**Pupil premium strategy statement** **2021-2022**

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 | 70 |
| Proportion (%) of pupil premium eligible pupils | 54% - 38 children |
| Academic year/years that our current pupil premium strategy plan covers | One-year plan |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| 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 | £49040 |
| Recovery premium funding allocation this academic year | £5075 |
| 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 | £54115 |

**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 breakfast. |
| 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 behaviour/SEN including engagement with outside agencies. |
| 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 ability. |
| 7 | Some children do not attend school on a regular basis. |
| 8 | The behaviour of some children is challenging especially after COVID. |

**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. |
| All children to have access to school uniform, coats and shoes. | Identify 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 to access outside agencies which will provide them with strategies and resources to deal with either behaviour or SEN issues. | Parents are able to support their children in terms of SEN or behaviour. |
| 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. |
| All staff have gained the appropriate training in relation to behaviour and providing social and emotional support. The nurture room has been implemented and its use is beginning to be developed. | All children are accessing the curriculum and are ready for learning. |

**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: £3500

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| To support teachers in dealing with challenging behaviour through the training of Team Teach and a behaviour consultant. | Some children have struggled to come back to school after COVID and are displaying behaviour which formally they did not display. The behaviour is a barrier to their learning and the learning of others. | 8 |

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

Budgeted cost: £4157

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| To employ an academic tutor to work with identified children. | Most children are not at age related expectation. | 5 |

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

Budgeted cost: £42877.00

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| To implement the Thrive approach which will address the social and emotional needs. | Some children suffer from anxiety, are unconfident or have low self-esteem, this hinders their ability to make healthy relationships and make academic progress. | 6 |
| To provide every child in school with a healthy breakfast. | Some children come into school without having had breakfast. This has a negative effect on behaviour and children’s readiness for learning. | 1 |
| To identify children who have difficulties in purchasing a school uniform and provide two jumpers/cardigans and two polo shirts. | Some parents have difficulties providing their children with the required school uniform, therefore children come to school in the wrong uniform and do not feel part of the school family adding to low self-esteem. | 2 |
| To provide children with access to activities which enhance their life experiences or the school curriculum. | Most children do not have access to a wide variety of activities either because of financial difficulties, transport issues or the challenges their children give them when trying to arrange activities eg large families, behaviour issues, SEN challenges. | 3 |
| To monitor attendance and support parents in ensuring their children attend school. | Attendance is between 94% and 95%. 20% of children are considered to be persistent absentees. | 7 |
| To support parents with behaviour issues, SEN challenges and everyday challenges of life by organising school-based groups, linking to outside agencies and providing a support service in school. | Some parents are not able to access reading materials, complete forms or apply for support themselves because of their own learning difficulties. Parents are not aware of support groups or advice lines which can provide them with the support they require when dealing with behaviours or a child with SEN. | 4 |
| To develop a nurture room in school which provides a safe space for those children who suffer from anxiety, low confidence and self-esteem and those with challenging behaviour. | Some children suffer from anxiety, are unconfident or have low self-esteem, this hinders their ability to make healthy relationships and make academic progress.  Some children have struggled to come back to school after COVID and are displaying behaviour which formally they did not display. The behaviour is a barrier to their learning and the learning of others. | 8 |

**Total budgeted cost: £53534**

**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 2021 to 2022 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 |  |