



Pupil premium strategy statement

2021 - 2022

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 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	398
Proportion (%) of pupil premium eligible pupils	33.92%
Academic year/years that our current pupil premium strategy plan covers	2021- 2022 to 2023 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jackie Johnstone, Head Teacher
Pupil premium lead	Patrick Kenny, Acting Deputy Head Teacher
Chair of Governors	Tony Kramer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,055
Recovery premium funding allocation this academic year	£4,314
Pupil premium funding carried forward from previous year	£0
Total budget for this academic year	£167,369

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 dis-engaged from school.

Our attendance is 96% 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://new.enfield.gov.uk/services/your-council/borough-and-wards-profiles/about-enfield-information-edmonton-green.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 skills 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	Many of our pupil premium children do not have access to the same rich and varied experiences as our non-pupil premium children. This can create a 'cultural capital' disadvantage.
5	Discussions with pupils and their families, observations and assessments have indicated a greater need for Social, emotional and mental health(SEMH) interventions, partially due to the recent school closures brought on by the COVID-19 pandemic. Without the correct support this could have a direct effect on children's learning and progress.

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. 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.
Improved attainment among disadvantaged pupils in phonics and reading.	<ul style="list-style-type: none"> The percentage of pupils meeting the expected standard in the phonics screening check is in line or better with 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

Budgeted cost: **£63,422**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subject leadership time ½ day per week (Maths/ English / RE / RHE – 35% of cover teacher salary)</p> <p>KS1 + KS2 lead realise time ½ day each</p> <p>Specialist Art TA / ICT teacher (35% of salaries)</p> <p>£57,737</p> <p>Maths consultant visit to lead CPD for teachers and teaching assistants. To be led by ‘Curious Maths’.</p> <p>£175</p> <p>Additional training course fees</p> <p>£700</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> 	<p>1,4 + 5</p>
<p>Training and implementation of new DFE validated Sys- tematic Synthetic Phonics Programme to ensure stronger phonics teaching for all pupils. (Included 35% of salary for Speech and Language Groups and Nuffield Early Language Intervention)</p> <p>£4,985</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> <p>Evidence from Education Endowment Foundation – ‘<i>Early Years Toolkit</i>’:</p> <ul style="list-style-type: none"> • <i>Communication and Language Approaches (+6 months)</i> • <i>Early Literacy Approaches (+4 months)</i> 	<p>1 + 2</p>

Targeted academic support

Budgeted cost: **£62,239**

Activity	Evidence that supports this approach	Challenge number(s) addressed
After-school mathematic tutoring with Year 6 pupils. To be delivered by 'Curious Maths'. £7,200	Evidence from Education Endowment Foundation – ' <i>Teaching and Learning Toolkit</i> ': <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> 	1 + 3
Teacher led groups for targeted support (including phonics, mathematics and writing) £22,709		1, 2 + 3
Additional Teacher in KS1 and Year 6 to reduce class sizes for Reading, Writing and Maths. £26,471		1, 2 + 3
Emotional Literacy Support Assistant (ELSA) £5,359 (35% of salary)	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
Gross Motor Skills: Tiger Teams £500	Evidence from Education Endowment Foundation – ' <i>Teaching and Learning Toolkit</i> ': <ul style="list-style-type: none"> • <i>Small Group Tuition (+4 months)</i> • <i>Reducing Class Size (+2 months)</i> 	3

Wider strategies

Budgeted cost: **£43,607**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for Year 6 residential visit £4,500	Evidence from Education Endowment Foundation – <i>‘Teaching and Learning Toolkit’</i> : <ul style="list-style-type: none"> • <i>Arts Participation (+3 months)</i> 	4
Financial support for pupils to attend Extra Curricular Activities, school trips and wide range of experiences in school including author visits. £1,950 Swimming classes through the Local Authority £1,750		4
Funding for instrumental music tuition for Pupil Premium pupils £1,400		3
Pastoral care – access to breakfast club / breakfast club staff salary (35%) school clothing £31,635	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
Emotional Wellbeing: Pupils receive counselling and play therapy as required. £2,250 (50%)		4 + 5
Access to the Wednesday Word Annual subscription £122		

Total budgeted cost: £169,268

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 2020 to 2021 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.

During Autumn Term A 2020, following the COVID lockdown in Summer Term 2020, we taught a 'Recovery Curriculum' focussing on re-building positive relationships, managing feelings and behaviour, supporting emotional wellbeing and physical health. During weeks 2 and 3 the pupils completed an English and Maths test from the Spring Term of their previous year group (e.g. Year 6 children completed the Year 5 spring term test paper). This was to identify gaps in the pupils learning. Teachers then used the information gained from these tests to plan for the rest of that term, in order to teach areas that had not been taught in school due to the lockdown.

Teachers were required to make a teacher assessment judgement at the end of the Autumn A half term. This was completed using evidence from the pupil's books and assessment information from lessons to make a judgement against 'Age Related Expectations' at that point.

Throughout Autumn Term B teachers continued to teach areas that had been missed in English and Maths during the Summer lockdown and gave the pupils a test at the end of the half term. These were then used to support teacher's judgements against 'Age Related Expectations' at that point. We reverted back to the usual timetable for all other subjects, with teachers expected to teach any subject specific skills that had not been taught during lockdown.

Due to the ongoing COVID-19 pandemic, there was a second national lockdown, which involved whole school closure from January 1st 2021. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by the use of online teaching and resources.

When pupils returned to school on March 8th 2021 we undertook a similar process to Autumn A and focussed our teaching time to children's wellbeing and identifying gaps.

Our internal assessments during 2020/21 suggested that the performance of

disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

Below is data taken from our Summer 2021 Tracking Report against that of March 2020:

Pupil Premium pupil's end of Summer Term 2021, assessed at expected or higher against March 2020	Reading	Writing	Mathematics
Year 1 2020 (13/55)	76.92%	69.23%	53.85%
Year 2 (20/57)	50%	50%	50%
Year 5 2020 (20/63)	45%	45%	45%
Year 6 (21/59)	42.86%	47.62%	42.86%

As we move into the academic year 2021 / 2022, 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. We will build on that approach with the activities detailed in the Pupil Premium Strategy Statement 2021 – 2022.

Externally provided programmes

Times Table Rock Stars	TT Rock Stars
Bug Club	Collins Online Books
Wednesday Word	Numbots

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A