

# St Edward's Church of England Academy

## Pupil Premium Strategy Statement

This statement details our Academy's use of pupil premium (and recovery premium for the 2022 - 2023 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

Detail	Data
Academy Name	St Edward's Church of England Academy
Number of pupils in school	705
Proportion (%) of pupil premium eligible pupils	18%
Academic years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs K Smith
Pupil premium lead	Mrs S Stubbs
Trustee lead	Mrs C Simmonds

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,125.00
Recovery premium funding allocation this academic year	£25,798.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£167,923</b>

## School Profile (Dated)

	Year 5		Year 6		Year 7		Year 8		All Years	
<b>Pupils of this school</b>		<b>167</b>		<b>161</b>		<b>186</b>		<b>191</b>		<b>705</b>
<b>Male</b>	<b>52.69%</b>	<b>88</b>	<b>49.07%</b>	<b>79</b>	<b>51.61%</b>	<b>96</b>	<b>58.64%</b>	<b>112</b>	<b>53.19%</b>	<b>375</b>
<b>Female</b>	<b>47.31%</b>	<b>79</b>	<b>50.93%</b>	<b>82</b>	<b>48.39%</b>	<b>90</b>	<b>41.36%</b>	<b>79</b>	<b>46.81%</b>	<b>330</b>

	Year 5		Year 6		Year 7		Year 8		All Years	
<b>Pupil Premium</b>	<b>14.97%</b>	<b>25</b>	<b>18.63%</b>	<b>30</b>	<b>18.82%</b>	<b>35</b>	<b>19.37%</b>	<b>37</b>	<b>18.01%</b>	<b>127</b>
<b>Non-Pupil Premium</b>	<b>85.03%</b>	<b>142</b>	<b>81.37%</b>	<b>131</b>	<b>81.18%</b>	<b>151</b>	<b>80.23%</b>	<b>154</b>	<b>81..99%</b>	<b>578</b>
<b>SEN</b>	<b>19.76%</b>	<b>33</b>	<b>17.39%</b>	<b>28</b>	<b>16.13%</b>	<b>30</b>	<b>16.75%</b>	<b>32</b>	<b>17.45%</b>	<b>123</b>
<b>Non-SEN</b>	<b>80.24%</b>	<b>134</b>	<b>82.61%</b>	<b>133</b>	<b>83.87%</b>	<b>156</b>	<b>83.25%</b>	<b>159</b>	<b>82.55%</b>	<b>582</b>
<b>LAC</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1.08%</b>	<b>2</b>	<b>0.52%</b>	<b>1</b>	<b>0.43%</b>	<b>3</b>
<b>EAL</b>	<b>1.20%</b>	<b>2</b>	<b>1.86%</b>	<b>3</b>	<b>1.08%</b>	<b>2</b>	<b>2.62%</b>	<b>5</b>	<b>1.70%</b>	<b>12</b>

Other Data						
	Autumn Term 2023 - 2024		2022 - 2023		2021 - 2022	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Attendance Data	92.07%	94.39%	91.94%	94.61%	91.4%	94.44%
Behaviour Data	303	583	1066	1439	921	914
Safeguarding	260		867 (this includes PA 90 pupils)		Red Forms – 83 (to Dec 2021) Recorded on MyConcern to date - 291	

# Part A: Pupil premium strategy plan

## Statement of intent

Addressing disadvantage in schools and academies countrywide is one of the greatest challenges that we as educators face. Inequality is pervasive throughout society and ‘impacts on pupils’ learning over time. It is a process, not an event, and affects every individual differently’

**Marc Rowland 2021 in Addressing Educational Disadvantage in schools and Colleges The Essex Way**

It is with this in mind that all members of staff and the trustees at St Edward’s Church of England Academy accept full responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs.

This commitment is reflected by our Christian vision: the promise by Jesus of ‘life in all its fullness’ and 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, within a wider framework.

There is no doubt that carefully targeted spending of the pupil premium funding has had a significant impact in raising achievement and closing attainment gaps for eligible pupils in the case study schools. It is with this in mind that the key principals of our strategy plan are based on the following:

- A Relational Approach
- High expectations for all pupils
- Using data to identify tightly focused improvement priorities
- Using appropriate evidence-based teaching, academic intervention and wider approaches to address the root causes of underachievement for all pupils (curriculum equity is prioritised)
- The training and support of staff by Academy leaders to deliver and sustain quality first learning for all pupils, addressing pupil need in the classroom
- A long-term well specified, stage by stage strategy for address disadvantage
- The Academy has clear outcomes for the impact if disadvantage strategies and monitor progress and quality using robust and pragmatic measures
- The disadvantage strategy aligns with the Academy’s overall mission, goals and Academy Evaluation and Development Plan

## Challenges

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

Challenge number	Detail of challenge
1	To raise attainment of PP pupils in line with those who are not PP. Internal and external assessments 2022-23 indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged. The attainment gap is on average for KS2 SATs results for combined reading, writing and maths is 29% for disadvantaged children.
2	To foster high levels of fluency in maths, including building confidence in the knowledge and recall of timetables
3	To encourage pupils to develop a love of reading and the ability to comprehend texts in line with and exceeding their chronological age
4	To diminish the vocabulary gap with particular focus on Tier 2 vocabulary
5	To raise aspirations, learner self-regard and diminish social, emotional and mental health difficulties to ensure all pupils have resilience and are successful human beings
6	To raise expectations and understanding of what acceptable behaviour looks like and to take every opportunity to acknowledge and praise positive behaviour
7	To ensure levels of attendance are high to allow all pupils to access every opportunity that the Academy has to offer
8	To increase access to a wide range of life experiences
9	To enhance our work with parents, allowing them to engage in the learning process and in doing so building positive relationships

## 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
Established 'quality first teaching' and appropriately targeted interventions	Pupils to make expected or better progress. Teacher assessments and end of year tests demonstrate no significant difference between disadvantaged and non-disadvantaged pupils.
Diminish the difference between average PP attendance and that of others	Targeted support/interventions will enable the gap between PP and other pupils' average attendance to diminish to within 1 percentage point.
Disadvantaged pupils with SEMH needs have additional bespoke interventions	Assess, Plan, Do, Review demonstrates improving attitudes/self-esteem.  Reduction in accrued behaviour points/ increased respect points.
Pupils will express higher aspirations and demonstrate an understanding of journey towards their goals	Pupil voice demonstrates an increase in aspirations from the measured starting point to the end.
Parental Engagement	A greater percentage of disadvantaged pupils' parents attend parents' evenings; events, such as training, will be offered to targeted parents to attend as part of a parent education programme; homework support is available for targeted pupils; increased attendance of PP pupils at homework club.

## 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: £78,506.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing CPD to ensure high quality teaching for all pupils at KS2 and 3, addressing pupil need in the classroom. £2,244 (JSK)	Evidence indicated that high quality teaching is the most powerful way to improve pupil attainment, particularly for socio-economically disadvantaged pupils.  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a>	1, 2, 3 & 4
CPD to ensure that feedback is effective and focuses on the task, subject and self-regulations strategies; it provides specific information on how to improve	Providing feedback is a well-evidenced and has a high impact on learning outcomes: <b>6 months' additional progress</b> when successful  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1, 2, 3 & 4
English and Maths Primary Specialist teachers to lead small group provision in school  £8,475 (SE) £16,523.67 (JE)	Small Group Tuition in English and Maths: <b>4 Months' additional progress</b>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	1, 2, 3 & 4

Key leadership role to develop Pastoral well-being across the Academy and in turn improve pastoral measures  £16,764 (JS)	Behaviour Interventions: <b>3 months' additional progress</b> when successful <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a>	<b>5 &amp; 6</b>
Key leadership role to develop Teaching, Learning and Assessment and in turn improve academic outcomes  £34,500 (NB)	<a href="https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/">https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</a>  <a href="#">Education Endowment Foundation - Assessment</a>	<b>1, 2, 3 &amp; 4</b>

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

Budgeted cost: £33,296.80

Activity	Evidence that supports this approach	Challenge number(s) addressed/ Autumn Term update
Teaching of reading comprehension strategies at both key stages 2 and 3	Targeted reading comprehension strategies. On average, reading comprehension approaches deliver an additional <b>six months' progress</b> .  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a>	<b>1, 3 &amp; 4</b>
Teaching of Tier 2 vocabulary	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	<b>1, 3 &amp; 4</b>
Phonics Intervention TA led small group intervention £8,214	Phonics has a positive impact overall <b>(+5 months)</b> with very extensive evidence and is an important component in the development of early reading skills, particularly for children of disadvantaged backgrounds.	<b>1, 3 &amp; 4</b>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	
Maths and English £25,082.80 Recovery Premium (CB/ST)	Small group tuition – has a positive impact of +4 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/technical-appendix">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/technical-appendix</a>	<b>1, 2, 3 &amp; 4</b>

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

Budgeted cost: £141,774.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further Development of Accelerated Reader £9,544.65	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/</a>  Reading - <b>additional 3 months progress</b> Reading FSM – <b>additional 5 months progress</b>	<b>3</b>
Visits to local employers and colleges and Drop-Down Days  Careers linked to curriculum  Enterprise days  Family learning sessions  Visit to Uttoxeter races – Maths event/ raise ambitions	Impact of careers education on improving young people's outcomes <a href="#">EEF impact of careers education</a>  Arts Participation: 3 months' additional progress when successful <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a>	<b>5 &amp; 8</b>



Increase the number of pupils who attend clubs, take on leadership roles, access trips and music lessons	Arts Participation: 3 months' additional progress when successful <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a>	<b>5</b>
Continued use of attendance clinics together with bespoke SEMH/ pastoral interventions specifically targeted towards vulnerable groups £129,865 (HLs)	Behaviour Interventions: 4 months' additional progress when successful <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</a>  The EEF maintains that interventions are often 'most effective when adapted to meet the needs of the individual'	<b>7</b>
Termly meetings with pastoral team, the SENCo, and faculty leaders for English and Maths to review data and monitor pupil progress	Effective communication between the pastoral and curriculum teams to ensure sharing of knowledge and ensure early identification of those pupils who require interventions, particularly PP and SEND	<b>1, 2, 3, 4 &amp; 5</b>
Parent training re Maths (multiply Project – PP focus) and English	<a href="#">Parental Engagement Strategies: 5 Months additional progress EEF</a>  Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.	<b>9</b>
Academic and pastorally focussed visits to the main feeder first schools to meet and engage with parents and pupils ahead of transition	The <a href="#">transition</a> between phases of education is a risk-point for vulnerable learners – EEF point 4 – closing the attainment gap.  <a href="#">Knowing our pupils as individuals and tailoring support to meet this</a> – EEF Blog  <a href="#">Parents play a crucial role</a> in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.	<b>5, 6 &amp; 9</b>
Support with homework tasks via homework clubs  £2,090.00	The EEF states that evidence shows that the impact of homework at secondary level, on average, is five months' additional progress at secondary level and <b>5 months</b> , particularly with pupils in secondary schools. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/</a>	<b>1, 2 &amp; 3</b>
Improved transition with regard to Maths and English across feeder schools and high schools	EEF Key lessons learned point 15 states that sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap.	<b>1, 2 &amp; 3</b>

<p>Collaborative curriculum development with feeder schools and high schools re transition to GCSE syllabus to ensure curriculum continuity</p> <p>First school and secondary network meetings</p> <p>£275</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf">https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-1-of-2/">https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-1-of-2/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-2-of-2/">https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-2-of-2/</a></p>	
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**Total budgeted cost: £ 253578.12**

**Supplemented amount from school funds: £85655.12**