

## Pupil premium strategy statement 2021-2024

*Before completing this template, you should read the guidance on [using 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 2024 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
School name	St Edmund's
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	21
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	October 2021 Gail O'Flaherty
Date on which it will be reviewed	October 2022 Diane Savva-Brown
Statement authorised by	
Pupil premium lead	Diane Savva-Brown
Governor / Trustee lead	Patricia Chantrey

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,525
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62,525

## Part A: Pupil premium strategy plan

### Statement of intent

The aim of St Edmund's for all pupils, particularly our pupil premium (PP) pupils is to reach their full learning potential over their time with us. In order to achieve this, we recognise that we must pay particular attention to our PP children and ensure that we are meeting their learning needs, as well as their emotional and social needs. We aim to adjust all of our learning programmes to support the individual learning needs of each child.

We use a variety of formative and summative assessments to have accurate information on the academic attainment of each child. Pupil progress meetings are held termly, identifying which children need to receive support in which area and how the school can best provide that support. A programme is devised for individuals or small groups to develop learning skills in phonics, reading, writing, number work, maths and boosters. Many children will require support in more than one area. As we work through the school year, constant evaluation means that the individual or group support will change and develop as required. This process is for all children and also identifies children with high academic ability who are underachieving.

### Challenges

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

Challenge number	Detail of challenge
1	The emotional and mental stability of child/ren and parents
2	Identification of precise and detailed learning needs of children
3	Getting support for children facing challenging and chaotic home lives
4	Working with parents to raise expectations, particularly regarding attendance and punctuality

### 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
All children are working at expected or above in each year group – with possible exception of some SEND children	Tracking data shows good progress or better for each child (progress and attainment are not always the same)

Identified children have received pertinent and targeted support – either over year, or for length of intervention programme	Pupil progress meetings and intervention records show progress for child in the supported areas – we want all children to move up one level, or more for the more able children
Identified children would have received emotional support	Children have received 1-1 support from Place2Be counsellor

## 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: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A dedicated teacher to work with children in KS2 to provide catch-up support and extension support	Identified children receive 1-1 or very small group (3/4 children) support to achieve their potential. Our high SATs results each year are a result of this approach	2/3

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for teaching assistants to deliver Early Words programme	This programme has been used successfully for many years in the school and ALL children in YR/Y1 go through this programme	1

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

Budgeted cost: £24,470

Activity	Evidence that supports this approach	Challenge number(s) addressed

Incentivising punctuality and attendance		4
AWA		
Place2Be		

**Total budgeted cost: £ 91,470**

## 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.

We used a variety of assessment activities to level the children from Nursery to Y6, to identify children who had made the least progress during school closures/online learning. These children were supported through Early Words programme, ELS programme, extra phonics lessons, extra numeracy lessons and catch up maths and English in KS2. Extra support was also provided Y6 to prepare for transition. 1-1 teaching provided for children in reading and number work.

### 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*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*