

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	St Edmund Campion
Number of pupils in school	396
Proportion (%) of pupil premium eligible pupils	10.4%
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 2022
Date on which it will be reviewed	October 2023
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	£36,555
Recovery premium funding allocation this academic year	£3,480
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	£40,035

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.

Quality first 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	Our assessments, observations and discussion with pupils and families have identified that some of our disadvantaged children do not have the rich and varied experiences as non-disadvantaged children.
2	Our observations and discussions with pupils and families have identified social, emotional and mental health concerns that impact on their wellbeing. Levels across the school have increased since the Covid Pandemic.
3	Through discussion with families, some of our disadvantaged 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"> Disadvantaged children continue to achieve in-line with non-disadvantaged children. This is evident when triangulated with other sources of evidence, book sampling, lesson observations/learning walks, ongoing formative assessment.
<p>Children enjoy the wide range of enrichment activities that we offer at St Edmund Campion.</p>	<ul style="list-style-type: none"> Increased participation in enrichment activities among disadvantaged children. Qualitative data from pupil voice, parent surveys and teacher observations.
<p>To achieve a sustained improved wellbeing for all pupils.</p>	<p>Sustained high levels of wellbeing by 2023-24 demonstrated by:</p> <ul style="list-style-type: none"> Pupil attendance will remain high, in line with non-disadvantaged pupils. Qualitative data from pupil voice/questionnaires, parent surveys and teacher observations.
<p>All PP children have access to appropriate support in order to reduce barriers to learning.</p>	<ul style="list-style-type: none"> Additional ELSA trained & increase in provision from School counsellor. Early academic intervention through speech and language, high quality SEND provision and phonics. Disadvantaged children have access to after school/breakfast provision in order to support the smooth transition into school and support with homework. Qualitative data from pupil voice, parent surveys and teacher observations. Appointment of 2 new Teaching Assistants from Hong Kong to support children within the school.

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: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exemplary Leadership (CPD) for SLT - Focus on developing a behaviour curriculum	Providing the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning. Improving Behaviour in School – EEF.	1
Training of 2 additional ELSAs.	Focus on enhancing emotional literacy Support can improve academic performance and behaviour (Carnwell & Baker, 2007)	1, 2

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

Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist working with children/supporting staff (one day a week)	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 show impact on learning.	1, 2
Targeted support provided for identified pupils to ensure they attain ARE expectation and make progress.	EEF guide to Pupil Premium Tiered approach – high quality teaching. Sutton Trust – quality first teaching has direct impact on student outcomes.	1, 2

<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 • Myon 	<p>EEf toolkit – parental engagement. EEF guide to targeted support. EEF – clear evidence that technology approaches are beneficial for writing and maths practice.</p>	<p>1, 2, 3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Experiences promoted in the curriculum.</p> <ul style="list-style-type: none"> • Essential experiences built in to the SEC curriculum eg forest school. • Funding for educational visits for PP children. • Music tuition for PP children. • Sport events and competitions promoted for PP children. • Outdoor learning, including forest school and the allotment. 	<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> <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>	<p>1, 2</p>
<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 	<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</p>	<p>1, 2</p>

professional horticulturalist.	spending time in our allotment. This is supported by research, 'Impact of School Gardening in School.' NFER (RHS) 2010	
<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>	3
<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

Total budgeted cost: £40,035

Part B: Review of the previous academic year

Outcomes for Disadvantaged Pupils

We have analysed the performance of our school's disadvantaged pupils during 2021/22 academic year using Key Stage 1 & 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 Key Stage 2 results as DfE is not publishing this data. This is because statutory assessment returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish Key Stage 2 school performance data for 2023.

The DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils.

We compared the performance of our disadvantaged pupils and non-disadvantaged pupils at a national and regional level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged has changed during this period.

Our data 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/EAL children who recently arrived in the UK. All children made progress.

Our observations and discussions with families/pupils indicated that wellbeing and mental health continues to have an impact on our pupils, due to Covid-19 and related issues.

We have reviewed our strategy plan and made some changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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
Life to the Full	Ten Ten

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Provision of extra-curricular activities (music, drama club)
The impact of that spending on service pupil premium eligible pupils
Teachers/leaders observed increased confidence and improvement in general wellbeing.