

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 Edmund Campion
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	6.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Anita Blake Headteacher
Pupil premium lead	Bianca Woolley Deputy Headteacher
Governor / Trustee lead	Karen Richards Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,625
Recovery premium funding allocation this academic year	£3,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,500
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	£41,040

Part A: Pupil premium strategy plan

Statement of intent

At St Edmund Campion our intention is that all pupils, irrespective of their background or the challenges they face make at least good progress and achieve well across the curriculum. The focus of our Pupil Premium strategy is to enhance the provision for our disadvantaged pupils in order to offer a wide range of opportunities, ensure progress across the curriculum and provide an enriched primary experience.

High quality teaching is the main focus for our education philosophy, supporting both disadvantaged and non-disadvantaged pupils. We know that this has the greatest impact on closing the disadvantaged gap, whilst benefiting all pupils. Our rigorous monitoring programme, ensures that no child is left behind. All children are challenged to do the very best they can and additional support is offered to those who require it. Our holistic approach to all the children's education ensures that:

- Disadvantaged pupils are challenged and supported.
- Disadvantaged pupils have access to enrichment activities to develop their cultural capital.
- Staff have high aspirations for **all** pupils.

Challenges

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

Challenge number	Detail of challenge
1	Many of our PP children do not have the rich and varied experiences as non-PP children seem to have. This impacts their knowledge of the world and vocabulary acquisition.
2	Some of our Pupil premium children also fit in to the vulnerable group, such as having special educational needs and refugee status.
3	Increased numbers of children with social emotional and mental health concerns that impact on their wellbeing.
4	Some of our PP children require access to high quality wrap around care to support working parents.

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
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<p>Pupils meet age related expectations in reading, writing and maths.</p>	<ul style="list-style-type: none"> • PP children will achieve in-line with non-PP children. • Termly data will include analysis of PP children. • Data shared with Governors, identifying PP attainment and progress. • Half-termly monitoring by SLT through book looks, learning walks, assessment meetings.
<p>PP children to enjoy the wide range of enrichment activities that we offer at St Edmund Campion.</p>	<ul style="list-style-type: none"> • A wide range of extra-curricular activities will be offered to develop our children's interests. • Discounts will apply for PP children for all enrichment opportunities to include; educational visits, music lessons, residential. • Pupils are able to access music tuition in order to learn a new skill or continue to play an instrument they have been learning.
<p>Achieve a sustained improved wellbeing for all pupils.</p>	<ul style="list-style-type: none"> • PP children will be fully immersed in school, including joining the student voice groups. • Their attendance will remain high in-line with non-PP children. • Ongoing monitoring and communication with staff. • Pupil voice reports that our children feel safe and happy in school. • Curriculum supports wellbeing, through mindfulness, forest school provision, PSHE and the RE curriculum.
<p>All PP children have access to appropriate support in order to reduce barriers to learning.</p>	<ul style="list-style-type: none"> • Children who may experience social and emotional difficulties are identified. • Termly assessment meetings with SLT and interventions identified and planned for. • ELSA support provided. • School counsellor to provide additional support as necessary. • Staff are well trained, highly skilled and appreciate their responsibility to provide quality first teaching. • Early academic intervention through speech and language, high quality SEND provision and phonics. • After school/breakfast provision supports the smooth transition into school and support with homework.

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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Training for Teaching Assistants and Teachers.	Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum. Our own research, particularly in the Early Years, has highlighted the impact of isolation, language acquisition and social communication development due to the Covid-19 pandemic. EEF – Oral language interventions.	1, 2
Forest School Training for two members of staff.	Are own experience of Forest School indicate that our pupils develop socially and have increased levels of resilience. SERG (2003-5) Forest school impact on development of children. Positive impact on pupil's wellbeing.	1, 3
Whole school training with consultant to enrich the curriculum and the impact of metacognition, responding to the needs of all.	Our own experience shows that rich, high quality texts enhances the learning acquisition of vocabulary and narrows the gap. EEF - Metacognition.	1, 2

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Termly Pupil progress meeting with teachers, Leader of Learning, SLT and SENDCO.	Time for ongoing professional dialogue regarding further progress and support for PP children, ensures this is a priority within our school. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff know who they are, their barriers to learning	1, 2

	and the strategies needed to meet their educational and emotional needs.	
<ul style="list-style-type: none"> Quality first teaching for all pupils. Targeted support provided for identified pupils to ensure they attain ARE expectation and make progress. 	<p>EEF guide to Pupil Premium Tiered approach – high quality teaching.</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p>	1, 2, 3
<ul style="list-style-type: none"> Purchase of 32 additional I-pads for use in classes and intervention groups. 	<p>Our own experience shows increased engagement in learning.</p> <p>EEF – clear evidence that technology approaches are beneficial for writing and maths practice.</p>	1, 2, 3
<p>Purchase of web-based programmes to be used in school and at home.</p> <ul style="list-style-type: none"> Spelling Shed Nessy Myon Accelerated Reader Linguascope 	<p>EEf toolkit – parental engagement.</p> <p>EEF guide to targeted support.</p> <p>EEF digital technology (see above).</p>	1, 2, 3 & 4
Speech and Language Therapist one day a week.	EEF oral language interventions show impact on learning.	1, 2

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Cultural capital Experiences promoted in the curriculum. Essential experiences built in to the SEC curriculum eg transport to support forest school. Funding for educational visits for PP children. Music tuition for PP children. 	<p>Language is contextualised in concrete experiences and language-rich environments.</p> <p>Ofsted research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest, which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational achievement and attainment.</p> <p>EEF- outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p>	1, 2, 3, 4

<ul style="list-style-type: none"> • Sport events and competitions promoted for PP children. • Outdoor learning, including forest school and the allotment. 		
<p>Emotional wellbeing and support.</p> <ul style="list-style-type: none"> • Mindfulness sessions. ELSA support for individuals. • School councillor • Forest school – block sessions and transport. • Allotment – weekly sessions for small groups with a professional horticulturalist. 	<p>Stress reduction and cognitive therapy – ‘Hoffman et al’ 2010.</p> <p>‘Mindfulness training in primary schools significantly enhances levels of positive outlook and life satisfaction.’ BMC Psychology Amundsen, Riby, Hamilton, Hope & McGann 2020.</p> <p>EEF – Social and Emotional Learning</p> <p>From our own experience within school, we have seen a positive impact on pupil wellbeing after spending time in our allotment. This is supported by research, ‘Impact of School Gardening in School.’ NFER (RHS) 2010</p>	1, 2, 3
<ul style="list-style-type: none"> • Wrap around care to allow pupils to attend sports, arts and other clubs. • Provision to support with homework and reading at the after school club. 	<p>Pupils who are eligible for PP often do not have access to extra-curricular activities. This will allow pupils to have an active experience and participate in the arts, sports and wellbeing.</p> <p>Good quality wraparound childcare has a positive impact on children’s outcomes. Research by NatCen shows that participating in organised sports and joining after school clubs can help to improve children’s academic performance and social skills. For disadvantaged children, those who attended after school clubs fared better than their peers. ‘Wraparound and Holiday Childcare’ DFE 2016</p> <p>Out of school activities during primary school and KS2 attainment Jenny Chanfreau et al.</p> <p>Research has shown that listening to music and playing an instrument can increase vocabulary (Piro & Ortiz 2009), support cognitive function (Bilhartz, Bruhn, Olson 1999), develop reading and writing ability (Hodges & O’Connell 2005).</p>	4
<p>Development of the Arts (art, music, drama, dance) within the curriculum and wider experience.</p> <ul style="list-style-type: none"> • Artsmark • Arts award 	<p>EEF – Arts Participation can have a positive impact in other academic areas of the curriculum.</p> <p>Our own experiences show that performing, increases individual confidence and develops life-long skills.</p>	1, 2, 3

Total budgeted cost: £41,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2020-21 End of Year Data showing the percentages of PP and non-PP children who met Age Related Expectations

	Reading		Writing		Maths	
	Non-PP	PP	Non-PP	PP	Non-PP	PP
FS	83% (45/54)	50%(2/4)	81% (44/54)	50% (2/4)	83% (47/54)	50% (2/4)
Y1	84% (38/45)	0% (0/1)	80% (36/45)	0% (0/1)	80% (36/45)	100% (1/1)
Y2	79% (44/56)	75% (3/4)	77% (43/56)	75% (3/4)	77% (43/56)	75% (3/4)
Y3	79% (44/55)	66% (2/3)	75% (41/55)	66% (2/3)	79% (44/55)	33% (1/3)
Y4	69% (42/56)	80% (5/5)	79% (44/56)	80% (4/5)	79% (44/56)	80% (4/5)
Y5	81% (45/55)	83% (6/7)	75% (42/55)	67%(4/6)	79% (44/55)	66% (4/6)
Y6	80% (44/55)	56%(5/9)	80% (44/55)	67% (6/9)	84% (46/55)	56% (5/9)

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was in-line with non-PP children. Where the data shows that PP were not in-line, this was due to a low incidence of PP children in the cohort and/or pupils identified as having SEND. All children made progress.

Prior to the lockdown (March 2020) PP children received quality first teaching, targeted interventions and support with enrichment activities. All disadvantaged pupils were offered a place during the lockdown. 88% of pupils accepted the offer. 12% (4 children) did not attend due to parents shielding. For those pupils who remained at home, the impact was mitigated by our resolution to maintain a high quality curriculum, including online learning, 1:1 teaching intervention (online) in some instances, differentiated resources and regular weekly catch up phone calls with pupils and parents. Some pupils were also provided with laptops in order to access the on-line learning from home.

Our assessments and observations indicated that wellbeing and mental health were impacted due to Covid-19 and related issues. We used PP funding to provide wellbeing

support for all pupils, this included recorded sessions of mindfulness and contact (face to face/telephone/online) support from our school councillor.

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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
White Rose Maths	White Rose
Testbase	Testbase
Nessy	Nessy Support
Accelerated Reader	Renaissance
Myon	Renaissance
TT Rockstar	Maths Circle Ltd

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?	<ul style="list-style-type: none">• Small group interventions.• Music tuition• Educational visits.
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none">• One year 6 child achieved GD across all subjects in their Year 6 SATS.• One year 2 child met ARE.• One FS2 child achieved the ELGs.