



Pupil premium strategy statement

2022 - 2023

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	37.6%
Academic year/years that our current pupil premium strategy plan covers	Summer / Autumn 2022 Spring 2023
Date this statement was published	December 2022
Date on which it will be reviewed	April 2023 Autumn 2023
Statement authorised by	Dan Abrahams, Headteacher
Pupil premium lead	Patrick Kenny Deputy Headteacher
Governor / Trustee lead	Tony Kramer Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,595
Recovery premium funding allocation this academic year	£14,848
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£211,443
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Pupil premium strategy plan

Statement of intent

When pupils join St Edmund's we ensure we know and understand the starting points for their academic progress. Our transition process is thorough and we gain valuable information from our feeder settings or children's previous schools. In Reception we use 'Play and Stay' sessions in the Summer Term, prior to entry to help inform our understanding of our pupils' needs, as well as home visits during the start of the Autumn Term to identify any potential barriers to learning.

Our Pupil Premium Strategy is aimed to address the academic gaps and disadvantage students face. We are committed to raising standards for every child and have invested in the quality of our teachers to help narrow the gap in pupils learning. This is proven to have the greatest impact on closing the disadvantaged attainment gap and we believe this is more important now due to the additional loss in learning brought about by the COVID-19 pandemic.

We are aware of the high disadvantage of our local area and have ensured that our strategy allows for opportunities in supporting the wider learning of disadvantaged pupils, enhancing cultural capital and removing barriers to accessing and understanding the wider curriculum.

Many children have had a difficult start to life. This can lead to emotional difficulties both at home and at school. We believe that employing high quality staff to help pupils overcome their particular barriers to learning is essential. Often they may need Play Therapy or Counselling in order to be ready to learn. There are many pupils who do rely on this to succeed at school and without this personal approach will become disengaged from school.

Pupil Premium children's' attendance is 95%, compared to 96% for Non-Pupil Premium, so therefore not judged a barrier.

All strategies employed at St Edmund's Catholic Primary School are evidence informed using recommendations outlined by the Education Endowment Foundation. More information on the demographics of Edmonton and Enfield can be found below:

https://www.enfield.gov.uk/_data/assets/pdf_file/0015/25710/Lower-Edmonton-ward-profile-2022-Your-council.pdf

Challenges

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

Challenge number	Detail of challenge
1	Parents are very supportive of education and of the school, but some are not always able to support the development of English writing / reading and mathematical skills, due to their prior experience of education.
2	Assessments, observations and discussions with teachers and pupils have highlighted a greater difficulty with phonics than their peers. This negatively impacts their development as readers and access to the curriculum.
3	An increase in pupil turnover because of family re-housing has meant children are joining St Edmund's from a large number of different settings throughout the academic year. This is causing disruption to pupils' sustained progress.
4	Local area deprivation presents a lack of opportunities for disadvantaged children to participate in a variety of life experiences. This contributes to low expectations and aspirations regarding future career opportunities for these children.
5	High numbers of pupils identified with limited emotional resilience and low self-esteem which impacts on ability to rise to the challenge of more stretching academic activities.

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 attainment among disadvantaged pupils in mathematics and English.	<ul style="list-style-type: none"> Quality of teaching across the school is good or better. Pupils show progress which is evident from assessment results and evident in books. <p>Pupils attending 1:1 or small group interventions are meeting expected progress from their individual starting points, across all areas of the curriculum, but specifically writing and mathematics.</p>
Improved attainment among disadvantaged pupils in phonics and reading.	Year 1 Phonics screening outcomes in 2022/23 will show that the percentage of disadvantaged pupils who meet the expected standard is in-line or better than the local, London and national average.

<p>Pupils who join our school in Reception or throughout the academic year settle quickly and are academically in line or better than local, London or national expectations.</p>	<ul style="list-style-type: none"> • Pupils are happy, confident and engaged with their learning. • Pupils make expected progress from their individual starting points.
<p>Disadvantaged pupils develop the necessary cultural capital, allowing them to engage in their learning, preparing them for success in their next phase of education and in life outside / beyond school.</p> <p>Children have high aspirations of themselves and others.</p>	<ul style="list-style-type: none"> • To ensure that 100% of Pupil Premium children participate in wider opportunities. • To promote and support Pupil Premium children in participating in instrumental tuition. • To ensure that 100% of Pupil Premium children attend the Year 6 residential visit. • To promote and financially support children in attending Extra-Curricular Activities. • To promote the success of local individuals in the wider community.
<p>Pupil's emotional wellbeing is not a barrier to their learning and pupils are fully engaged in all aspects of school life.</p>	<ul style="list-style-type: none"> • Pupils who engage in pastoral interventions make at least expected progress. • Targets are met on Individual Educational Plans. • Pupils are able to access the curriculum, attend lessons, socialise and make progress academically. • Pupils are fed, clean, well dressed and ready to start their learning each day. • Pupil Wellbeing Survey. • Observations and discussions with staff and pupils.

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: £58,143

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subject leadership time ½ day per week (Maths/ English / RE / RHE –</p> <p>KS1 + KS2 lead realise time ½ day each</p> <p>Specialist Art TA / ICT teacher x 2</p> <p>£48,793</p> <p>Additional training course fees</p> <p>£1600</p>	<p>Evidence from Education Endowment Foundation – ‘<i>Teaching and Learning Toolkit</i>’:</p> <ul style="list-style-type: none"> • <i>Mastery Learning (+5 months)</i> 	1, 4 + 5
<p>Training and implemen- tation of new DFE vali- dated Systematic Syn- thetic Phonics Pro- gramme to ensure stronger phonics teach- ing for all pupils. (In- cluded 35% of salary for Speech and Language Groups and Nuffield Early Language Intervention)</p> <p>£5,100</p>	<p>Evidence from Education Endowment Foundation – ‘<i>Teaching and Learning Toolkit</i>’:</p> <ul style="list-style-type: none"> • <i>Phonics (+5 months)</i> • <i>Communication and Language Approaches (+6 months)</i> • <i>Early Literacy Approaches (+4 months)</i> 	1 + 2
<p>Collins home reading books - replenishment of reading materials</p> <p>£2000</p> <p>Micro – Library System</p> <p>£650</p>		

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

Budgeted cost: £81,304

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher led groups for targeted support (including phonics, mathematics and writing) £29,555</p> <p>Phonics Intervention across the school plus targeted support for Year 3 / 4 (maths and English) £9,975</p> <p>Additional Teacher in KS1 and Year 6 to reduce class sizes for Reading, Writing and Maths. £25,264</p>	<p>Evidence from Education Endowment Foundation – <i>‘Teaching and Learning Toolkit’</i>:</p> <ul style="list-style-type: none"> • <i>Small Group Tuition (+4 months)</i> • <i>Reducing Class Size (+2 months)</i> • <i>One to One Tuition (+5 months)</i> • <i>Phonics (+5 months)</i> 	<p>1, 2 + 3</p>
<p>Emotional Literacy Support Assistant (ELSA) £8,354</p> <p>Behaviour Mentor / Resources £7,656</p>	<p>Evidence from Education Endowment Foundation – <i>‘Teaching and Learning Toolkit’</i>:</p> <ul style="list-style-type: none"> • <i>Social and Emotional Learning (+4 months)</i> • <i>Behaviour Interventions (+4 months)</i> 	<p>4 + 5</p>
<p>Gross Motor Skills: Tiger Teams £500</p>	<p>Evidence from Education Endowment Foundation – <i>‘Teaching and Learning Toolkit’</i>:</p> <ul style="list-style-type: none"> • <i>Small Group Tuition (+4 months)</i> • <i>Reducing Class Size (+2 months)</i> 	<p>3</p>

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

Budgeted cost: £69,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for Year 6 residential visit £3500	Evidence from Education Endowment Foundation – <i>‘Teaching and Learning Toolkit’</i> : <ul style="list-style-type: none"> • <i>Arts Participation (+3 months)</i> • <i>Physical Activity (+1 month)</i> 	4
Financial support for pupils to attend Extra Curricular Activities, school trips and wide range of experiences in school including author visits. £880 Swimming classes through the Local Authority £3900		4
Funding for instrumental music tuition for Pupil Premium pupils £750 Enfield Music Lessons (Recorder for Year 3) £950		3
Pastoral care – access to breakfast club / breakfast club staff salary / school clothing £7802 Breakfast Club and Provisions £650 Magic Breakfast £1333	Evidence from Education Endowment Foundation – <i>‘Teaching and Learning Toolkit’</i> : <ul style="list-style-type: none"> • <i>Social and Emotional Learning (+4 months)</i> • <i>Behaviour Interventions (+4 months)</i> 	4 + 5
Lunch Time Sport Coaches £5776 Midday Staff Pupil Engagement £32,605	Evidence from Education Endowment Foundation – <i>‘Teaching and Learning Toolkit’</i> : <ul style="list-style-type: none"> • <i>Mentoring (+2 months)</i> • <i>Physical Activity (+1 month)</i> 	4 + 5

Emotional Wellbeing: Pupils receive counselling and play therapy as required. £1500	Evidence from Education Endowment Foundation – <i>‘Teaching and Learning Toolkit’</i> : <ul style="list-style-type: none"> • <i>Social and Emotional Learning (+4 months)</i> • <i>Behaviour Interventions (+4 months)</i> 	4 + 5
Parent Support Advisor £10,187		4 + 5
Access to the Wednesday Word Annual subscription £122		4 + 5

Total budgeted cost: £209,402

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

St Edmund's tracks the progress of its pupils throughout the year in order to quickly identify successes, areas for development and develop strategies or 'next steps' to promote improvement.

Below is data taken from our Summer 2022 Tracking Report.

Pupil Premium pupil's end of Summer Term 2022, assessed at expected or higher.	Reading	Writing	Mathematics
Year 1 (21/56)	61.9%	47.62%	57.14%
Year 2 (12/54)	25%	25%	41.67%
Year 3 (26/56)	58.93%	50%	50%
Year 4 (19/57)	68.42%	63.16%	68.42%
Year 5 (24/57)	66.67%	50%	37.9%
Year 6 (26/60)	76.92%	76.92%	65.38%

As we move into the academic year 2022 / 2023, we will continue to make provision which supports those who are financially in need. We will endeavour to support and improve the needs, learning and development of all our pupils, conscious of the possible impact on pupils' emotional wellbeing and learning as a result of the lengthy school closures. St Edmund's will continue to close gaps by using our own teachers to work with those who are not meeting Age-Related Expectations as well as continuing interventions for specific children with a focus on Mathematics and Phonics. We will build on that approach with the activities detailed in the Pupil Premium Strategy Statement 2022 – 2023.

Externally provided programmes

Programme	Provider
Times Table Rock Stars	TT Rock Stars
Collins Online Books	
Wednesday Word	
Numbots	