

St Edward's Catholic Academy Pupil Premium Strategy Statement



True Mind, True Heart, True Spirit

1. Summary information					
School	St Edward's Catholic Academy				
Academic Year	2017/18	Total PP budget	£31,221	Date of most recent PP Review	30.10.17
Total number of pupils	206	Number of pupils eligible for PP	23	Date for next internal review of this strategy	Sept '18

2. Key Values for our Pupil Premium Strategy at St Edward's Catholic Academy:

At St Edward's Catholic Academy we believe that every individual is unique and made in God's own image. Therefore everything we do is aimed at developing each child to his or her full spiritual, academic and social potential.

The key values behind our Pupil Premium action plan are as follows:

- To maintain a culture of high expectations for the target group and demonstrate the impact and expectations on pupils learning and development, by supporting the attainment and aspirations of disadvantaged pupils.
- For a senior member of staff to oversee the effective use of Pupil Premium funding and track how it is spent.
- To ensure the delivery of high quality teaching and learning throughout the academy, rather than rely on interventions to compensate for poor teaching.
- For all teachers to know which of their pupils are eligible for Pupil Premium.
- To scrutinise data and tracking to analyse which pupils are underachieving and why.
- To monitor the impact of strategies and interventions to ensure they are effective and make adjustments where necessary.
- An annual review of Pupil Premium is presented to the Board of Directors.
- Pupil Premium to be a regular agenda item to be subject to a termly scrutiny.

We plan interventions based on recommendations from the Education Endowment Foundation and use their guidance as part of our planning.

3. Current attainment – KS2 2017		
	<i>Pupils eligible for PP (our school) 5 pupils</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	60%	67%
% achieving expected standard in reading	60%	77%
% achieving expected standard in writing	80%	81%
% achieving expected standard in maths	80%	80%
Current Progress – KS2 2016		
	<i>Pupils eligible for PP (our school) 5 pupils</i>	<i>Pupils not eligible for PP (our school)</i>
% making progress in reading	-1.60	+2.17
% making progress in writing	+0.39	-0.87
% making progress in maths	+1.03	+1.03

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	The progress and attainment made by pupils eligible for PP is not as good as that made by non-PP in Reading by the end of KS2.
B.	On entry to Reception in 2016 100% of Pupil Premium pupils started below expected standards in listening, reading and writing with 66% below for speaking and understanding.
C.	A number of Pupil Premium pupils (40%) also have additional needs that create significant barriers to learning.
D.	In KS1 no pupils eligible for Pupil Premium achieved the greater depth standard in Reading, Writing or Maths (2017)
E.	Pupil Premium pupils have less access to music and sports provision and enriched curriculum including before and after school clubs.
External barriers	
F.	Attendance rates for pupils eligible for Pupil Premium are below the target of 96%.
G.	For some, reading to an adult from a varied range of authors and genres is not always given a high priority at home.

1. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Consistently Good/Outstanding Learning in all year groups	100% teaching and learning is at least Good and 40% is Outstanding
B.	Raise the attainment and progress of reading at the end of KS2 for Pupil Premium pupils.	Attainment and progress by the end of KS2 will be in line or above national expectations for Pupil Premium pupils
C.	Targeted support for Early Years and KS1 pupils to improve language and communication skills to diminish differences between PP and non-PP pupils	The difference in achievement between PP and non-PP pupils is narrowed by end of KS1
D.	To increase attendance rates for pupils eligible for Pupil Premium	Overall attendance improves to 96% in line with non PP Children.
E.	The progress made by HA PP pupils is in line with that made by non-PP HA pupils nationally	By the end of KS2 progress for HA PP pupils is in line with the progress made by HA non-PP pupils nationally. School's own data shows that the progress of HA PP pupils is in line with that made by non-PP HA pupils in all year groups.
F.	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.
G.	To provide support for the emotional, social and mental well-being of PP pupils.	Pupils are happy and confident learners keen to come to school and show resilience to tackle a range of activities.
2. Planned expenditure		
Academic year	2017/2018	
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.		

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?
Consistently Good/Outstanding Learning in all year groups	Non-teaching Head and Assistant Head to monitor and support teaching and learning. Employment of Student and Leadership Support Manager to focus on Safeguarding, Pastoral, Attendance and parent/school communication allowing Head and Deputy to focus on T & L	EEF Toolkit <i>Quality of teaching is an important driver of pupil attainment and a range of other outcomes. Professional development and staff deployment are important tools for improving the quality of teaching that pupils receive. Maximising the quality of teaching through the effective development and deployment of teachers and teaching assistants will therefore be at the top of any school's priorities.</i>	Regular lessons observations, drop-ins, work scrutiny, pupil interviews. Monitoring visits by EF	SLT	July 2018 Percentage of Student and Leadership Support Manager post. (inc on costs) COST: £12,650
Accelerate the progress of PP pupils, particularly higher ability PP pupils so that they make the same progress as higher ability non-PP pupils.	Accurate assessment of the specific learning needs of all pupils is used to inform effective intervention for those pupils in danger of underachieving. Effective tracking and gaps analysis completed with teacher and Assistant Head half termly. This then informs future planning and specific knowledge and skills to be taught.	Careful analysis of assessments and Raise Online Question Analysis has identified gaps of knowledge that need addressing by the class teacher in order to accelerate progress. KS2 results in 2017 has shown this approach to be effective.	Half termly tracking and pupil Progress Review meetings. Monitoring of planning by Assistant Head matched to book scrutiny findings.	KM	July 2018 12 days for tracking, planning and book scrutiny monitoring. COST: £2,800
Total budgeted cost					£15,450

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?
Raise the attainment and progress of reading at the end of KS2 for Pupil Premium pupils.	<p>RIWI (Read- it Write- it Intervention Programme)</p> <p>Cost: percentage of Intervention TA posts = £3334.00</p> <p>Small group targeted intervention with support teacher. Cost: 4 hours per week = £4720.00</p>	<p>EEF Toolkit</p> <p><i>Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress. It also appears to be important that a high level of success is set. When pupils work at their own pace, as opposed to working as a part of group or whole class, it appears to be much less effective (see also Individualised instruction). Mastery learning may also be more effective when used as an occasional or additional teaching strategy as the impact decreases for longer programmes of over 12 weeks or so.</i></p>	<p>Monitoring of Read-It Write-It programme – observations, tracking of assessment from baseline and again after six weeks of support. Pupil discussions.</p> <p>Tracking of targeted pupils to monitor progress and track against focussed targets.</p>	SHe/JH Monitored by PJ	<p>July 2018</p> <p>COST: £8,054</p>
Targeted support for Early Years and KS1 pupils to improve language and communication skills to diminish differences between PP and non-PP pupils	<p>Small group targeted support with intervention TA = £1300.00</p>	<p><i>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</i></p>	<p>Pupil progress monitoring and monitoring of impact of interventions</p> <p>High quality planning of teaching of and learning in interventions.</p>	EYFS Leader	<p>July 2018</p> <p>COST: £1,300</p>

To increase attendance rates for pupils eligible for Pupil Premium	<p>Individual tracking of attendance by PaLSM</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/carers to discuss concerns and initiate plan to improve attendance</p>	<i>NFER Briefing for School Leaders identifies addressing attendance as a key step in order to improve attainment and progress</i>	<p>Monitoring of attendance tracking data.</p> <p>Tracking of individuals to ensure improvements are ongoing.</p>	JF	<p>Termly review</p> <p>Percentage of Student and Leadership Support Manager post. (inc on costs)</p> <p>COST: £2,530</p>
Total budgeted cost					£11,884
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 implementation?
The conceptual thinking and aspirations of our PP pupils is enhanced through enriched life experiences	<p>All year groups have at least one trip per year and Y4 and Y6 take part in outdoor adventure residential to Condover or Lea Green = £1810.00</p> <p>Children supported to access day to day learning and activities: Milk: £225.00 Uniform, PE Kits, Breakfast Club, After School Clubs including after school activity clubs = £750</p>	<p>EEF Toolkit</p> <p><i>Overall, the impact of arts participation on academic learning appears to be positive but low. However, wider benefits on attitudes to learning and well-being have also consistently been reported.</i></p> <p>Increased participation in sports activities will support an active life style and promote healthy life choices for the future.</p>	Observations of attitudes to learning and increased participation in sports events.	DM/JMcQ	<p>July 2018</p> <p>COST: £2,560</p>

To provide support for the emotional, social and mental well-being of PP pupils.	Talk Time Support £1000 Positive Play Sessions with trained TAs £500	EEF Toolkit <i>Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline so are worth considering as alternatives to direct behaviour interventions</i>	Observations of attitudes to learning and scrutiny of Pastoral and Behaviour Logs	JF	July 2017 COST: £1,500
Total budgeted cost					£4,060
TOTAL PROJECTED TOTAL FOR 2017/2018					£31,394

3. Review of expenditure				
Previous Academic Year 2016/17		£27,441	Number of Pupil Premium – 28	
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To achieve consistently good teaching and learning across all year groups	Coaching and Mentoring support by Head and Assistant Head. Employment of Leader of Catholic Life to oversee pastoral and safeguarding issues	Strong progress made across all year groups with quality of provision. Evidence monitoring visits by EF, BMcA, Pre DCI Visit and data outcomes for all groups by the end of the year show strong progress against starting points in all year groups. PP pupils are now tracked effectively on termly tracking and are discussed at pupil progress review meetings	Continually monitoring Teaching and Learning and feeding back to staff has strengthened the provision and improved outcomes. This must remain a constant feature moving forwards.	Leader of Catholic Life only in post until December. Percentage of salary: £2,985 Assistant Head completed additional hours (Jan-May) £2,583

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Progress of PP pupils compares favourably to non-PP children by end of KS2. From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in reading, writing and maths are in line with national figures and as a result the attainment gap between PP and Non-PP pupils is narrowing.</p>	<p>Teaching support in Y6 with Assistant Head providing coaching and mentoring support.</p> <p>Regular gaps analysis and targeted interventions.</p> <p>Intervention groups led by Head</p>	<p>Overall progress in line with national outcomes in Writing and Maths but below in reading:</p> <p>Writing: PP = +0.39 Non-PP = -0.87</p> <p>Maths: PP = +1.03 Non-PP = +1.03</p> <p>Reading PP = -1.60 Non-PP = +2.17</p> <p>Attainment by end of Y6 was in line for writing and maths for PP pupils 80% against non-PP pupils at 81% and 80% respectively. It was however below for reading; PP pupils 60% v 77% non-PP.</p> <p>Our higher prior attaining PP children made exceptionally strong progress across all core subjects: Re = 6.20; Wr = 3.29; Ma = 4.93</p>	<p>Improving Teaching and Learning across the school has been and continues to be a whole school issue. However, the pupils required to make the most accelerated progress were pupils in Y6 due to several years of inadequate provision. This was a key focus. The impact can be seen from the outcomes by the end of Year 6 although a greater emphasis now needs to be placed on improving PP outcomes in reading.</p>	<p>1 day per week</p> <p>£9,500</p>

To enrich the curriculum and ensure all pupils are equipped and prepared to learn	Support for pupils with cost of trips including residential trips. Support with school uniform, milk and juice payments, Breakfast Club and after school activity clubs	Evaluations of trips indicated that pupils enjoyed the new experiences. They also participated well in after school sports clubs. It was also important that pupils felt they were equipped for learning with the correct uniform and equipment. This allowed them to access their learning straight away.	Effective approach to be continued next year	£2,800
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4. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Reference to EEF Teaching and Learning Toolkit
National College for Leadership – Effective Pupil Premium Reviews
Sutton Trust – Social Mobility Index