

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Edward's Catholic First – Windsor |
| Number of pupils in school | 274 |
| Proportion (%) of pupil premium eligible pupils | 6.5% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2023 - 2024/2026 |
| Date this statement was published | 5 th October 2023 |
| Date on which it will be reviewed | 31 st October 2024 |
| Statement authorised by | Sarah Matthews – Headteacher |
| Pupil premium lead | Sarah Matthews - Headteacher |
| Governor / Trustee lead | Sharon Blows – SEN Governor |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £ 30,175 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 30,175 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium Funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Objective

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

Achieving these objectives

- The range of provision the school consider making for this group include but would not be limited to:
- CPD opportunities for all staff to ensure that quality first teaching is embedded in every classroom
- Allocated a 'Keep-up/Catch-up' support for each year group – providing small group and individual interventions with TAs focused on overcoming gaps in learning support
- Nurture support in the form of ELSA to provide activities to engage pupils and promote self-regulation, thus enabling them to better engage with learning
- Cover any costs for activities and educational visits where required. Ensuring children have firsthand experiences to use their learning in the classroom and opportunities to enhance cultural capital.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations (ARE). Where this is not achieved, there will be individual pupil progress plans in place to measure and track the impact of the interventions per child.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as early readers. |
| 3 | Observations and external assessments indicate that maths, reading & writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. |
| 4 | A cultural gap may appear if PPG children engage in less enrichment experiences out of school hours. |

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 adults demonstrate a good understanding of quality first teaching and effective use of assessment for learning through the use of whole class teaching strategies and interventions meaning that all pupils are supported effectively in the classroom. | Disadvantaged children make higher rates of progress in phonics, maths, reading and writing so that the attainment gap between them and non-disadvantaged pupils is closing. Outcomes for non-SEND FSM pupils is in line with non-FSM pupils. |
| Adults are skilled in the removal/reduction of barriers to | Gaps in attainment for FSM are closing with higher rates of progress with non-FSM in relation to phonics, maths, reading and writing. |

| | |
|---|---|
| <p>learning so that they can ensure consistent progress</p> | <p>Early identification of need by adults</p> |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Pupils have the confidence and resilience to succeed in all aspects of school life (socially, emotionally, spiritually and academically)</p> | <p>Sustained high levels of wellbeing from 2023/25 demonstrated by:</p> <ul style="list-style-type: none"> • targeting that ensures all disadvantaged pupils attend at least one after school enrichment club / activity per year. • Closing the attainment gap by self-regulated disadvantaged children being able to better access the learning |

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: **£12,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>CPD training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>Informed Teacher assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. This allows for the ongoing measurement of progress, and the tracking of impact made through interventions made. Teachers then have the ability to adapt their planning to reteach concepts or knowledge.</p> | <p>1, 2, 3, 4</p> |
| <p>CPD training to ensure: High quality assessment leading to quality feedback Effective questioning leading to accurate assessment which is then used to inform teaching ensuring that the needs of all children are understood and met. Positive verbal feedback and interaction between adults and children.</p> | <p>Research shows that high quality, accurate assessment leads to clarity of learning and effective feedback which supports rapid progress – EEF toolkit.</p> <p>Quality First Teaching will ensure a long-term impact for all pupils</p> | <p>1, 2, 3, 4</p> |

| | | |
|--|--|---|
| Variation of scaffolding that enables less competent learners to acquire age related skills | | |
| Continued CPD staff training in the use of a Little Wandle to ensure consistency of approach and stronger phonics teaching for all pupils. | Synthetic Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Interventions to support progress for PP children. | 2 |

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

Budgeted cost: **£10,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Use of the EKLAN & NELI (Nuffield Early Language Intervention) language programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. | 1 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Little Wandle Catch Up in KS1 and Toe by Toe in KS2 | 2 |

| | | |
|---|---|----------|
| | | |
| Use of Teaching Assistants to provide individual interventions for each PP pupil that is not at 'Age Related Expectation' for reading, writing and maths. | Each child has SMART targets for each core subject which are reviewed by teachers and SLT on a termly basis | 3 |
| Use of diagnostic Eye-Tracking Reading assessments (Lexplore). Training for staff to ensure assessments are interpreted and administered correctly. | To provide reliable insights into the specific strengths and weaknesses of each pupil. Targeted interventions to help ensure they receive the correct additional support to allow for catch up in reading fluency. Follow-Up Interventions are provided to support progress for PP children. | 1,2, & 3 |

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

Budgeted cost: **£9,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Mable Therapy – remote therapy to include work with disadvantaged children that are demonstrating extra needs in school. | EEF research shows that on average, social and emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an | 1,2,3 & 4 |

| | | |
|---|--|------------|
| Numbers will vary each year – 2022-23 saw 9 children out of 19 PP benefit from this level of support. | average overall impact of four months' additional progress on attainment. | |
| Volunteer Readers are used in school to hear disadvantaged children read. | Volunteers have been trained by ABC to Read. Small group interventions have been shown to be effective – EEF Toolkit | 1,2,3, & 4 |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>ELSA sessions are available to all disadvantaged children if class teachers feel that it would be of benefit to them.</p> | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): | 1,2,3 & 4 |
| Offer during school and after school enrichment to PPG children and their friends. | Research indicates that inclusion & friendship can be more challenging for PPG children outside of school hours. | 4 |
| Prioritise and book after school clubs on behalf of PPG children. | Our school clubs get booked up very quickly with limited spaces available. External clubs cost more so the school will support PPG families by meeting these costs. | 4 |
| Run an after school club exclusively for PPG children to become more ICT literate and solidify their number bonds or times tables. | Using TTRockstars to give these children the opportunity to build secure number knowledge. | 3, 4 |
| To ensure that all KS1 and KS2 children attend an inter school sports competition during the academic year. | | 4 |

Total budgeted cost: £36,315

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 2022 to 2023 academic year.

Our internal assessments during 2022/23 suggest that the performance of disadvantaged pupils was lower than non-FSM. The outcomes we aimed to achieve in our previous strategy by the end of 2023 were therefore not fully realised.

Pupil Premium Group – Scales Scores (100) Summer Term 2023

Pupil Premium Group – Teacher Assessment Percentage at Expected+

| | Reading | | Maths | | Writing | |
|--------|---------|--------|--------|--------|---------|--------|
| | Autumn | Summer | Autumn | Summer | Autumn | Summer |
| Year 1 | 20 | 40 | 40 | 60 | 20 | 60 |
| Year 2 | 0 | 0 | 25 | 0 | 0 | 0 |
| Year 3 | 40 | 40 | 40 | 60 | 40 | 40 |
| Year 4 | 40 | 40 | 40 | 40 | 40 | 40 |

Externally provided programmes

| Programme | Provider |
|-----------|----------|
| N/A | |
| | |

Service pupil premium funding (optional)

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

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. Research from EEF and our school experience demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. Five members of staff are trained to deliver ELSA sessions so we have one member of staff for each year group.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with teachers in order to identify the challenges faced by disadvantaged pupils.

We have put an evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. Termly pupil progress meetings are scheduled to monitor the progress of disadvantaged children and measure the impact of the interventions they are receiving.