



## Pupil Premium Strategy Statement

1. Summary information					
School	St Edward's Catholic Primary School				
Academic Year	2020 /2021	Total PP budget	£48,420	Date of most recent PP Review	September 2020
Total number of pupils	130	Number of pupils eligible for PP	36	Date for next internal review of this	March 2021

2. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> ) <i>Across all year groups, generally:</i>	
On entry to EYFS, some children have a limited bank of vocabulary	
Key skills in English (reading and writing) are below age related expectation and progress is slower for PP children than for non- PP children	
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.	
<b>External barriers</b> ( <i>issues which also require action outside school</i> )	
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.	
During lockdown some PP children may not have accessed home learning.	



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 %.	Pupils eligible for PP in all classes make rapid progress by the end of the year so that all pupils eligible for PP meet 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. All pupils in Year 3, 4, 5 to make at least expected progress in Reading, Writing, Maths.
D.	For all Foundation stage pupils eligible for PP funding to make at least expected progress.	Early screening for PP pupils in EYFS. Increase the number of pupils achieving at least a 2 for Communication, Language and Literacy.
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 reported on during Pupil Progress meetings. Early intervention for any children who seem unhappy or anxious.



4. Planned expenditure					
Academic year		2020 / 2021			
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
Progress in reading, writing and maths for PP children is at least the same as that for non- PP children	<p>Closely monitor attainment and progress of all PP children in Reading Writing and Maths.</p> <p>Teachers/ TAs / SENCo to work closely to determine best practise for the different cohorts - depending on need.</p>	Some cohorts have need of support / intervention in maths and others in reading etc.	<p>Termly records of the progress of PP children are kept and scrutinised in Pupil Progress Meetings.</p> <p>Following these discussions and planning meetings, Teachers will deploy TAs to deliver extra support / interventions</p> <p>As necessary/</p>	Miss Percival DHT	January 2021
Improved progress for high attaining pupils	<p>Identify the more able PP children and scrutinise work books, tests etc. to analyse reasons for any slowed progress.</p> <p>Train staff in 'challenge and stretch' activities. Deploy TA's to deliver 'challenge' interventions / small group work.</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>	Termly records of the progress of PP children are kept and scrutinised in Pupil Progress Meetings.	Miss Percival DHT	January 2021



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Improved attainment and progress in Reading, Writing and Maths, in particular higher attaining pupils.	Teacher training in Staff Meeting -sharing good practice and strategies from CPD. Teacher use planning such as White Rose and Pathways to Write to ensure quality teaching.	Sharing good practice between staff to take place according to the specific needs of the school.	Ensure termly targets for PP are met and at least match non PP pupils.	Pupil progress meetings termly. Staff meeting time.	March 2021
<b>Total budgeted cost</b>					£ 5,000

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
PP children at least meet age-related expectations in reading, writing and maths	1:1 work and small group work done in the classroom or outside of classroom - as appropriate.	Some of the children eligible for PP need interventions / intense support to catch up and be on track for ARE.	Any support work will be planned with the teacher during Pupil Progress meetings.  Organise timetable to ensure staff delivering provision have	Miss Percival DHT	March 2021



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			sufficient preparation and delivery time.		
Early Intervention with Speech and Language Therapy delivered effectively with target pupils.	1:1 and small group intervention	A targeted approach is needed for some pupils with specific speech and language needs to meet their end of year goals.	SENCo to liaise with class teachers to organise consultations. SENCo to monitor and analyse pupil data.	Miss Percival DHT / SENCo	March 2021
PP pupils in Year 6 to make at least good progress in line with targets based on their End of KS1 data.	Small group targeted intervention for guided reading specifically.	Tracking sheets show some PP children who 'exceeded' at the end of KS1 may not reach the expected target set and need specific intervention.	Y6 teacher to liaise with KO'H to select pupils who are at risk of not meeting targets.	A Millward Y6 teacher  KO'Hare HT	March 2021
<b>Total budgeted cost</b>					£20,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>
To raise standards in Reading and Writing across the school.	Use Pathways to Write and Pathways to read Story time daily. Class classic novels Lexia	Reading enhances general language acquisition and competence. Pupils should read form a wide variety of text types; choose texts that are interesting and engaging; read for pleasure, information and general understanding.	Meetings with teachers to discuss new books / whole school topics and for class libraries and home readers.  Training for staff in the use of of Lexia and monitoring it's impact.	Miss Percival  DHT  Staff meeting time	Ongoing 2020 - 2021



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Increased attendance rates and improved punctuality	First day response provision. Follow up any absences / lateness.	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.	K O'Hare HT	Summer 2021
Children eligible for PP have an interesting and exciting education.	Enrichment activities provided.	Enrichment activities help to develop different skills and extend those found in a classroom; such as leadership, courage and creativity. All of which will have an impact on the kind of learner a child will become.	Enrichment activities to be provided free of charge to PP children.	K. O'Hare HT	Summer 2021
<b>Total budgeted cost</b>					<b>£25,000</b>