

St Edmund's Catholic Primary Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 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 Catholic Primary School |
| Number of pupils in school | 436 |
| Proportion (%) of pupil premium eligible pupils | 14% PP (18% if service pupils included) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 |
| Date this statement was published | Nov 2022 |
| Date this statement was last reviewed | October 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Maria Kemble |
| Pupil premium lead | Cate Bullen |
| Governor / Trustee lead | Mick Truman |

Funding overview

| Detail | Amount |
|---|--------------------------------------|
| Pupil premium funding allocation this academic year | £102,564 (inc £7,112 service pupils) |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £109,676 |

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is an allocation of additional funding given to schools in order to support specific groups of children who are vulnerable to possible underachievement. The intended effect of this funding is to accelerate progress and raise attainment.

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium funding is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation and has provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six-year period. At the federation of St Edmund's and St Joseph's Primary schools, we will be using the indicator of those eligible for FSM, as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment. The amount of Pupil Premium funding a school receives is calculated according to the number of pupils who meet the eligibility criteria set by the government. The school is accountable for using this funding to raise the achievement of the less advantaged children in its community.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children, can be

- less support at home
- weak language and communication skills
- lack of confidence leading to more frequent behaviour difficulties
- attendance and punctuality issues
- complex family situations that prevent children from flourishing

The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Provision

The range of provision the Governors consider making for this group could include and would not be inclusive of:

- Providing small group work with an experienced teacher/teaching assistant focussed on overcoming gaps in learning
 - 1-1 support
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Pupil premium resources may also be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary
- Pay for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom
- Support the funding of specialist learning software
- PE provision
- Music provision
- Behaviour support (THRIVE)
 - Social and Emotional, Mental Health workshops and support for pupils and families (OM Health and Well-Being)
- Breakfast and Afterschool provision

This list is not exhaustive and will change according to the needs and support our socially disadvantaged and vulnerable pupils require.

The Pupil Premium strategy will link with the wider school improvement action plan and be reviewed annually to reflect the needs of each cohort.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Limited language development and communication on entry including EAL pupils observed in class |
| 2 | Gaps in learning have increased for disadvantaged children particularly in reading and writing. |
| 3 | Limited ability to self-regulate behaviour and express emotions positively- this has been further impacted by the disruption to school during the pandemic when there was limited opportunities to develop social and emotional skills |
| 4 | Complex family circumstances (including financial challenges, insecure housing, substance abuse and relationship break down) that prevent parents from support their children's education consistently and children from flourishing |
| 5 | Increased regular absence and punctuality issues |
| | |

Intended outcomes

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

| Intended outcome | Success criteria |
|---|---|
| Improved language and communication skills | Assessments and observations indicate improved language and communication skills. SaLT discharge reports confirm improvements. |
| Children will have made accelerated progress and gaps in learning exacerbated by the pandemic will have been addressed. | Standardised Assessments and Summative assessment data show children have reach aged related expectations. Observations and Book study will demonstrate progress |
| Children are able to use strategies to support self-regulation appropriately and seek support when necessary | Thrive action plans identify reparative intervention required to target gaps I social and emotional development and data tracked over the year demonstrates improved pupil profile scores (individual for each child) |
| Parents/carers support learning at home, attend learning conversations and OM health referrals | 100% attendance at Learning conversations Use of Mathletics; Spelling shed; TTRS and AR in line with KS expectations; home work is completed on time |

| | |
|---|---|
| Children attend school and access remote learning if absent due illness | Attendance above 96% 100% compliance with Fast track/EWO |
| | |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

£2,500 Sounds Write resources,
£670 Kinetic Letters

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--------------------------------------|-------------------------------|
| Embed us of word aware across the school to ensure the development of vocabulary and communication skills. Purchase of WIDGET software to support language and communication. | EEF Oral Language interventions | 1 |
| CPD and implementation of systematic, synthetic phonics programme (Sounds Write) | EEF Phonics | 2 |
| Clicker programme used to support reading and writing | Previous evidence of success | 1,2 & 3 |
| Spelling Shed will be used to provide additional opportunities at home for learning | Previous evidence of success | 2 & 4 |
| SEL approaches (THRIVE) will be embedded into all routines and process across the school. CPD to update and upskill staff annually. | EEF Social and Emotional Learning | 3 |

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

Budgeted cost: £116,554

1 Thrive practitioners salary
S & L Therapist and S & L Support TA
Plus TA support

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

| | | |
|--|---|----------|
| <i>One-to-one structured intervention with an experienced TA focussed on overcoming the gaps in learning (SoundsWrite interventions)</i> | EEF Making best use of teaching assistants for structured interventions | 1 & 2 |
| <i>Small group interventions with an experienced TA focussed on overcoming the gaps in learning (SoundsWrite Numicon)</i> | EEF Making best use of teaching assistants for structured interventions | 1, 2 & 4 |
| <i>Thrive class and individual Group interventions – lego therapy, Socially speaking, Friendship Formula, Sensory Circuits, Time to talk & communication fix</i> | Thrive EEF report-Self regulation strategies | 3 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,432 *OM Health & well being & THRIVE subscription*
£36,579 *Elsa Trained TA*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| <i>Attendance tracking</i> | EEF- Working with parents to support pupils learning | 4 |
| <i>THRIVE profiles completed termly and whole school implementation of the Thrive approach by all staff including bespoke activities where necessary</i> | EEF report-self regulation strategies Behaviour Policy | 3 & 4 |
| <i>Social and Emotional, Mental Health work shops and support for families OM Health and well-being consultants</i> | EEF report-self regulation strategies | 3 |
| ELSA implementation to support social, | Successful programme as evidenced in local authority | |

| | | |
|--|--|--|
| emotional mental health and wellbeing | | |
|--|--|--|

Total budgeted cost: £ 159,735

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Teaching

Word Aware has been embedded across the federation and was evident in the classrooms during a recent visit from the standards and excellence officer. There has been a recent focus on vocabulary in CPD for staff using the WALKthrus to build on Staff knowledge and expertise.

The purchase, CPD and implementation of systematic, synthetic phonics programme (Sounds Write) has taken place. There was a PD day in September and regular INSET sessions since September for teaching staff and some sessions for teaching assistants to support the implementation of Sounds Write interventions. Widget software has been purchased to support language and communication and is used across the school both to support individual children and whole class approaches.

Clicker is used across the school to support individual children. We no longer use Spelling Shed as it does not align with our new phonics programme.

A new PSHE scheme of work to support social and emotional learning has been implemented and a clear long-term plank linking, RE, RSE and PSHE is in place across the federation.

Thrive has been embedded into all routines and processes across the school. Our Thrive practitioner has recently completed a further qualification is now delivering family support sessions to a group of parents. CPD to update and upskill staff occurs annually.

Targeted academic support

One-to-one and small group structured interventions take place across the school with a TA focussed on overcoming the gaps in learning e.g. Sounds Write, Maths and Social skills interventions. Thrive sessions are successful in supporting both individuals and small groups with children across the school age range to support social and emotional needs.

Wider strategies

Attendance is tracked fortnightly and followed up where necessary by school or the Education and Welfare Officer (EWO). Letters are sent home to remind parents if attendance falls below 90% and the Head of school will liaise with families to offer support where required.

Both class and individual THRIVE profiles are completed termly to inform planning to support social and emotional learning. The information for individuals is shared with parents at learning conversations . Whole school implementation of the Thrive approach is carried out by all staff including bespoke activities where necessary.

Social and Emotional, Mental Health work -shops and support for families are carried out termly by OM Health and well-being consultants.

An ELSA trained teaching assistant supports individuals in upper KS2.

Further information

The strategy will be supported by

- Provide access to extra-curricular activities in sport, music, first aid, community service
- Provide uniform annually
- Provide subsidised curriculum trips