



St Edward's
Church of England
Academy

Pupil Premium Strategy and Review

Date of Review: September 2017

RECOGNISE • ENCOURAGE • STRIVE • PREPARE • EMPATHISE • CHRISTIAN • TEAMWORK



The Vision for Education within a Church of England Academy

There are fundamental reasons, rooted in the Bible, which have motivated centuries of Christian involvement in schooling in this country and around the world. The God of all creation is concerned with everything related to education.

There is a fresh articulation of the Church of England's vision for education as we meet the challenges and take the opportunities offered by the present situation. It is not simply for Church schools but, recognising the Church of England's involvement in education over many centuries, seeks to promote educational excellence everywhere, for everyone. In Church schools like St Edward's Church of England Academy, the deeply Christian foundation for this vision will be seen explicitly in teaching and learning both in RE and across the curriculum, and also in the authentically Christian worship and ethos. The Church's vision for education can be expressed and promoted as one of human flourishing that inspires what the school is and does.

The vision is deeply Christian, with the promise by Jesus of 'life in all its fullness' at its heart. This vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but set them in a wider framework. This is worked out theologically and educationally through four basic elements which permeate our vision for education:

- Wisdom
- Hope
- Community
- Dignity

The vision, in line with the Church of England's role as the established Church, is for the common good of the whole human community and its environment, whether national, regional or local. It is hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings. It invites collaboration, alliances, negotiation of differences, and the forming of new settlements in order to serve the flourishing of a healthily plural society and democracy, together with a healthily plural educational system.



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St Edward Church of England Ethos and Values

St Edward's Church of England Academy has a clear ethos and values that underpin all that it does which are based upon the teachings of Jesus Christ.

Our ethos and values are encompassed in the word **RESPECT**.

Each letter within this word hold further meaning and are central to what we believe our Academy and the community it serves stand for and strive to live out in as we fulfil the Academy motto:

'Learn for Life'

- **R**ecognise and **E**ncourage - everyone's potential, individual skills and talents
- **S**trive to be the best we can be
- **P**repare for the challenges of life
- **E**mpathise - promoting the values of respect, kindness, compassion, fairness, forgiveness, love, honesty and trust
- **C**hristian – a community where we learn from the teachings of Jesus so that we can contribute to the family of St Edward's and beyond
- **T**eamwork – an environment where we work together so we can all achieve our potential



1. Summary information					
School	St Edward's Church of England Academy				
Academic Year	2017-2018	Total PP budget	£ 147,345	Date of most recent PP Review	TBA
Total number of pupils	752	Number of pupils eligible for PP	130	Date for next internal review of this strategy	October 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school) Year 6 (2016/17)</i>	<i>All pupils (national average 2016/17))</i>
% achieving in reading, writing and maths	15% (39% nationally)	61%
Average Scaled Score in Reading	103	104
Progress score in Reading	-3.46	N/A
Progress score in Writing	-3.05	N/A
Average Scaled Score in Maths	104.2	104
Progress score in Maths	-2.07	N/A

3. Barriers to future attainment	
In-school barriers	
1	Reading ages being below and in some cases significantly below their chronological age.
2	Low aspirations / low learner self-regard/ Emotional difficulties
3	Lack of resources in maths – particularly equipment to promote new approaches to maths
4	Attainment in reading writing and maths of more able, disadvantaged learners
5	Engagement of identified pupils at lunchtimes/after school clubs



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External barriers	
6	Lower attendance rates
7	Limited access to a wide range of life experiences due to limited social mobility



Planned expenditure					
Academic year	2017 2018				
Barrier to Learning	Chosen action / approach	What is the evidence and rationale for this choice?	Intended outcomes and action Monitoring	Staff Lead	Cost
Reading ages being below and in some cases significantly below their chronological age.	Those significantly below received targeted additional sessions for reading	<p><i>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</i></p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/</p>	<ul style="list-style-type: none"> Improved learning outcomes in reading, writing and maths (meeting end of year age-related objectives) Improved confidence for pupils in specified areas 	RJ	£1500
Low aspirations / low learner / Emotional difficulties impacting on self-regard	<p>PASS testing and Boxall Testing to identify and track issues</p> <p>Focus on ensuring that all pupils are involved in extracurricular activities sporting and non-sporting TLRs assigned to this</p>	<p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</p>	<ul style="list-style-type: none"> Social skills are developed through participation in a range of clubs provided by the school or external providers Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence 	<p>Pastoral Team</p> <p>JS</p> <p>AS</p> <p>JP</p>	£2500



<p>Lack of resources in maths – particularly equipment to promote new approaches to maths</p>	<p>Provide additional resources for classes as well as intervention groups. Also training sessions to ensure pupils are well supported by a range of practical maths resources and strategies.</p>	<p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. Unusually however, among the evidence reviewed in the Toolkit, the effects of mastery learning tend to cluster at two points with studies showing either little or no impact or an impact of up to six months' gain. This clear split and wide variation implies that making mastery learning work effectively is challenging. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mastery-learning/</p>	<p>Rapidly improved outcomes in maths especially for lower ability and SEND pupils and the High Ability</p>	<p>MK</p>	<p>£2700</p>
<p>Attainment in reading, writing and maths of more able, disadvantaged learners</p>	<p>Use of a range of software platforms to better track pupils progress and apply early interventions to support their learning Use a range of intervention sessions and differentiated support in class. Support from inclusion officer and HOH</p>	<p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</p>	<p>1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting). Additional support within lessons to improve understanding of learning in reading, writing and maths – particular focus on writing and greater depth achievement. Pupils who are on SEN register and in receipt of PP have their individual targets reviewed every half term and aspirational targets are set for their progress</p>	<p>RJ MK</p>	<p>£3500</p>



Engagement of identified pupils at lunchtimes/after school clubs	Targeted clubs for PP students – will provide free opportunities for disadvantaged pupils. Will also support behaviour in that lunchtimes/after school will provide pupils with structured, supervised activities	The impact of mentoring is low in terms of direct effect on academic outcomes, accelerating learning on average by only about one month's additional progress for the majority of pupils. There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mentoring/	<ul style="list-style-type: none"> •Pupils are able to participate fully in school trips and residential trips •Learning is supported by trips that are carefully planned to enhance the school's curriculum •Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential visits 	JI RS LS Pastoral Team	£9000
Lower attendance rates	Rigorous monitoring and individual support for pupils with low attendance rates. Support from HOH and Inclusion officer. Praise and rewards for pupils will improving attendance	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across the categories of programme described above. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. School-level behaviour approaches are often associated with improvements in attainment, but the evidence of a causal link to learning is lacking. Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour/	Attendance for disadvantaged pupils will improve. First day absence co-coordinator to work with Attend (external agency) to follow up absences quickly. Clear processes for tracking attendance in place – supported by school reward system	JP JSIMM Pastoral Team	£12202 7



<p>Limited access to a wide range of life experiences due to limited social mobility</p>	<p>Support to be provided to a number of families enabling pupils to attend trips that they may otherwise not have been able to participate in.</p>	<p>Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p>	<ul style="list-style-type: none"> •Pupils are able to participate fully in school trips and residential trips •Learning is supported by trips that are carefully planned to enhance the school's curriculum •Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential visits <p>PASS data to show improved attitudes to school and learning</p>	<p>LS</p>	<p>£6000</p>
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4. Review of expenditure																																																											
Previous Academic Year 2016-2017																																																											
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																																							
Higher rates of progress across KS2 for high attaining pupils eligible for PP. Improved Pass scores for pupils in self regard	Half term report / tracking and intervention with LOL and PL Use of growth mind-set and questions for PP pupils. Target across all groups	Interventions tracked. Improved attainment and progress in all core subjects <table border="1"> <thead> <tr> <th>Disadvantaged</th> <th colspan="2">Expected standard</th> <th colspan="2">Higher Standard</th> </tr> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>46%</td> <td>63%</td> <td>3%</td> <td>11%</td> </tr> <tr> <td>GPVS</td> <td>41%</td> <td>67%</td> <td>8%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>44%</td> <td>67%</td> <td>3%</td> <td>0%</td> </tr> <tr> <td>Maths</td> <td>38%</td> <td>81%</td> <td>3%</td> <td>15%</td> </tr> <tr> <th>Disadvantaged</th> <th colspan="2">Progress 2016</th> <th colspan="2">Progress 2016</th> </tr> <tr> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> <tr> <td>Reading</td> <td>-4.97</td> <td></td> <td>-3.46</td> <td></td> </tr> <tr> <td>Writing</td> <td>-6.90</td> <td></td> <td>-3.05</td> <td></td> </tr> <tr> <td>Maths</td> <td>-4.70</td> <td></td> <td>-2.07</td> <td></td> </tr> </tbody> </table>	Disadvantaged	Expected standard		Higher Standard			2016	2017	2016	2017	Reading	46%	63%	3%	11%	GPVS	41%	67%	8%	15%	Writing	44%	67%	3%	0%	Maths	38%	81%	3%	15%	Disadvantaged	Progress 2016		Progress 2016							Reading	-4.97		-3.46		Writing	-6.90		-3.05		Maths	-4.70		-2.07		Growth Mind-set will be returned to as a whole Academy focus and in the meantime will be utilised by confident staff. The primary focus of the Academy is to ensure that quality first teaching and Assessment for Learning is embedded in every lesson in every classroom Seating plan data used to target questions to PP pupils needs to be an approach that is adopted whole school High attainment groups based on prior attainment, 7 pupils fall into the Higher Attainment group.	£2728
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Specialist Primary Teacher to teach small groups Disadvantaged pupils to make more rapid progress	Small groups focus the ability to work on one to one basis with pupils to enhance progress	<table border="1"> <thead> <tr> <th>Specialist teacher Small group</th> <th>Progress Disadvantaged</th> <th>Progress All</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>1.01</td> <td>-3.05</td> </tr> <tr> <td>Writing</td> <td>-6.19</td> <td>-1.79</td> </tr> <tr> <td>Maths</td> <td>-0.84</td> <td>-0.92</td> </tr> </tbody> </table>	Specialist teacher Small group	Progress Disadvantaged	Progress All	Reading	1.01	-3.05	Writing	-6.19	-1.79	Maths	-0.84	-0.92	Specialist primary teacher taught in class sizes of 17 in English and 22 in maths. Because of setting, 4 in each class were disadvantaged. Need for adjustment of curriculum and structure of the school day to allow for more English/ maths teaching time.	£53450																																											
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PASS used to assess attitude and prompt interventions for those pupils exhibiting issues from the data	Tailored individual support is provided across the curriculum and arrangements are made for support resources to be	Individual interventions were tracked and in Year 6 demonstrated a decrease in low and moderate satisfaction, and an increase in moderate and high satisfaction with regard to Learner Self-regard.	Develop forensic tracking of data relating to SEMH, behaviour and academic progress of pupils to identify and evaluate those individuals who need interventions needs to be established.	£64600																																																							



<p>Increased attendance rates for pupils eligible for PP.</p>	<p>Employment of EWO and in school attendance officer to monitor attendance and home visit, run meetings with parents, attendance support through Learning Support Centre. Rewards and strategies half-termly to motivate attendance.</p>	<p>Persistent absentee rates down across the school Percentage of PP pupils who are PA from April to July (period in which attendance officer employed and greater focus on attendance)</p> <table border="1" data-bbox="730 501 1084 675"> <thead> <tr> <th></th> <th>PP %age PA</th> <th>PP %age PA</th> </tr> </thead> <tbody> <tr> <td>Y5</td> <td>20.80%</td> <td>10.40%</td> </tr> <tr> <td>Y6</td> <td>11.50%</td> <td>7.69%</td> </tr> <tr> <td>Y7</td> <td>26.20%</td> <td>19.05%</td> </tr> <tr> <td>Y8</td> <td>27.30%</td> <td>14.29%</td> </tr> </tbody> </table> <p>Pupil Premium attendance per year group improved (with the exception of y5) and the gap between PP and non PP also closed with the greater focus on attendance through the employment of an attendance officer.</p> <table border="1" data-bbox="730 850 1111 1209"> <thead> <tr> <th colspan="2">5</th> <th colspan="2">Percent attendance</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>92.65</td> <td>92.26</td> <td></td> </tr> <tr> <td>Not Pupil Premium</td> <td>97.11</td> <td>96.85</td> <td></td> </tr> <tr> <td>Difference</td> <td>4.46</td> <td>4.59</td> <td></td> </tr> </tbody> <thead> <tr> <th colspan="2">6</th> <th colspan="2">Percent attendance</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>93.13</td> <td>93.54</td> <td></td> </tr> <tr> <td>Not Pupil Premium</td> <td>96.26</td> <td>96.22</td> <td></td> </tr> <tr> <td>Difference</td> <td>3.13</td> <td>2.68</td> <td></td> </tr> </tbody> <thead> <tr> <th colspan="2">7</th> <th colspan="2">Percent attendance</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>91.7</td> <td>92.61</td> <td></td> </tr> <tr> <td>Not Pupil Premium</td> <td>95.9</td> <td>95.72</td> <td></td> </tr> <tr> <td>Difference</td> <td>4.2</td> <td>3.11</td> <td></td> </tr> </tbody> <thead> <tr> <th colspan="2">8</th> <th colspan="2">Percent attendance</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>92.54</td> <td>92.56</td> <td></td> </tr> <tr> <td>Not Pupil Premium</td> <td>95.27</td> <td>95.36</td> <td></td> </tr> <tr> <td>Difference</td> <td>2.73</td> <td>2.8</td> <td></td> </tr> </tbody> </table>		PP %age PA	PP %age PA	Y5	20.80%	10.40%	Y6	11.50%	7.69%	Y7	26.20%	19.05%	Y8	27.30%	14.29%	5		Percent attendance		Pupil Premium	92.65	92.26		Not Pupil Premium	97.11	96.85		Difference	4.46	4.59		6		Percent attendance		Pupil Premium	93.13	93.54		Not Pupil Premium	96.26	96.22		Difference	3.13	2.68		7		Percent attendance		Pupil Premium	91.7	92.61		Not Pupil Premium	95.9	95.72		Difference	4.2	3.11		8		Percent attendance		Pupil Premium	92.54	92.56		Not Pupil Premium	95.27	95.36		Difference	2.73	2.8		<p>Earlier communication, intervention and support is required.</p> <p>Full revision of attendance policy and who / how attendance is monitored at all levels.</p> <p>Work with Leek Education Partnership to develop shared approach to attendance and monitoring</p>	<p>£1200</p>
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<p>TA/ teacher learning support interventions through Booster</p>	<p>Small groups focus the ability to work on one to one basis with pupils to enhance progress based on need</p>	<p>Targeted pupils were identified by their end of Year 5 results and consisted of those with a score below Year 5 or just entering. They attended a six-week course consisting of one hour's intervention each day.</p>	<p>The extra time for core subject intervention proved effective on groups eligible for both PP and those who were not. As a result the curriculum has been adjusted together with the structure of the school day to allow for more English and maths teaching time.</p>	<p>£12500</p>																																																																															



In order to evaluate this intervention, the data from the end of Year 5 was used as a base line and then compared to the proceeding mock SATs with regard to the number of points progress made.

	No of Pupils	%	Average Points Progress in 5 Months
Percentage Female	20	58.82	5.2
Percentage Male	14	41.18	5.29
PP	8	23.53	5.88
NON PP	26	76.47	5.04
SEN	5	14.71	5.4
NON SEN	29	85.29	5.21



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