



# St Edwards Catholic First School

## Pupil premium strategy statement

| 1. Summary information        |                                  |   |         |   |              |
|-------------------------------|----------------------------------|---|---------|---|--------------|
| <b>School</b>                 | St Edwards Catholic First School |   |         |   |              |
| <b>Academic Year</b>          | 2016-2017                        | <b>Total PP budget</b>                  | £15,500 | <b>Date of most recent PP Review</b>                  | October 2017 |
| <b>Total number of pupils</b> | 297                              | <b>Number of pupils eligible for PP</b> | 13      | <b>Date for next internal review of this strategy</b> | October 2018 |

| 2. Current attainment |  |  |                                   |                               |  |
|-----------------------|--|--|-----------------------------------|-------------------------------|--|
|                       |  |  | <i>Pupils not eligible for PP</i> | <i>Pupils eligible for PP</i> |  |
| <b>EYFS</b>           | % of Pupils achieving <i>GLD</i> (National Average = 69%)      |  | <b>88.3%</b>                      | <b>0%</b>                     | <small>NB: 1 child eligible for PP out of the cohort, child has severe medical needs which leads to a higher % of absence.</small> |
| <b>Phonics</b>        | % of Pupils achieving pass mark of 32 (National Average = 80%) |  | <b>80%</b>                        | <b>50%</b>                    | <small>2 children eligible for PP, 1 of which has additional SEN needs and has outside agency support.</small>                     |
| <b>KS1</b>            | % of Pupils achieving Expected Standard in Reading             |  | <b>86.2%</b>                      | <b>66.6%</b>                  | <small>Out of the 3 children eligible for PP 1 child with special educational needs did not meet expected standard.</small>        |
| <b>KS1</b>            | % of Pupils achieving Expected Standard in Writing             |  | <b>74.2%</b>                      | <b>66.6%</b>                  |  |



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| KS1  | % of Pupils achieving Expected Standard in Mathematics  | 85.7%  | 100%  |
| KS2 (end of Yr4)   | % of Pupils achieving Expected Standard in Reading  | 83.9%  | 66.6%   |
| KS2 (end of Yr4)   | % of Pupils achieving Expected Standard in Writing  | 80.65% | 66.6%   |
| KS2 (end of Yr4)   | % of Pupils achieving Expected Standard in Mathematics  | 81.7%  | 66.6%   |
| <small>NB: There are 9 children eligible for PP of which 5 have additional needs</small>                 |   |        |   |
| <b>3. Barriers to future attainment (for pupils eligible for PP)</b>                                     |   |        |   |
| <b>In-school barriers</b>  |   |        |   |
| A.   | High % (38.5%) of children eligible for PP also has identified SEN. This leads to reduced levels of attainment.   |        |   |
| B.   | Although happy to come to school, PP children have low self esteem and self confidence levels; this affects their social development and value of self.   |        |   |
| C.   | PP children do not participate as highly in extracurricular activities therefore missing out on opportunities to excel in a range of different areas  |        |   |
| <b>External barriers (issues which also require action outside school, such as low attendance rates)</b> |   |        |   |
| D.   | Attendance rates of PP children fall below the school target. This reduces their school hours and may cause them to fall behind their peers.  |        |   |
| <b>4. Desired outcomes (Desired outcomes and how they will be measured)</b>                              |   |        | <b>Success criteria</b>   |
| A.   | For children receiving the Pupil Premium Grant to achieve as highly as the rest of their cohort in reading, writing and math's by the end of KS1 and KS2 excluding those who are also identified as having SEN. |        | At the end of each academic year PPG children will achieve in line with the rest of their cohort (excluding SEN), |



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| <b>B.</b> | To raise the aspirations and self-confidence of Pupil Premium children ensuring that they are ambitious and positive about their aspirations for their future                               | Children will grow in self-esteem and self-confidence and speak positively about their achievements |
| <b>C.</b> | To maintain a fully inclusive school where access to activities is not denied on grounds of wealth  | Children will participate and enjoy an activity that they otherwise would not have experienced.     |
| <b>D.</b> | To improve attendance and punctuality of children in line with whole school attendance at 96% (with allowances for children with medical conditions where this target will be aspirational) | Attendance will meet the school target.   |



| 5. Planned expenditure         |  |  |  |            |  |
|--------------------------------|--|--|--|------------|--|
| Academic year                  | 2016-2017  |  |  |            |  |
| i. Quality of teaching for all |  |  |  |            |  |
| Desired outcome                | Chosen action / approach   | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?  | Staff lead | When will you review implementation?         |
| A                              | Employment of TA to provide additional support for PPG children, | To diminish the difference between children receiving the PPG and the rest of the cohort so that all children reach expected level of attainment | Regular monitoring of all interventions run to ensure maximum progress is being made by all those receiving intervention | HT & SENCo | Termly reviews<br>January 2018<br>April 2018 |
| A, B & D                       | Employment of a trained ELSA to work with PP children            | To support PP children in building self esteem, social interactions and appropriate behaviours   | Regular monitoring of all ELSA sessions to ensure maximum progress to increase self esteem and social interactions.      | HT & SENCo | Termly reviews<br>January 2018<br>April 2018 |
| <b>Total budgeted cost</b>     |  |  |  |            | <b>£2432.60</b>                              |



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| <b>ii. Other approaches</b> |   |  |   |                   |   |
|-----------------------------|---|--|---|-------------------|---|
| <b>Desired outcome</b>      | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b>                                       | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b> | <b>When will you review implementation?</b> |
| A, B & D                    | Employment of play / drama therapist 1 day per week to work with PPG children               | To support PPG children in building self esteem, social interactions and appropriate behaviours' | Regular monitoring of all play therapy sessions to ensure maximum progress to increase self esteem, social interactions and children's wider needs. | HT & SENCo        | Termly                                      |
| A, B & D                    | Employment lunchtime coach to work with PPG children to engage them in more productive play | To support PPG children in building self esteem, social interactions and appropriate behaviours' | Regular monitoring of all lunchtime session to ensure maximum progress to increase self esteem, social interactions and children's wider needs.     | HT & SENCo        | Termly                                      |
| A, B & D                    | ELSA Training for 2 new TA's to work with PPG children                                      | To support PPG children in building self esteem, social interactions and appropriate behaviours  | Courses selected using evidence of effectiveness  | HT & SENCo        | January 2017                                |
| <b>Total budgeted cost</b>  |   |  |   |                   | <b>£13,267.40</b>                           |



| 6. Review of expenditure  |  |   |   |      |
|---|--|---|---|------|
| Previous Academic Year  |  | 2016-17   |   |      |
| i. Quality of teaching for all  |  |   |   |      |
| 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 |
| Employment of specialist teacher to assist in specific assessments in order to ensure targeted intervention in school is effective to gain greatest impact on learning. | To diminish the difference between children receiving the PPG and the rest of the cohort so that all children reach expected level of attainment | The gap in the attainment of children eligible for the PP grant continues to be wider than desired, however, the progress PP children have made is in line or exceeding that of their peers. The gap in attainment is because there are a large number of PP children who also have Special Educational Needs. Therefore their progress is good or better against their individual targets but still below that of non PP children. | This was a very effective intervention and the progress data confirms this. This intervention will be continued to be used as necessary to further help to diminish the difference between the attainment of PP children and non PP children. | £150 |
| ii. Targeted support  |  |   |   |      |
| 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 |



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| <p>To support PPG children in building self esteem, social interactions and appropriate behaviours</p>  | <p>Employment a trained ELSA to work with PPG children</p>                   | <p>PP children receiving this support showed great progress in PSED especially in the early years setting with 100% of PP children achieving GLD for PSED.</p> | <p>This is an approach that will be continued however due to the changes in staffing new ELSA's will need training to meet the desired outcome of this intervention.</p>  | <p>£2432</p>       |
| <p><b>iii. Other approaches</b></p>   |  |  |   |                    |
| <p><b>Desired outcome</b></p>   | <p><b>Chosen action / approach</b></p>                                       | <p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>                               | <p><b>Lessons learned</b><br/>(and whether you will continue with this approach)</p>  | <p><b>Cost</b></p> |
| <p>To support PPG children in building self esteem, social interactions and appropriate behaviours'</p> | <p>Employment of play therapist 1 day per week to work with PPG children</p> | <p>All PP children in receipt of this intervention showed very positive moves forward in building their social interactions and self esteem.</p>               | <p>This support was received very positively with all children in receipt of it and something that will be carried forward into the next academic year. There will be a stronger emphasis to include the parents further in this process.</p> | <p>£4800</p>       |



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| To create an inclusive school where access to activities is not denied on grounds of wealth | Payment of music lessons for five children | All children who took part in these music lessons gained greatly from it, not only in learning a musical instrument but also in confidence when performing in concerts to the whole school and parents. | A very good resource in school, due to the change in management of the company used a new music teacher is currently being sourced to continue with these lessons. | £150 |
|---|--|---|--|------|