

Pupil premium strategy statement 2023-24



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Edmund's R.C. Primary School
Number of pupils in school	207 (Rec-Y6)
Proportion (%) of pupil premium eligible pupils	53% (126 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	15.10.23
Date on which it will be reviewed	July 2024
Statement authorised by	Anne Clinton (EHT) Governing Body
Pupil premium leads	Anne Clinton (EHT) Maria Kennedy(DHT)
Governor lead	Mary Arnold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,760.00
Recovery premium funding allocation this academic year	£15,370.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£172,130.00

Part A: Pupil premium strategy plan

Statement of intent

A very high percentage of families (85-90%) live in the 10% most deprived areas of the country.. Demographically our families are grouped into three categories: 'family basics' which means they have limited resources and budget to make ends meet; 'transient renters' which means they are single parents, renting low cost homes for the short term; and 'municipal tenants' which means they are urban residents renting high density housing from social landlords. Children enter school with very low attainment, with deficiencies specifically in communication and language. The majority of children are not ready for school and lack essential personal, social & emotional skills.

At St. Edmund's we are ambitious and aspirational for all our learners and believe that all children should be able to reach their potential, make good progress and achieve highly across all subject areas, leaving primary school equipped with the skills and knowledge to succeed at high school and beyond. The pupil premium strategy aims to support our disadvantaged & vulnerable pupils to achieve this ambition. This ambition and aspiration is underpinned by our school mission statement.

For our pupils in receipt of pupil premium funding (and including those pupils who are deemed vulnerable, for example our SEN/D children), we are determined to provide the support and guidance needed to overcome the specific barriers they face. The activities outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Our Pupil Premium and learning intention remains the same and is underpinned by quality evidence-based research. This being that 'high quality teaching is the most important lever that schools have to improve outcomes for disadvantaged children.' Education Endowment Foundation 2020.

The high priority for pastoral support and nurture interventions is founded upon the understanding that for children to be successful in their learning they need to be emotionally stable and settled. To narrow the academic achievement gap, their social, emotional and physical needs must be met. See DfE report 2018 'Supporting Mental Health and Well-Being in schools 2018-2019. 'Targeted intervention groups such as nurture provision have positive outcomes for children.'

Our strategy works towards a three tiered approach that balances approaches to improve quality first teaching, targeted academic & pastoral support and wider strategies.

Our quality first teaching focuses on the areas in which our disadvantaged & vulnerable pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is intended that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged & vulnerable peers.

This strategy is an essential component of the school's plan for educational recovery. Additional to the activities outlined in this document, is the plan the school has devised for targeted support funded via the School-led Tutoring Grant. This educational recovery approach aims to support pupils whose education has been worst affected, including non-disadvantaged pupils.

75% of our SEN/D children are eligible for PP funding. Governors and school leaders are determined that the needs of these pupils are met and that they receive the highest quality pastoral and academic support possible. Leaders work hard with staff and parents to ensure that their progress is good from their starting points, regular reviews take place and they receive over and above their entitlement to ensure they have an enriching and nurturing curriculum.

Both common and individual challenges have been identified, through robust assessment, professional dialogue and observation. We will ensure that our approach to overcome these challenges is effective by:

- Ensure we provide an inclusive and progressive curriculum;
- Ensure there is an appropriate level of challenge in lessons;
- Ensure that pupils' emotional well-being is prioritised alongside their academic achievements;
- Support learners to use metacognitive approaches to help them remember skills and knowledge;
- Intervention once need is identified;
- A whole school approach to aspirational outcomes;
- Provide activities & experiences to enrich pupils' education and their contribution to our community.
- A collective responsibility for the outcomes achieved by our disadvantaged, SEN/D & vulnerable pupils.

Challenges

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

Challenge number	Detail of challenge
1	Our PP children arrive at Nursery & Reception well below the starting points of other children nationally. This has a significant impact on the academic attainment of PP pupils across the school, particularly in communication, language phonics, reading, writing and maths.
2	School is still feeling the impact of covid-19 particularly for pupils in EYFS & KS1 due to the lack of external support when they were babies & toddler – e.g. access to health visitors, children’s centres, toddler groups, nurseries. This has impacted on their PSED and oracy. When conducting home visits, staff report that there is a lack of space in the home for young children to play and only a very small minority have any outdoor space. This impacts on their physical development.
3	PP children lack the experiences and vocabulary required of the current curriculum as a direct result of low income. This is particularly evident in the early years where speech and language is much lower than expected on entry, therefore meaning of the world and vocabulary acquisition is limited. These gaps extend beyond the early years setting and disproportionately affect our disadvantaged, SEN/D & vulnerable pupils.
4	Assessments show that PP pupils lack metacognitive approaches and the ability to recognise their strengths and weaknesses and how to motivate themselves with learning and further ambition. Poor memory skills and the inability to transfer knowledge to long term memory impacts on pupil progression and attainment.
5	Social and emotional experiences in home life impact significantly on family input in the education of a child. This can include the impact of mental health on the pupils and their families, engagement in home learning such as reading each night, learning weekly spellings and completing homework tasks.
6	Attendance is a barrier to learning for some pupil premium pupils – a small number of parents/carers carry low aspirations for their children and are either less motivated or lack the capacity to ensure that their children have their educational entitlement. This impacts on pupils’ ability to be motivated and resilient learners.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Maintain outcomes in reading and maths among disadvantaged pupils so that they are in line with their peers nationally.</p> <p>Improve outcomes in writing for PP pupils so that they are in line with reading and maths.</p> <p>Improve outcomes at the end of Early Years so that PP children achieve a good level of development and are ready for the Y1 curriculum alongside their peers.</p> <p>(SDP priority 1 Quality of Education)</p>	<ul style="list-style-type: none"> ➤ Appropriate academic support in place via quality first teaching. ➤ Accelerated progress from starting points and gaps diminished between PP and other pupils in reading, writing and maths ➤ Accelerated progress from PP pupils who have received 1:1 tuition ➤ Online resources (Mathletics, TTRS, Numbots, spag.com) are accessed for home learning & having a positive impact on progress ➤ Regular provision mapping strategically identifies most need for interventions ➤ Read/Write Inc, Just Read & Complete Comprehension continue to be delivered effectively, impacting on outcomes for PP children ➤ Levels of engagement with homework, reading, spellings impact on progress and outcomes ➤ Over 60% of children achieve GLD at the end of Reception
<p>All SEN/D pupils are thriving; making good progress from their starting points & have access to a quality curriculum adapted to meet their needs</p> <p>(SDP priority 1 Quality of Education)</p>	<ul style="list-style-type: none"> ➤ Act early to intervene at the point SEN/D need is identified ➤ Successful applications for emergency funding, SaLT, CAHMS referrals, EHCP ➤ 1:1 support from skill TAs where required ➤ SEN/D pupils spend quality time with their peers, accessing the same curriculum adapted to meet their needs ➤ Quality reports and support from external professionals EP, SaLT, CAHMS ➤ Quality CPD for TAs & teachers ➤ Exploit opportunities that will support, nurture and bring joy to the children, making use of the many resources & varied curriculum on offer across the year groups ➤ Provide a nurture room which is well resourced to meet individual needs, a calming, peaceful and safe space which will support self-regulation
<p>Continue to support the quality of teaching and learning through effective CPD, monitoring and modelling of the school's lesson structure. (CPD)</p> <p>(SDP priority 1 Quality of Education)</p>	<ul style="list-style-type: none"> ➤ The school designed lesson structure which supports metacognitive strategies is embedded and common practice in all classes and all subjects ➤ Lessons are adapted to address gaps in knowledge ➤ Lessons are adapted to address learners' needs and styles of learning, particularly for PP, SEN/D and vulnerable pupils

	<ul style="list-style-type: none"> ➤ Work scrutinies, conversations with teachers, subject leaders and pupils show evidence of this practice to deliberately support memory recall.
<p>To provide targeted support with oracy skills of disadvantaged, SEN/D & vulnerable pupils (SDP priority 1 Quality of Education) (SDP priority 2 Behaviour & Attitudes)</p>	<ul style="list-style-type: none"> ➤ 30 minute lesson allocated on timetables dedicated to oracy ➤ SaLT assessments & support for staff & parents in place across the school ➤ Text rich curriculum in place & embedded across the school. ➤ Ongoing CPD for Teaching Assistant & teachers to support specific teaching of vocabulary. ➤ An experiential curriculum which provides life experiences for pupils. This will have a positive impact on their recall and vocabulary from memory. ➤ Improved oracy across the curriculum ➤ Higher attainment in writing because PP pupils will be able articulate, explain, reason and discuss key knowledge and concepts.
<p>Pupils' emotional well-being is prioritised alongside their academic achievement. (SDP priority 3 Personal Development)</p>	<ul style="list-style-type: none"> ➤ Continue to work with external agencies such as MThrive & Bridgelea, Social Care to support identified pupils whilst other assessments are waiting to be done (e.g. CAMHS). ➤ Benefit from additional Educational Psychology time ➤ Buy in additional time from an Assistant Ed Psych to provide on going support, strategies, advice and guidance to staff and parents. ➤ Half termly welfare checks for all vulnerable children and those on the SEN/D register ensure pupils are nurtured, safe and happy ➤ Continue to make referrals to Wood Street Mission for school uniform, provide access to breakfast club, after school club, Early Help, Christmas toy sacks and food parcels at significant times in the year. ➤ Continue to support parents to access online systems that can cause barriers to engagement ➤ Strengthened pastoral support with further CPD for mental health first aid for some staff ➤ Continue to practise the nurture principles with a whole school approach with all so that it is embedded and common practice for pupils and staff alike. ➤ Continue to incorporate the principles in our policies and practice ➤ Boxall profiles completed for targeted pupils ➤ Nurture principles written into relevant school policies

	<ul style="list-style-type: none"> ➤ Nurture room ➤ Targeted PP pupils access nurture room & other wider nurture activities such as music & art to help them self-regulate ➤ Pupils assess their mental health and well-being on a daily basis ➤ Staff follow up with regular welfare checks with pupils ➤ DSLs, SLT and staff rigorously monitor emotional well-being of pupils, accessing external support ➤ Pupils with SEMH needs are able to access whole class teaching & can regulate their own behaviour successfully ➤ Provision mapping identifies pupils who require further support for SEMH ➤ Early Help support is provided for families ➤ PP pupils articulate that they feel safe, happy and ready to learn ➤ 0 FTEX & Perm exc
<p>To close the gap between the percentage of attendance for PP, vulnerable and SEN/D children (ongoing school priority)</p>	<ul style="list-style-type: none"> ➤ Attendance & punctuality is monitored regularly and rigorously ➤ Early Help is set up with attendance targets for families ➤ Poor attendance (below 93%) is challenged with communication with phone calls, a letter & invites to attend panel ➤ Fixed penalty notices are issued as appropriate ➤ Home visits & community police welfare visits undertaken when appropriate ➤ Improve attendance levels to be more in line with pre-pandemic >96% ➤ Improve persistent absence levels to more in line with pre-pandemic <10%

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2023-24)** to address the challenges listed above.

2023-24 total budget: £172,130.00

High Quality Teaching (including CPD & resources to support QFT)

Budgeted cost: £112,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued SLA with a DfE validated systematic synthetic phonics programme, Read/Write Inc to secure stronger phonics teaching for all pupils. SLA includes: CPD for all staff, access to learning portals, termly reviews & follow up CPD</p> <p>Purchase of all resources to support the programme in all rooms where the programme is delivered including books that match the sounds for home reading</p> <p>Reading leader to provide ongoing CPD for staff, as many staff as possible involved in teaching phonics. Small group teaching to accelerate progress</p> <p>9 members of staff are needed to teach Read/Write Inc each day.</p>	<p>High impact SDP: Quality of Education</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation</p>	<p>1</p>

<p>Embed the 'Just Reading' project across the school (Y2-Y5)</p> <p>CPD for teachers and TAs how to assess and benchmark reading across the school to ensure reading books match ability (outside of the phonics scheme – KS2)</p>	<p>Research based on Sussex University, significant impact on disadvantaged lower able readers</p>	
<p>Fund teacher release time to work alongside a literacy consultant to support the planning of our writing journey.</p> <p>Support teachers to work with other teachers in the network to moderate writing.</p>	<p>High impact: Collaborative learning approaches/EEF</p>	1
<p>Ongoing CPD from effective teachers and senior leaders to support teachers with teaching strategies (lesson structure) & behaviour management</p> <p>CPD for teachers and TAs working in EYFS to improve outcomes for PP pupils at the end of Reception (Kicker starter initiative) – WELCOMM, ELKLAN, supporting vocabulary and memory, the role of the adult in play, parenting through play</p>	<p>High impact: Collaborative learning approaches/EEF</p> <p>High impact: coaching teachers (EEF)</p> <p>'Working with parents to support children's learning' (EEF)</p>	1,3
<p>Purchase of high quality homework resources CGP for English & Maths, times tables & study books to support families. Homework activities support and consolidate learning in class</p>	<p>High impact: Homework/EEF</p>	1,2 & 5
<p>Online resources to support quality first teaching: Mathletics, Spag.com, TTRS & Numbots</p>	<p>High impact: Homework/EEF</p>	1,2 & 5
<p>Ongoing CPD to support quality first teaching development of metacognition strategies, the school's designed lesson structure</p>	<p>There is a strong evidence base that suggests the use of metacognitive strategies within the classroom – getting pupils to think about their own learning – can be worth an equivalent +7 months</p>	1,3

	EEF Metacognition and Self Regulated Learning Co-operative Learning Thinking Schools	
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are used purposefully to support quality first teaching.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1
Assistant Educational Psychologist employed to provide direct training to TAs and teachers to support pupils with SEN/D to ensure their academic and pastoral needs are met	High impact: immediate identification of needs, practical and bespoke training for children with high need	1,3
CPD for teachers and TAs on ASD, ADHD, dyslexia, sensory needs, improving memory	High impact: 'SEN/D in mainstream schools' recommendations	1,3

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £44,996.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching Assistant trained to deliver 1:1 phonics interventions in line with the SPP programme, Read/Write Inc, ELKLAN, WELCOMM, NELI, toe by toe	High impact: phonics EEF Teaching Assistant Interventions/EEF	1
X1 specialist teacher delivering 1:1 tuition within KS2	One to one tuition/EEF	1

Additional Teaching Assistants employed to ensure that pupils with SEN/D have the appropriate support 1:1	High impact Pupils receive a tailored curriculum to meet their needs & other pupils in the class can have interrupted learning	1,4, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing, emotional support)

Budgeted cost: £36,236

Activity	Evidence that supports this approach	Challenge number(s) addressed
X1 specialist music tuition in different instruments. Purchase of instruments & funding music lessons for either 1:1 or small groups of targeted PP pupils	EEF Guidance Arts Participation International research - evidence for the value of the arts	2,4,5
X1 SENCo non-teaching to provide support to families of SEND PP pupils, provides personalised support to LAC & other vulnerable pupils	SEMH-toolkit of evidence based interventions to promote the inclusion of children and young people with SEMH needs	1,3
External support from PRU, MThrive, play therapist & external behaviour consultant to provide advice to SLT & teachers for pupils needing additional support with regulating behaviour to access learning	SEMH-toolkit of evidence based interventions to promote the inclusion of children and young people with SEMH needs	1,4
SENCo to co-ordinate supporting children & parents of children who have SEMH needs, providing interventions to support behaviour	SEMH-toolkit of evidence based interventions to promote the inclusion of children and young people with SEMH needs	4,5
CPD for SENCo, x1 teacher & 1 TA to undertake training for mental health lead and mental health first aider	Improving Social and Emotional Learning in Primary Schools/EEF	4,5

<p>To provide enrichment & experiential opportunities to all classes to support SEMH and raise aspirations.</p>	<p>EEF – Teaching toolkit Although there’s no statutory requirement for schools to provide enrichment opportunities, it’s encouraged by the Department for Education. Ofsted’s inspection framework emphasises the importance of personal development and extending the curriculum beyond academic achievement. Research shows All children benefit from enrichment, but especially more able pupils as it allows them to look at subjects in more depth, and give them opportunities to explore and use their imagination. As well as children from disadvantaged backgrounds who benefit from experiences and activities that they may not get out of school</p>	<p>4</p>
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Total budgeted cost: £193,792.50

Strategies