

# Pupil premium strategy statement – St Edwards School

This statement details our school's use of pupil 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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	922
Proportion (%) of pupil premium eligible pupils	16.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2022-2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Michael Antram / Chris Barnett
Pupil premium lead	Dan Hurley
Governor / Trustee lead	John Maguire

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,000
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£182,000

## Part A: Pupil premium strategy plan

### Statement of intent

Our school mission statement is “May We Be One”, and at St Edwards, this means that our core belief is that school should enable all young people to make progress, reach their potential and be prepared for life in all its fullness. This core belief means that we want to ensure that a disadvantaged background is never a barrier to achievement or aspiration.

We know that good teaching will improve the attainment of our most vulnerable students, and as a school we invest heavily in this. Quality first teaching has been proven to have the biggest single impact in school on the progress of disadvantaged students and will also have a positive impact upon all students across the school. This is evidenced by the Education Endowment Foundation and forms a major part of their recommendations to schools about their spending of the Pupil Premium. Therefore, this will always play a key part of our disadvantaged strategy, and as a school we use part of the funding that we receive to ensure that Pupil Premium students are taught by subject specialists, especially within their core subjects.

Our strategy for use of pupil funding responds to a wide range of risk factors and recognises the importance of quality teaching and learning alongside outstanding pastoral support to raise achievement and engagement in learning. With this in mind, we adopt a multi-strand approach to secure positive outcomes for all our students including those deemed disadvantaged.

The approaches that we take towards reducing the gap in attainment for disadvantaged students will be responsive to common challenges and individual needs. They will be rooted in educational research and our experience of working with disadvantaged students in our school. They will not be based on assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help our students excel. To ensure they are effective we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment gap at GCSE remains a concern. This has indicated that more defined and engrained gaps in knowledge which have developed during school closures. This has been a concern with both the attainment and progress of the Disadvantaged Students. It is shown across several key performance indicators such as Progress 8, Attainment 8, standard and strong passes in 5 subjects including English and Maths and standard and strong passes in EBACC</p>
2	<p>Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been significantly lower than for non-disadvantaged pupils. In addition to this there is a significant number of disadvantaged students with low attendance that is considered to be persistent absence. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
3	<p>Wide ranging pastoral, mental health and wellbeing needs that have increased during the last five years. This is particularly the case with our more vulnerable disadvantaged students.</p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils were impacted by partial school closures to a greater extent than for other pupils. This negative impact has been made worse by the diminished resources outside of school to support these families. This impact is also highlighted by several national reports such as those made by the Children's Commissioner and the Education Endowment Foundation.</p>
4	<p>As a school our number of suspensions has risen over the past few years. This is something which is consistent with the national picture. This has resulted in more disadvantaged students being suspended from school therefore can form a barrier to learning. This is evidenced by the work of the Education Policy Institute which highlights this as a growing problem for the progress of Disadvantaged Students.</p>
5	<p>At the start of the current action plan, we had noticed an increase in the number of Free School Meal students in the school. This has coincided with an increase in requests for support from parents for extracurricular items such as uniform and trips. Without financial support from the PP Fund to support the extracurricular items there could be a narrowing of cultural experiences and a negative effect upon the well-being and aspiration of disadvantaged students.</p>

## 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
Improved attainment among disadvantaged students across the curriculum at the end of KS4, particularly in EBacc subjects	<p>By the end of our current three-year plan in 2024/25 the success criteria would be:</p> <p>50% or more of disadvantaged students enter the English Baccalaureate (EBacc) (27% at the start of the Three-Year Plan)</p> <p>An improvement in the P8 score (-0.55 at the start of the strategy). The ultimate aim of this would be to achieve a positive P8 score for Disadvantaged Students.</p> <p>An improvement in the Attainment 8 score (36.26 at the start of the Three-Year Plan). The overall aim of this would be to achieve an A8 score of over 40.</p> <p>At least 50% passing GCSE Maths and English at grade 5 or above (32.4% at the start of the Three-Year Plan)</p>
To improve the attendance of PP students and reduce the number of them that are considered to be persistently absent.	<p>Year on year improvement in attendance of PP students (86.5% at the start of the Three-Year Plan)</p> <p>Reduction in number of PP students who are classed as persistently absent. The aim for this is set at 20%. This would also link to an improvement in the average attendance of PP students to above 90%.</p>
To establish a personalised curriculum for Key Stage (KS) 4 pupils who are unlikely to be successful within the school curriculum or have become disengaged with school	To invest in Alternative Curriculum pathways with the aim of seeing a reduction in the numbers of disadvantaged students who are placed in Inclusion, suspended or excluded, and an increase in engagement with school, which would be evidenced by an improvement in attendance.
To increase the cultural capital for disadvantaged students.	Increased participation from disadvantaged students in extracurricular activities such as EDGE, music, drama, sport and school trips and visits. To do this we will monitor the number of PP students involved in invited activities such as Edge and work to ensure that PP students are over represented in them.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of key staff in core subjects, so that PP students are taught by subject specialists within Core Subjects	EEF reports that “Investing in additional recruitment strategies, or boosting retention may be practical approaches selected by school leaders”	1
Retention of a disadvantaged students agenda team to provide oversight of these interventions and monitor their effectiveness.	John Dunford (Former National Pupil Premium Champion) notes that “Evaluating the effectiveness of interventions and make adjustments as necessary” is vital in effectively supporting PP students.	1
Ongoing targeted CPD to ensure that quality and informed teaching aids the progress of PP students. The aim for this will be for staff to have at least two pieces of CPD that is aimed at improving outcomes for disadvantaged students	EEF studies show that effect use of strategies such as feedback and metacognition can have a profound effect upon progress.	1

### 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
<p>To ensure that underperforming Disadvantaged students are part of the mentoring scheme so that they can have 1:1 mentoring opportunities. This would be targeted at students who are underperforming but that would engage in the mentoring process</p> <p>Revision materials to also be purchased for Disadvantaged Students.</p>	<p>EEF evidence states that mentoring has “positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p>	<p>1, 2, 3</p>

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE’s Improving School Attendance advice.</p> <p>Attendance management team will prioritise Disadvantaged students for attendance support and advice. This would be from the wider Pastoral Team, ESW’s and also from external stakeholders where appropriate.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>2</p>

<p>To establish Alternative Provision curriculum for Key Stage 4 pupils who are unlikely to be successful within the school curriculum or have become disengaged with school. This would primarily take the form of internal support in the first instance but funding could be used to fund external provision if required.</p>	<p>EEF evidence states that behaviour interventions can have a positive impact on progress of up to four months.</p>	<p>2,3,4</p>
<p>To improve disadvantaged pupils' mental health, emotional wellbeing and social skills through targeted support from the ESW team. This will also consider the additional support that may be required by LAC students.</p>	<p>EEF evidence states that Social and Emotional learning can aid progress by up to four months</p>	<p>3</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £180,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This year is the final year of the Three-Year Plan that we started in September 2022. Therefore, in considering the outcomes for Disadvantaged Students in this report we will look at the results from the beginning of the plan (2022) as well as last year (2023) and this year 2024 so that the progress that has been made during the course of the three-year plan to date can be more properly scrutinised.

In 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar students nationally) for our disadvantaged students was -0.55. Each year since there has been an improvement in this number. In 2023 this improved to -0.49 (an improvement of 0.06) and this year it has improved to -0.36 (an improvement of 0.19 since the start of the Three-Year Plan). This is currently projected to be a better score than the National Average. However, this will remain a priority as we have still not reached our overall aim of achieving a positive P8 figure for the Disadvantaged Students.

For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) the score at the start of the plan was 36.47. This rose in 2023 to 37.69. However, this year this has dipped to 34.61. However, this reflects the overall school Attainment 8 figure falling and that three of the disadvantaged students were on our Mainstream Plus Pathway which means that they had a significantly reduced number of subjects as part of their agreed curriculum. If these students' results were taken out the cohort, then the Attainment 8 figure would be 38.27 which would represent an improvement on the previous years.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged students which had grown since the start of the pandemic continued to fall last year. The gap in Progress 8 score between our disadvantaged and non-disadvantaged students was 0.84 in 2022, 0.75 in 2023 and then last year was 0.53. It is pleasing that the gap has reduced but it remains high, and our aim is to see it reduce further. Guidance from the Department for Education recognises that students included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently.

Improving the attendance of Disadvantaged Students is another key element of our strategy. This continues to be an area of concern as the attendance of Disadvantaged Students has not significantly risen during the course of the Three-Year strategy and continues to be a limiting factor on the performance of some students at the end of Key Stage Four. Therefore, Disadvantaged Students will continue to be an important part of our attendance strategy, and we will continue to use part of the Pupil Premium budget on strategies that seek to improve the attendance of disadvantaged students. We have



now established a more comprehensive Alternative Provision offer that our Disadvantaged students are benefitting from. We have developed individual case studies about these to show the positive effect that they have had upon attendance, behaviour and attitude towards school.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider