

Pupil premium strategy statement – St Edwards School

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	918
Proportion (%) of pupil premium eligible pupils	20.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Michael Antram / Chris Barnett
Pupil premium lead	Dan Hurley
Governor / Trustee lead	John Maguire & Angus Carter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,372
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£187,372

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. Therefore, this will always play a key part of our disadvantaged strategy.

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	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 was particularly the case in core subjects – English, Maths and Science in which negative P8 scores were scored in each subject.

2	Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 3% - 8% 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.
3	Wide ranging pastoral, mental health and wellbeing needs that have increased during the last couple of years. This is particularly the case with our more vulnerable students. Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils 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	As a school our number of suspensions has risen over the past couple of years and a factor within that has the behaviour, and school readiness of some of students from a disadvantaged background. Over 40% of all of the suspensions issued by the school over the last two years were to students from a disadvantaged background, therefore this forms a barrier to learning and as a school we need to consider how we engage these students in their learning.
5	We have seen a near doubling of the number of FSM students in the school over the past three years. We now have 132 students who are in receipt of FSM – this is something that has coincided with an increase in requests for support from parents for extracurricular items such as uniform and trips. This could lead to a Narrowing of cultural experiences which has had an effect upon well-being and aspiration.

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 and with a focus on maths.	By the end of our current plan in 2024/25, 50% or more of disadvantaged students enter the English Baccalaureate (EBacc). 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> • an improved P8 score (currently -0.49) • at least 50% passing GCSE Maths and English at grade 5 or above

To improve the attendance of PP students and reduce the number of them that are considered to be persistently absent.	Year on year improvement in attendance of PP students – this is currently 87.8% Reduction in number of PP students who are classed as persistently absent.
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	Reduction in the numbers of disadvantaged students who are placed in Inclusion, suspended or excluded.
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.

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: £94,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of key staff in core subjects, so that there is scope for extra small group intervention within English and Maths. This would allow some level of “over staffing” in these key areas.	EEF reports that “Investing in additional recruitment strategies, or boosting retention may be practical approaches selected by school leaders”	1
Establishment of a disadvantaged students agenda team to provide oversight of these interventions	John Dunford (Former National Pupil Premium Champion) notes that “Evaluating the effectiveness of interventions and make adjustments	1

and monitor their effectiveness.	as necessary” is vital in effectively supporting PP students.	
Ongoing targeted CPD to ensure that quality and informed teaching aids the progress of PP students	EEF studies show that effective 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: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To establish clear literacy, reading and numeracy strategies with discreet focus on disadvantaged students.	EEF evidence states that reading comprehension strategies and oral language interventions have very high impact based on extensive studies. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.	1,4
To launch mentoring and school-led revision groups and sessions for disadvantaged students. A significant proportion of these students who receive tutoring will be disadvantaged who are high attainers.	EEF evidence states that tuition and small groups targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1,2,3,4

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

Budgeted cost: £57,500

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.</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 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</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</p>	<p>All</p>

	amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £183,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged students during both the 20221 / 2022 and also the 2022 / 2023 academic year using key stage 4 performance data and our own internal assessments.

For 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. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 36.47. It was encouraging to see that the 2023 data has shown a modest rise in both of these metrics (-0.55 improving to -0.49 and 36.47 improving to 37.69).

DfE has strongly discouraged comparison of a school's performance data with results in previous years that were affected by COVID-19 and school closures, and so we are not currently comparing these results to the data from the preceding two years.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged students (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged students in 2022/23 was 34.9 and for non-disadvantaged students it was 50.2. For Progress 8, the national average score for disadvantaged students was -0.55 and for non-disadvantaged students it was 0.13. This shows that the progress and attainment of the disadvantaged students in the school is currently better than the national average.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged students in 2021/22 was lower than we would have expected. There was a significant impact in these results from the performance of two small cohorts of disadvantaged students who had an adverse effect upon the progress measures that the group achieved. The first were four students for whom a variety of issues (most notably acute mental health issues) caused attendance of less than 40%. This was despite a number of different strategies and support being put in place. With these students removed the P8 score for disadvantaged students would be -0.04. Secondly two disadvantaged students were part of our Mainstream Plus pathway which is designed to support students with profound SEND and therefore were only entered for two subjects.

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, fell slightly last year. The gap in Progress 8 score between our disadvantaged and non-disadvantaged students was 0.75 (it was 0.84 the previous year), and the Attainment 8

gap was 10.23 (it was 15.03 the previous year). It is pleasing that the gap has reduced but it still remains high and our aim is to see it reduce further. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged students.

Improving the attendance of Disadvantaged Students is another key element of our strategy. This continues to be an area of concern for us the overall attendance for Disadvantaged Students last year was 87.8%. 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.

Externally provided programmes

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

Programme	Provider
External tutoring for LAC students	Teaching Personnel
1:1 Tuition Programmes in English, Maths and Science	Pearson