# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](https://www.gov.uk/government/publications/pupil-premium).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| School name | St. Edmund’s Catholic Primary School |
| Number of pupils in school | 77 primary children  9 nursery children |
| Proportion (%) of pupil premium eligible pupils | PP - 49% - 38 children  EYPP - 22% - 2 children |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | One-year plan |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Headteacher |
| Pupil premium lead | Headteacher |
| Governor / Trustee lead | Chair of governors |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £48,795 |
| Recovery premium funding allocation this academic year | £5,365 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *At St. Edmund’s Catholic Primary School, we aim to identify the academic and social gaps within our Pupil Premium children’s learning and lives. The school uses funding to address their needs in the following way:*   * *To provide the children with a ‘culture capital’ which enables them to experience events and activities.* * *To address financial gaps in children’s lives eg school uniform, school shoes.* * *To provide support to parents in terms of behaviour, SEN and academics.* * *To engage outside agencies in providing support for the children and families.* * *To provide resources and strategies to narrow the academic gap.* |

## Challenges

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

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| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Children come to school without having enough sustenance. |
| 2 | Children do not have school uniform, coats and shoes. |
| 3 | Children do not have the same the experiences as children from an affluent area. |
| 4 | Parents require support with engagement with outside agencies. Parents need support in completing documentation relating to their child’s schooling, medical or society needs e.g. applying to secondary school. |
| 5 | Children are not at Age Related Expectations |
| 6 | Children need support with their social and emotional being including anxiety, confidence and low self-esteem. Children find relationships difficult which can cause problems in relation to behaviour and academic achievement. |
| 7 | Some children do not attend school on a regular basis. |

## 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.

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| Intended outcome | Success criteria |
| All children to be ready for learning. | School to provide every child the opportunity to have breakfast each morning and a healthy lunch. |
| All children to have access to school uniform, coats and shoes. | Identified children will be provided with a school uniform. |
| All children will have access to experiences which relate to the school curriculum or expanding their life experiences. | All children will attend school trips and have access to a wide variety of school visitors. |
| Parents will be given support with engagement with outside agencies. Parents will be given support in completing documentation relating to their child’s schooling, medical or society needs e.g. applying to secondary school. | Parents are able to support their children in terms of academic, medical or society needs. |
| All children are given academic support with their learning. | 50% of children have reached Age Related Expectations. |
| All children have the opportunity to learn strategies and techniques to deal with their behaviour. | Those children who required help with their social and emotional being have gained access to the required group or 1 to 1 support. |
| All children will attend school and access learning. | School attendance is 95% and above. |

## 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: £40,536

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To train a member of staff in becoming a Thrive Practitioner and continue to administer Thrive assessments and action plans. | Some children have struggled to form positive relationships with other children and adults or continue to be anxious after the COVID pandemic. This behaviour is often a barrier to their academic progress. | 6, 7 |
| To recruit and retain a Pupil Support Manager. | As above.  Some parents find normal society expectations difficult and require support to help them achieve the best for their children eg writing formal letters, applying for school places. | 4, 6, 7 |

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

Budgeted cost: £6840

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Little Wandle catch-up sessions and implementation of Little Wandle three reads. | Majority of children in the school continue to find reading a challenge. Reading is a barrier to their progress and attainment in reading. | 5 |

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

Budgeted cost: £6,150

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To subsidise the dinner and breakfast service. | Some children come to school having not had breakfast or enough sustenance, this has an impact on their ability to learn. | 1 |
| To monitor children’s attire and presentation at school. To identify children when their presentation slips below a certain standard to offer support to the parents/family. | Some parents have difficulties providing their children with the required school uniform, therefore children come to school in the wrong uniform. Some parents may have difficulty because their washing machine has broken and requires maintenance or needs replacing. This results in the children not feeling part of the school family adding to low self-esteem. | 2 |
| To subsidise children’s attendance of school trips. | Some families are unable to provide a parental contribution when attending a school trip. School trips are well-planned and relate to class learning, it is essential all children attend. | 3 |
| To continue encouraging children attend school by having a termly attendance draw. | Some children have difficult in attending school because they are anxious or feel they cannot complete the work, they need to be encouraged to attend school. | 5, 6, 7 |
| Pupil Support Manager to monitor attendance and support those who are considered to be persistent absentees. | As above. | 5, 6, 7 |
| To provide parents with support when engaging with outside agencies including completing documentation relating to their child’s needs. | Some families find normal daily tasks difficult and require assistance. This could be because they have a learning difficulty or found their own education journey difficult. This can then create a barrier for their child’s progress and attainment. | 4 |

**Total budgeted cost: £ 53,026**

# 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.

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| The following data was collected for expected progress and above from the end of year data collection point:   |  |  |  | | --- | --- | --- | | Subject | Pupil Premium | Non-Pupil Premium | | Reading | 66% | 59% | | Writing | 66% | 60% | | Maths | 65% | 63% |   We can suggest from the above data that our pupil premium strategy has influenced the progress of pupil premium children.  We continue to develop our Thrive provision for our children. Our Pupil Support Manger completes her training at the end of the Autumn and is in the process of developing the Thrive room. The next step will be to discuss school policy around Thrive and how to use it to best serve our children’s needs. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | | Provider | |
| White Rose Maths – Mixed-Aged Planning | White Rose | |
| Thrive Approach | Thrive | |
| Little Wandle Phonics Programme | Wandle and Little Sutton English Hubs | |
| TT Rockstars |  | |
| Spelling Shed |  | |