GD in all areas.</p>	<p>Termly records of the progress of PP children are kept and scrutinised in Pupil Progress Meetings.</p>	<p>Mrs Snell HT Miss Percival DHT</p>	<p>March 2022</p> <p>Additional TA support in Class 4 - AM £5,610</p>
<p>Improved attainment and progress in Reading, Writing and Maths, in particular higher attaining pupils.</p>	<p>Teacher training in Staff Meeting -sharing good practice and strategies from CPD.</p> <p>Teacher use planning such as White Rose and Pathways to Write to ensure quality first teaching.</p>	<p>Sharing good practice between staff to take place according to the specific needs of the school.</p>	<p>Ensure termly targets for PP are met and at least match non PP pupils.</p>	<p>Pupil progress meetings termly. Staff meeting time.</p>	<p>March 2022</p> <p>CPD - £4,000</p> <p>Concrete maths resources - £2,000</p>



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	Total budgeted cost	£11,610
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ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>PP children at least meet age-related expectations in reading, writing and maths</p>	<p>1:1 work and small group work done in the classroom or outside of classroom - as appropriate.</p> <p>Recruit an additional supply teacher to support specifically chosen children for intervention.</p>	<p>Some of the children eligible for PP need interventions / intense support to catch up and be on track for ARE.</p> <p>Using data and standardised scores from NFER tests, we have identified children who are working below where they should be according to previous data.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1:1 and in small groups.</p>	<p>Any support work will be planned with the teacher during Pupil Progress meetings.</p> <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>NTP interventions are timed and tailored to the specific needs and ages of the children. QLA will inform specific gaps in learning.</p>	<p>Mrs Snell HT Miss Percival DHT</p>	<p>March 2022</p>



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	To use NTP to support children with specific interventions.				
Early Intervention with Speech and Language Therapy delivered effectively with target pupils.	<p>1:1 and small group intervention.</p> <p>To purchase WELLCOMM materials to baseline and track progress. To provide relevant intervention.</p>	<p>A targeted approach is needed for some pupils with specific speech and language needs to meet their end of year goals.</p> <p>A high proportion are being allocated Chatterbugs intervention. A school-based system where children can be internally tracked and supported would be more effective.</p>	<p>SENCo to liaise with class teachers to organise consultations. SENCo to monitor and analyse pupil data.</p> <p>Provide appropriate training to relevant staff. PP meetings to evaluate progress and identify next steps. Interventions to inform provision and teaching strategies.</p> <p>Timetabled re-assessment using WELLCOMM to monitor and track progress.</p>	<p>Mrs Snell HT Miss Percival DHT / SENCo</p>	<p>March 2022</p> <p>£12,500 (Intervention school based teacher x 2 days)</p> <p>£500 - EYFS WELLCOMM</p>
PP pupils in Year 6 to make at least good progress in line with targets based on their End of KS1 data.	<p>Small group targeted intervention for guided reading specifically.</p> <p>To use NTP / Connex to support children with specific interventions</p>	<p>Tracking sheets show some PP children who 'exceeded' at the end of KS1 may not reach the expected target set and need specific intervention.</p> <p>NFER data and subsequent QLA has identified 'gaps' in children's learning that intense focussed intervention will support.</p>	<p>Y6 teacher to liaise with AS to select pupils who are at risk of not meeting targets.</p> <p>Assessment leads to use data to group intervention children. Termly NFER standardised score assessments to support TA.</p>	<p>A Millward Y6 teacher</p> <p>A Snell HT</p>	<p>March 2022</p> <p>£7,500</p>



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Total budgeted cost					£20,500
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
To raise standards in Reading and Writing across the school.	<ul style="list-style-type: none"> -Use Pathways to Write and Pathways to read -Story time daily. Class classic novels. -Lexia. -To use QLA from SPAG tests to identify where pupils are not applying skills. -Extend and enhance school library provision to explicitly promote reading for pleasure. 	<p>Reading enhances general language acquisition and competence.</p> <p>Pupils should read form a wide variety of text types; choose texts that are interesting and engaging; read for pleasure, information and general understanding.</p> <p>EEF identified the effectiveness of Lexia to support reading skills at home and in school.</p> <p>SS show that children do not readily apply their SPAG knowledge to their written work at the same standard.</p>	<p>Meetings with teachers to discuss new books / whole school topics and for class libraries and home readers.</p> <p>Class texts match learning themes across the classroom ensuring intelligent repetition.</p> <p>Updated training for new and existing staff in the use of Lexia and monitoring it's impact.</p>	<p>Miss Percival DHT</p> <p>Staff meeting time</p>	<p>Ongoing 2021 - 2022</p> <p>Class sets of texts - £4,000</p> <p>£4,000 fiction library</p>
Increased attendance rates and improved punctuality	First day response provision. Follow up any absences /	Attainment and progress can't be improved for children if they physically are not present.	Attendance and punctuality are monitored daily, and acted upon by Admin or Senior Leaders.	A Snell HT	<p>Summer 2022</p> <p>Additional EWO support £2,000</p>



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	<p>lateness. Recruitment of an office apprentice employed through Govt Apprentice Scheme to support this.</p> <p>Attendance and lateness given a higher profile through the website / social media. Strategies to encourage attendance / rewards introduced.</p> <p>Working with EWO within school.</p> <p>RAG letters sent to parents termly</p>	<p>Children have access to remote learning if absence is not due to their own illness.</p> <p>Parents and carers need to be specifically met in order to identify any issues / problems. Discuss strategies to support this.</p> <p>As necessary EWO will identify children requiring medical evidence for absences and offer support. Issue support plans and targets for specific families.</p>	<p>Office assistant apprentice to ensure all first day response actions are taken and to ensure all appropriate follow on procedures are carried through.</p> <p>Data shows an increase in attendance and punctuality rates.</p>	<p>K Dowling Business Manager</p>	
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<p>Children eligible for PP have equal opportunities to experience an enriched education.</p>	<p>Enrichment activities provided. Cultural capital opportunities are identified across the curriculum.</p> <p>Opportunities provided to ensure that high aspirations are paramount for all</p>	<p>Enrichment activities help to develop different skills and extend those found in a classroom; such as leadership, resilience, courage and creativity. All of which will have an impact on the kind of learner a child will become.</p> <p>Enrichment to support children in their retention of knowledge through 'hands on' learning.</p>	<p>Enrichment activities to be provided free of charge to PP children.</p> <p>Use of Positive Footsteps materials.</p>	<p>A Snell HT M Percival DHT</p>	<p>Summer 2022 Enrichment - £10,000</p>
Total budgeted cost					£20,000