

## 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 School
Number of pupils in school	892
Proportion (%) of pupil premium eligible pupils	13.7
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2019 – 2022
Date this statement was published	9 <sup>th</sup> December 2021
Date on which it will be reviewed	31 <sup>st</sup> July 2022
Statement authorised by	Michael Antram Headteacher
Pupil premium lead	Daniel Hurley Assistant Headteacher
Governor / Trustee lead	Nick Johnson and John Maguire

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116510
Recovery premium funding allocation this academic year	£21605
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4432
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£142547

# Part A: Pupil premium strategy plan

## Statement of intent

At St Edwards, our underlying principle is that school should enable all young people to make progress and reach their potential. 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.

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 foci around which we deploy Pupil Premium funding are:

1. Raising progress and achievement
2. Improving attendance and punctuality
3. Providing additional support and intervention for our most vulnerable students
4. Raising aspirations – including quality careers education and work-related activity
5. Building cultural capital

## Challenges

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

Challenge number	Detail of challenge
1	<p>More defined and engrained gaps in knowledge which have developed during school closures.</p> <p>Internal assessment and external assessment (where available) have indicated that there continues to be a gap in the attainment of disadvantaged students compared to their peers. For some of these students this has become more engrained during the school closures of the past couple of years.</p>
2	<p>Lower attendance with a higher rate of persistent absence.</p> <p>Our attendance data has shown that there has been a 4-5% difference in the attendance figures of disadvantaged students compared to their peers. This has in turn subsequently led to a higher proportion of disadvantaged students being classed as persistently absent and therefore at greater risk of not fulfilling their academic potential.</p>
3	<p>Wide ranging pastoral, mental health and well being needs that have increased during the last couple of years. This is particularly the case with our more vulnerable students.</p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils</p>

	have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.
4	<p>Lower future aspirations, particularly for higher ability students which has caused more of an acceptance of lower performance when compared to their peers.</p> <p>From internal sources such as careers appointments it has become clear that often disadvantaged students with a higher prior attainment are less likely to consider appropriate future choices, which subsequently can lead to an acceptance of lower performance.</p>
5	<p>Narrowing of cultural experiences which has had an effect upon well-being and aspiration.</p> <p>This has been further affected by the national lockdowns, with some disadvantaged students having little or no access to cultural experiences that can open up future pathways of interest or careers for them.</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
To raise the progress and attainment of disadvantaged students within the school.	By the end of the current plan (2022) the aim would be to have a positive P8 score for disadvantaged students. In addition to this we would also want to see an improvement in the attainment 8 score of the disadvantaged students' cohort and see a higher percentage of them entering the English Baccalaureate (EBacc).
To improve the attendance of disadvantaged students across all year groups.	Disadvantaged students' attendance will rise from previous levels so that it is closer to the whole school target of 96%. This will coincide with a reduction in the number of disadvantaged students who are classed as persistently absent.
To provide additional support and intervention for our most vulnerable students.	All disadvantaged students to have access to high quality pastoral support. This will be delivered through bespoke support for LAC students, post LAC students, counselling and other mental health and well-being interventions, which will be available for these students. There will also be a programme of high-quality alternative provision available if needed. This will also be measured by qualitative data from student voice, student and parent surveys and teacher observations.
To raise the future aspirations of disadvantaged students so that they are supported in securing next steps in education,	All of the disadvantaged students to have received at least three careers-related interviews by the end of Key Stage Four. They will also have undertaken a work-

<p>employment or training that are secure, challenging and appropriate.</p>	<p>related learning experience or had the opportunity to meet with employers. We would also see a larger number of disadvantaged students entering our Sixth Form, or equivalent.</p>
<p>To increase the cultural capital for disadvantaged students.</p>	<p>Increased participation from disadvantaged students in extra curricular activities such as EDGE, music, drama, sport and school trips and visits.</p>

## 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: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding used to support with staffing and CPD to ensure that teaching and learning remains of a high standard and that staff are aware of specific PP strategies to aid disadvantaged student progress.	The Education Endowment Foundation suggest that up to 50% of PP income should be used to support teaching and learning within schools, as quality first teaching remains a key component in closing the attainment gap.	1.
Retention of member of staff with additional responsibility for disadvantaged students, especially those in Key Stage Four.	Giving experienced members of staff a specific responsibility for disadvantaged students has previously been recommended by Sir John Dunford (PP Champion)	1.
Increased staffing in Maths and English to ensure that smaller group sizes and intervention work is possible.	The Education Endowment Foundation identifies small group and 1:1 support as an effective way of accelerating progress. In addition to this it also says that up to 50% of PP income should be used to support teaching and learning within schools, as quality first teaching remains a key component in closing the attainment gap.	1.
Purchase of standardised academic testing such as Reading Age Tests	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1

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

Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for intervention time by using staff who are under timetabled to deliver one to one and small group support.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1.</p>
<p>Employment of a specialist catch up teacher to work with students to improve knowledge and understanding that has been lost.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1.</p>
<p>Purchase of GCSE POD and other revision guides to help students to revise independently and bridge any gaps in their knowledge</p>	<p>Using funding to support access to quality revision materials so that disadvantaged students have the same quality and quantity of revision materials as their peers.</p>	<p>1.</p>
<p>Private tutoring for LAC students to ensure progress and that there are no gaps in their knowledge.</p>	<p>OFSTED best practice states that there should be “unified but low-profile support in school for each looked after child”</p>	<p>1</p>

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

Budgeted cost: £83,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment and retention of an attendance officer and alternative provision manager.	OFSTED best practice states PP funding should be used to provide well-targeted support to improve attendance, behaviour or links with families". DfE guidance also suggests the imbedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.	2
Employment of specialist worker for LAC students who will focus on supporting pastoral well-being and academic progress.	OFSTED best practice states that there should be "unified but low-profile support in school for each looked after child"	3, 4, 5
Time and resources for learning behaviour support workers to run pastoral interventions such as the Shine Project	There is a clear and well-established link between well-being and academic performance. Mental health issues are also significant issue for a growing number of disadvantaged students. EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a>	3.
Funding for Alternative Provision packages to boost well being and engagement in school.	In the OFSTED guide to good practice, one of the schools highlighted said that it used part of the fund to ensure that "support was given to ensure that all pupils have full access to broad educational experiences"	2, 4

Employment of a Careers Education Manager with a particular focus on ensuring quality careers education for students from a disadvantaged background	Increasing students' aspirations is linked to improvement in academic performance, attendance and well-being.	4.
Support for wider cultural activities such as music lessons and trips and visits.	In the OFSTED guide to good practice, one of the schools highlighted said that it used part of the fund to ensure that "support was given to ensure that all pupils have full access to broad educational experiences"	5.
Funding for school uniform and equipment	In recent guidance that has been given around character education schools are asked to consider "Do we enable young people from all backgrounds to feel as if they belong and are valued?" Supporting with uniform costs is one way that we can do this.	5.
Contingency fund for acute issues.	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.	All

**Total budgeted cost: £143,000**



## 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 2020 to 2021 academic year. Due to the impact of Covid-19 schools will not be held accountable for the results that were achieved by the disadvantaged students. That having been said there was some good performances by the disadvantaged students, with a positive P8 score being achieved when outlying results were removed. We have also used the funding that we received to administer further testing such as reading ages and CATS so that we can more fully diagnose gaps in the learning of students and more effectively plan to remedy these.

The funding that we received has been used to make further progress in achieving the aims that are outlined in our three-year strategy. In particular, over the last 18 months we have been able to make several key appointments which have enabled us to more fully provide for the academic and pastoral needs of disadvantaged students. These appointments have included an Attendance and Alternative Provision manager, a Careers Manager, Learning Behaviour Support Workers, a LAC manager and specialist Catch Up teacher.

Below is a brief outline of the progress that we have made towards the intended outcomes of our three-year plan:

**1. To raise the progress and attainment of disadvantaged students within the school.**

Good progress has been made towards this. The most recent cohort of disadvantaged students performed well in their GCSEs, although these results will not be used as part of school performance measures. We have also begun to establish more meaningful intervention work at Key Stage Three through the employment and use of a specialist catch up teacher. There is a renewed focus this year on support for Year 11 students to ensure that they are prepared for the next step in their educational journey.

**2. To improve the attendance of disadvantaged students across all year groups.**

The employment of our Attendance and Alternative Provision Manager has had a positive effect upon students across the school, and this includes those from a disadvantaged background. Again, the impact of the school closure and Covid-19 makes meaningful comparisons with previous years difficult to make. However, we have seen positive improvements for individual students as well as been able to develop a more robust tracking and intervention system that will have a positive effect upon the attendance of vulnerable students, particularly those who are persistently absent.

**3. To provide additional support and intervention for our most vulnerable students.**

We have now got all of the key staffing in place to ensure that this objective is met. As mentioned earlier in this report we now have a Pastoral Team that includes an Attendance and Alternative Provision manager, a Careers Manager, Learning Behaviour Support Workers, a LAC manager and specialist Catch Up teacher. This has meant that there are numerous programmes of support and intervention for our most vulnerable students.

**4. To raise the future aspirations of disadvantaged students so that they are supported in securing next steps in education, employment or training that are secure, challenging and appropriate.**

We have continued to offer a careers programme to all disadvantaged students although some activities have been cancelled due to Covid-19. We now have a qualified Careers Manager who oversees the careers provision. All of the disadvantaged students in Years 9-11 received a one to one interview with our independent careers advisor during the last academic year. In addition to this we also ran the OCR World of Work course for some of the disadvantaged students in Year 9 to boost their careers related learning. We have also developed our EDGE programme to raise the future aspirations of more able disadvantaged students.

**5. To increase the cultural capital for disadvantaged students.**

We have continued to support the cultural development of all of the disadvantaged students by supporting with music lessons, school visits, EDGE activities and other activities in the sports and arts. As with most of the other objectives our progress towards completing this objective has been affected by the Covid restrictions.

Our current three-year strategy is due to end at the end of the current academic year at which point we will fully evaluate the outcomes of the strategy.

## 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*

<b>Programme</b>	<b>Provider</b>
GCSE Pod	GCSE Pod
One to One tutoring through Teaching Personnel, and other private providers	Teaching Personal

