



PUPIL PREMIUM STRATEGY 2020/2021

Name of School	DATE	Pupil Premium Lead	Pupil Premium Governor
St. Edmund's Catholic Primary School	January 2021	Mrs A Birmingham	

REVIEW OF WEBSITE

PPL and PPG regularly review the website to ensure information is correct and compliant at the time of publishing.

REVIEW OF SCHOOL DATA AND TRACKING

Internal data reviewed at three set points a year. This informs provision mapping.

AGREED METHODOLOGY

Pupil progress meetings, teaching and Learning audits, learning walks, book scrutiny, data tracking, and discussions with link governor.

Financial Information

Academic Year	2020/2021	Total PP budget	£53,800	Date of most recent PP Review	January 2021
Total number of pupils on roll	83	Number of pupils eligible for PP	37 45%	Date for next internal review of this strategy	Summer 2021

REVIEW OF IMPACT OF INTERVENTIONS BASED ON SPECIFIC BARRIERS

Early Years Foundation Stage

SPECIFIC BARRIERS

4 children

Intervention	Strategy	Intended Outcome	Evaluation
Cultural Capital – To improve children's experiences.	Chicks	To develop the children's understanding of life cycles.	

OVERALL EVALUATION

YEAR 1 – Children who have missed their EYFS year.

SPECIFIC BARRIERS

9 children

Intervention	Strategy	Intended Outcome	Evaluation
To improve attendance	Attendance policy to be implemented and families to work with Learning Mentor	Children to attend school on a regular basis – achieve 95% Children to make improvements to their ability/progress.	
To improve speaking, understanding and listening skills.	To assess all children in relation to S,U and L using Wellcomm and NELI. Children to be provided with appropriate intervention according to need.	Speaking and Listening skills to be improved.	
To improve reading ability.	To audit reading practises and resources. Purchase appropriate reading materials. Children to read on a 1 to 1 basis each day.	Reading levels to be improved in line with age-related expectations.	
To develop mathematical ability.	To implement the White Rose Mixed Aged planning.	Children to have a better understanding of mathematics.	
OVERALL EVALUATION			

YEAR 2			
SPECIFIC BARRIERS			
6 children			
Intervention	Strategy	Intended Outcome	Evaluation
To improve attendance	Attendance policy to be implemented and families to work with Learning Mentor	Children to attend school on a regular basis – achieve 95% Children to make improvements to their ability/progress.	
To improve reading ability.	To audit reading practises and resources. Purchase appropriate reading materials. Children to read on a 1 to 1 basis each day.	Reading levels to be improved in line with age-related expectations.	
To develop mathematical ability.	To implement the White Rose Mixed Aged planning.	Children to have a better understanding of mathematics.	

OVERALL EVALUATION**YEAR 3****SPECIFIC BARRIERS**

5 children

Intervention	Strategy	Intended Outcome	Evaluation
To improve attendance	Attendance policy to be implemented and families to work with Learning Mentor	Children to attend school on a regular basis – achieve 95% Children to make improvements to their ability/progress.	
To improve reading ability.	To audit reading practises and resources. Purchase appropriate reading materials.	Reading levels to be improved in line with age-related expectations.	
To develop mathematical ability.	To implement the White Rose Mixed Aged planning.	Children to have a better understanding of mathematics.	

OVERALL EVALUATION**YEAR 4****SPECIFIC BARRIERS**

4 children

Intervention	Strategy	Intended Outcome	Evaluation
To improve attendance	Attendance policy to be implemented and families to work with Learning Mentor	Children to attend school on a regular basis – achieve 95% Children to make improvements to their ability/progress.	
To improve reading ability.	To audit reading practises and resources. Purchase appropriate reading materials.	Reading levels to be improved in line with age-related expectations.	
To develop mathematical ability.	To implement the White Rose Mixed Aged planning.	Children to have a better understanding of mathematics.	

OVERALL EVALUATION**YEAR 5****SPECIFIC BARRIERS**

5 children

Intervention	Strategy	Intended Outcome	Evaluation
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To improve attendance	Attendance policy to be implemented and families to work with Learning Mentor	Children to attend school on a regular basis – achieve 95% Children to make improvements to their ability/progress.	
To improve reading ability.	To audit reading practises and resources. Purchase appropriate reading materials.	Reading levels to be improved in line with age-related expectations.	
To develop mathematical ability.	To implement the White Rose Mixed Aged planning.	Children to have a better understanding of mathematics.	
OVERALL EVALUATION			

YEAR 6			
SPECIFIC BARRIERS			
5 children			
Intervention	Strategy	Intended Outcome	Evaluation
To improve attendance	Attendance policy to be implemented and families to work with Learning Mentor	Children to attend school on a regular basis – achieve 95% Children to make improvements to their ability/progress.	
To improve reading ability.	To audit reading practises and resources. Purchase appropriate reading materials.	Reading levels to be improved in line with age-related expectations.	
To develop mathematical ability.	To implement the White Rose Mixed Aged planning.	Children to have a better understanding of mathematics.	
OVERALL EVALUATION			

COST OF IMPACT OF INTERVENTIONS BASED ON SPECIFIC BARRIERS
Staffing costs: Learning Mentor(Attendance Intervention) – £32,116.00 Teaching Assistants(Language Intervention and individual reading) - £5019.80 x 4 = £20079.20

WHOLE SCHOOL AREAS
ATTENDANCE – poor/low attendance clearly linked to poor/low attainment.
SPECIFIC BARRIERS – confidence building in maths, phonetical intervention/support.

Reading/Writing – Phonic knowledge needs to be improved. Reading practise needs to be encouraged by reading appropriate materials. (100% decodable).

Maths – Children’s knowledge of the number system particular number bonds and multiplication.

Attendance – 13/37 – 35% of PP children have attendance which is below 90%.

Intervention	Strategy	Intended Outcome	Evaluation
To improve attendance	Attendance policy to be implemented and families to work with Learning Mentor	Children to attend school on a regular basis – achieve 95% Children to make improvements to their ability/progress.	
To improve reading ability.	To audit reading practises and resources. Purchase appropriate reading materials.	Reading levels to be improved in line with age-related expectations.	
To develop mathematical ability.	To implement the White Rose Mixed Aged planning.	Children to have a better understanding of mathematics.	

OVERALL EVALUATION

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COST OF IMPACT OF INTERVENTIONS BASED ON WHOLE SCHOOL AREA

Implementation of White Rose Maths Curriculum £120

Reading resources £2000

CULTURAL CAPITAL

SPECIFIC BARRIERS

Children have access to a wealth of experiences, either professionals, school trips or constructive criticism from a worthy audience.

Intervention	Strategy	Intended Outcome	Evaluation
Children to develop their bank of experiences eg theatre trip.	To develop the curriculum so each half term the children have access to either a trip, a professional person, completes a presentation or has a positive critical audience.	To develop the children’s bank of experience which will in turn develop their vocabulary knowledge and either ensure their progress in all subject areas.	
Cultural Capital – To improve children’s experiences.	Children to experience ‘Living eggs’.	To develop the children’s understanding of life cycles.	

OVERALL EVALUATION

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COST OF IMPACT OF INTERVENTIONS BASED ON CULTURAL CAPITAL

Living Eggs £200

Financial Information Evaluated

Staffing costs:

Learning Mentor (Attendance Intervention) – £32,116.00

Teaching Assistants (Language Intervention and individual reading) - $£5019.80 \times 4 = £20079.20$

Specific resources:

Implementation of White Rose Maths Curriculum £120

Reading resources £2000

Wider school opportunities:

Living Eggs £200

Total cost = £54395.20