

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 | 2018/19 | Total PP budget | £35,900 | Date for next internal review of this strategy | July 2019 |
| Total number of pupils | 219 | Number of pupils eligible for PP | 33 | | |

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.
- For all monitoring activities to focus on the provision and progress for the target group.
- To monitor the impact of strategies and interventions to ensure they are effective and make adjustments where necessary.
- To review annually the provision and outcomes for Pupil Premium pupils and present this to the Local Governing Body.

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

| 3. Current attainment – KS2 2018 | | |
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| | <i>Pupils eligible for PP (our school) 3 pupils</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving expected standard in reading, writing and maths | 33% | 70% |
| % achieving expected standard in reading | 67% | 80% |
| % achieving expected standard in writing | 33% | 83% |
| % achieving expected standard in maths | 33% | 81% |
| Current Progress – KS2 2018 | | |
| | <i>Pupils eligible for PP (our school) 3 pupils</i> | <i>Pupils not eligible for PP (our school)</i> |
| % making progress in reading | -0.35 | -3.37 |
| % making progress in writing | -3.10 | 0.98 |
| % making progress in maths | -3.64 | -3.08 |

| 4. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers | |
| A. | The attainment made by pupils eligible for PP is not as good as that made by non-PP by the end of KS2 in writing and maths. |
| B. | The progress made by pupils eligible for PP is not as good as that made by non-PP by the end of KS2 in writing. |
| C. | A number of Pupil Premium pupils (27%) also have additional needs that create significant barriers to learning. |
| D. | Pupil Premium pupils have less access to music and sports provision and enriched curriculum including before and after school clubs. |
| External barriers | |
| E. | A number of PP pupils do not receive regular support at home with regular reading, spelling and times tables. |
| F. | Some families struggle to support pupils financially. |
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| 1. Desired outcomes | | | | | |
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| | <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, writing and maths by the end of KS2 for Pupil Premium pupils. | | | Gap between KS2 St Edward's PP pupils and National Average for Non PP pupils closes in Reading, Writing and Maths. | |
| C. | SEN and vulnerable pupils' needs are met through targeted support and involvement of external agencies where appropriate. | | | All needs of PP pupils are clearly identified with appropriate support put in place which is regularly reviewed. | |
| D. | 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. | |
| E. | 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. | |
| F. | Additional support for PP pupils is provided in school for those pupils not receiving regular support at home. | | | PP pupils are more confident to read aloud. | |
| 2. Planned expenditure | | | | | |
| Academic year | 2018/2019 | | | | |
| 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 Pupil and Leadership Support Manager to focus on | 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</i> | Regular lessons observations, drop-ins, work scrutiny, pupil interviews. Monitoring visits by AG | SLT | July 2019 Percentage of Pupil and Leadership Support Manager post. |

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| <p>SEN and vulnerable pupils' needs are met through targeted support and involvement of external agencies where appropriate.</p> | <p>Small groups of targeted support to work on ECAT in EYFS; Sp & Lang support work; Additional phonics support in EYFS and KS1</p> <p>= £3500.00</p> <p>SENDCo and PL&SM to identify support required from external providers and submit requests to appropriate panels. Family/school liaison</p> <p>= £1250.00</p> | <p>EEF Toolkit Early years and pre-school interventions have a positive impact, <i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress</i></p> | <p>Regular monitoring through pupil progress review meetings</p> <p>Monitoring of TA provision being provided.</p> <p>SLT meetings to monitor success of applications and external support received</p> | <p>PJ</p> <p>SLT</p> <p>SLT & DD (SEN Gov)</p> | <p>July 2019</p> <p>COST: £4,750</p> |
| <p>To provide support for the emotional, social and mental well-being of PP pupils.</p> | <p>Nurture Group Provision introduced for targeted individual.</p> <p>= £3,500</p> | <p>EEF Toolkit <i>SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school</i></p> | <p>Observations of attitudes to learning and scrutiny of Pastoral and Behaviour Logs</p> | <p>JF</p> | <p>July 2019</p> <p>COST: £3,500</p> |
| <p>Additional support for PP pupils is provided in school for those pupils not receiving regular support at home.</p> | <p>Hear readers individually</p> <p>TA support & Mid-day supervisors</p> <p>= £2,800</p> | <p>Since the review of the homework policy parents have been asked to read more regularly with their children. Some PP pupils are not having this opportunity so this needs to be offered within school.</p> | <p>Review reading diaries, speak to pupils, monitor progress at half termly reviews</p> | <p>SLT</p> | <p>July 2019</p> <p>COST: £2,800</p> |
| Total budgeted cost | | | | | £20,050 |

| iii. Other approaches | | | | | |
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| 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 = £2000</p> <p>Children supported to access day to day learning and activities: Milk: £200 Uniform, PE Kits, Breakfast Club, After School Clubs including after school activity clubs = £1000</p> | <p>EEF Toolkit <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 | July 2019 |
| Total budgeted cost | | | | | £3,200 |
| TOTAL PROJECTED TOTAL FOR 2087/2019 | | | | | £35,900 |

