

St Edward's Academy

Pupil Premium Report

2020 / 2021



RESPONSIBLE OFFICER: MS M SAID, ASSISTANT HEADTEACHER

Background

The Pupil Premium is allocated to schools based on the number of students who are eligible for free school meals in the last 6 years ('Ever 6') and the number of Looked After Children. St Edward's Academy supports the Government belief that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers from wealthier backgrounds. The allocation of the Pupil Premium ensures that funding to tackle disadvantage reaches the students who need it most.

Reporting the Impact of Pupil Premium 2019/2020

The DfE understands that, due to the impact of the Covid-19 pandemic and subsequent national school closures, it is not possible for school leaders to evaluate the impact of Pupil Premium funding in the same way as would ordinarily be expected for all of the 2019/20 academic year.

Instead, the DfE ask that school leaders monitor and formally report on the grant's impact at the end of the 2020/21 financial year. This report will cover the whole period between September 2019 and March 2021. The DfE confirm that most detail about the grant's use and impact will be available for the period between September 2020 and March 2021. However, it should be noted that the second national school closure (commencing January 2021 and lasting until at least February half term) will impact on expenditure and impact review. It should be noted that changes may be necessitated to planned Pupil premium spending due to the impact of the Covid-19 pandemic and the resulting national school closures.

St Edward's Academy Pupil Premium Strategy Statement

- **Life in all its Fullness** - through our vision and ethos, our school will make the difference. When fully embedded, *all* learners will have full and equal access to the curriculum.
- **#knowyourstudents** – St Edward's employs an evidence based culture of learning. Staff are expected to cater for *all* students and their individual needs.
- **No ceilings to success** – quality first teaching will help every child to succeed. Our HOPE agenda fosters a culture of aspiration. All students are given the opportunity to thrive and achieve to the best of their ability. The school's strategies have begun to close the attainment gap between the advantaged and disadvantaged.
- **Our strategy is grounded in the belief that less is more** - we have selected a small number of priorities to focus on based on maximum impact. In the past, a significant number of strategies were employed. This became hard to manage and led to limited outcomes.
- **Curriculum** – our St Edward's 7-year journey builds an aspirational culture and fosters independent learning.

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Ethos and Values Underpins the St Edward's Academy Pupil Premium Strategy

The use of Pupil Premium funding at St Edward's is underpinned by the school's values: H.O.P.E (Humanity, Optimism, Perseverance and Excellence), with particular emphasis on Perseverance and Excellence:

Perseverance

Our aim is to encourage our learners to:

- be **Independent**
- be **Resilient**
- take **Ownership** of their learning
- be **Resourceful**
- **Understand** how they can progress
- be **Relentless** in their pursuit of knowledge

Excellence

We want students to believe:

- that there are **No Ceilings to Success**
- that there are **No Caps on Achievement**
- that with continued effort they can **Strive to be the best they can be**
- in a **Growth Mind-set**
- in the importance of **Marginal Gains**

Challenging Disadvantage

The NFER research report 'Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice', highlights seven distinct 'building blocks of success' to mitigate against the impact of disadvantage. These are:

- Whole school ethos of attainment for all – schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or as having less potential to succeed;
- Addressing behaviour and attendance – effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families;
- High quality teaching for all – emphasise 'quality first teaching' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice;
- Meeting individual learning needs – staff identify each pupil's challenges and interests. Seek the best strategies to help each pupil make the next step in his or her learning. Individual support is provided for specific learning needs and group support for pupils with similar needs;

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- Deploying staff effectively – schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning;
- Data driven and responding to evidence – teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. Schools use evidence to make decisions about their support strategies;
- Clear, responsive leadership – Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.

At St Edward's Academy, our Pupil Premium strategy aligns fully to the NFER seven distinct 'building blocks of success' to mitigate against the impact of disadvantage.

Progress against SIP Priorities

- Progress against Priority 3: Outcomes - Improved attainment and curriculum progress for all; narrowing gaps between groups of students and rapidly improving outcomes, particularly at Key Stage 4 and Key Stage 5
- The use of Pupil Premium funding will secure high achievement and improve the progress of DA (Disadvantaged) and DDA (Double Disadvantaged) students.

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St Edward's Context

Pupil Premium 2020/2021

Pupil Premium funding for 2020/2021: £180,368

Year Group	Pupil Premium	
	No. Students	% Students
Year 7	29	24%
Year 8	42	37%
Year 9	36	38%
Year 10	23	27%
Year 11	37	29%
Year 12	11	22%
Year 13	0	0%
Total	178	28%

Free School Meals 2020/2021

Year Group	No. Students	Male		Female	
		No. Students	%	No. Students	%
Year 7	28	13	46%	15	54%
Year 8	30	19	63%	11	37%
Year 9	23	10	43%	13	57%
Year 10	9	6	67%	3	33%
Year 11	19	10	53%	9	47%
Year 12	6	1	17%	5	83%
Year 13	2	1	50%	1	50%
Total	117	60	51%	57	49%

Double Disadvantage

In order to tackle disadvantage effectively, it is important to truly understand the students in our care. To this end, we have considered our cohorts and those who may be considered disadvantaged in more than one sphere. There is no national criteria for double disadvantage, the information below provides a full picture of the students in our care.

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Pupil Premium & SEND

Year Group	Pupil Premium & SEND Support		Pupil Premium & EHCP		Pupil Premium & SEND Need	
	No. Students	% Students	No. Students	% Students	No. Students	% Students
Year 7	5	4%	1	1%	6	9%
Year 8	3	3%	2	2%	5	7%
Year 9	3	3%	0	0%	3	7%
Year 10	3	4%	1	1%	4	11%
Year 11	8	6%	0	0%	8	13%
Year 12	1	2%	0	0%	1	5%
Year 13	0	0%	0	0%	0	0%
Total	23	4%	4	1%	27	8%

Free School Meals & SEND

Year Group	FSM & SEND Support		FSM & EHCP		FSM & SEND Need	
	No. Students	% Students	No. Students	% Students	No. Students	% Students
Year 7	5	5	1	1%	6	5%
Year 8	4	4	2	2%	6	5%
Year 9	2	2	0	0%	2	2%
Year 10	2	2	1	1%	3	4%
Year 11	4	4	0	0%	4	3%
Year 12	0	0	0	0%	0	0%
Year 13	0	0	0	0%	0	0%
Total	17	14%	4	3%	21	18%

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Pupil Premium & English as an Additional Language (EAL)

Pupil Premium & EAL		
Year Group	No. Students	% Students
Year 7	1	1%
Year 8	0	0%
Year 9	3	3%
Year 10	0	0%
Year 11	6	5%
Year 12	1	2%
Year 13	0	0%
Total	0	0%

Free School Meals & English as an Additional Language (EAL)

Year Group	No. Students	% Students
Year 7	1	1%
Year 8	0	0%
Year 9	2	2%
Year 10	0	0%
Year 11	6	5%
Year 12	0	0%
Year 13	0	0%
Total	9	1%

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Indices of Deprivation

The Index of Multiple Deprivation (IMD) is the official measure of relative deprivation in England. It follows an established methodological framework in broadly defining deprivation to encompass a wide range of an individual's living conditions.

Income Deprivation Domain	Employment Deprivation Domain	Health Deprivation & Disability Domain	Education, Skills & Training Deprivation Domain	Crime Domain	Barriers to Housing & Services Domain	Living Environment Deprivation Domain
Adults & children in Income Support families	Claimants of Jobseeker's Allowance	Years of potential life lost	Children & young people:	Recorded crime rates for:	Geographical barriers:	Indoors living environment
Adults & children in Income-based Jobseeker's Allowance families or Income-based Employment and Support Allowance families	Claimants of Employment and Support Allowance	Comparative illness and disability ratio	Key stage 2 attainment	Violence	Road distance to: post office; primary school; general store or supermarket; GP surgery	Housing in poor condition
Adults & children in Pension Credit (Guarantee) families	Claimants of Incapacity Benefit	Acute morbidity Mood and anxiety disorders	Key stage 4 attainment	Burglary	Wider barriers:	Houses without central heating
Adults & children in Child Tax Credit and Working Tax Credit families not already counted	Claimants of Severe Disablement Allowance		secondary school absence	Theft	Household overcrowding	Outdoors living environment
Asylum seekers in England in receipt of subsistence support, accommodation support, or both	Claimants of Carer's Allowance		Staying on in education	Criminal damage	Homelessness	Air quality
Adults and children in Universal Credit families where no adult is in 'Working - no requirements' conditionality regime	Claimants of Universal Credit in the 'Searching for work' and 'No work requirements' conditionality groups		Entry to higher education		Housing affordability	Road traffic accidents
			Adults skills: Adults with no or low qualifications English language			

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Most deprived local authorities based on Rank (317 local authorities in England):

1. Blackpool
2. Manchester
3. Knowsley
4. Liverpool
- 5. Barking and Dagenham**
6. Birmingham
7. Hackney
8. Sandwell
9. Kingston upon Hull
10. Nottingham

This measure summarises the average level of deprivation across an area, based on the population weighted ranks of all the neighbourhoods within it.

33% St Edward's students live in Barking and Dagenham (ranked fifth most deprived local authority in England).

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St Edward's Academy Student Population and Indices of Deprivation

Income Decile

	#Students	%Students
1	29	4%
2	144	21%
3	131	19%
4	164	23%
5	101	14%
6	58	8%
7	26	4%
8	31	4%
9	11	2%
10	4	1%

Employment Decile

	#Students	%Students
1	3	0%
2	86	12%
3	119	17%
4	122	17%
5	93	13%
6	123	18%
7	90	13%
8	39	6%
9	20	3%
10	4	1%

Health and Disability Decile

	#Students	%Students
1	11	2%
2	13	2%
3	64	9%
4	75	11%
5	134	19%
6	88	13%
7	114	16%
8	109	16%
9	74	11%
10	17	2%

Education

	#Students	%Students
1	9	1%
2	58	8%
3	181	26%
4	167	24%
5	143	20%
6	87	12%
7	43	6%
8	7	1%
9	4	1%
10	0	0%

Crime Decile

	#Students	%Students
1	90	13%
2	101	14%
3	128	18%
4	159	23%
5	84	12%
6	69	10%
7	51	7%
8	9	1%
9	6	1%
10	2	0%

Barriers to Housing and Services

	#Students	%Students
1	269	38%
2	85	12%
3	82	12%
4	84	12%
5	62	9%
6	52	7%
7	49	7%
8	15	2%
9	1	0%
10	0	0%

Living Environment Decile

	#Students	%Students
1	14	2%
2	56	8%
3	111	16%
4	187	27%
5	118	17%
6	95	14%
7	82	12%
8	28	4%
9	8	1%
10	0	0%

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Pupil Premium Expenditure 2020/2021

St Edward's Academy is proud of our diverse and inclusive culture, reflecting the school's local community. Our strategy for use of Pupil Premium funding is responsive to a wide range of risk factors relating to the impact of disadvantage on student outcomes, progress and experience. We recognise the importance of quality first teaching 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.

Strategy Aims for Disadvantaged Pupils

Aim	Target	Target date
Progress 8	<ul style="list-style-type: none"> Build-in aspiration to target setting to close the gap formed between disadvantaged and non-disadvantaged by the end of Key Stage 2. Pupil Premium students targeted to achieve positive Progress 8 score. 	September 2021
Attainment 8	<ul style="list-style-type: none"> Build-in aspiration to target setting to close the gap formed between disadvantaged and non-disadvantaged by the end of Key Stage 2. Pupil Premium students targeted to achieve improved Attainment 8. 	September 2021
Percentage of Grade 5+ in English and maths	<p>Whole school target (Basics):</p> <ul style="list-style-type: none"> 69%-4+ 46%-5+ <p>In terms of context, our current cohort is different to previous years:</p> <ul style="list-style-type: none"> There are fewer high prior attainers and an increased number of low attainers on entry (28% FFT) This cohort is the only group to score below national in their Key Stage 2 Reading tests (101.6 compared to 102.4 National). This translates to 64% of pupils achieving the expected standard. The cohort also has more disadvantaged students, reflecting the changing context 	September 2021

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	<p>of the school as a whole. FFT identifies that 44% of the cohort are FSM Ever, with 12% FSM and 28% (FSM 6).</p> <p>The figures suggest that we have a cohort around national average. This, coupled with the contextual data and alongside the fact that students have been impacted by the Covid-19 pandemic, national school closures and need for self-isolation (including as a consequence of sickness) should be taken into account when considering the use of Pupil Premium funding.</p>	
Other	<ul style="list-style-type: none"> Targets set to ensure that all subjects achieve ALPs 3 at Key Stage 4. 	September 2021
Ebacc entry	<p>To achieve above national average EBacc entry. Percentage entering English Baccalaureate:</p> <ul style="list-style-type: none"> 2020 - 54% 2021 - 70% 	September 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	#Knowyourstudent – a whole school agenda that ensures all students and their individual needs are catered for.
Priority 2	Retention of key staff- those who we utilise creatively in order to support our PP focus (including Mandarin provision) as part of quality first teaching.
Barriers to learning these priorities address	<ul style="list-style-type: none"> Attendance, including attendance to remote learning (Member of ELT responsible for Attendance) Home learning opportunities (these are particularly vital as we respond to the Covid-19 pandemic and resulting national school closures). Academic learning habits (these are addressed through our extensive pastoral support programme).

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Targeted academic support for current academic year

Measure	Activity
Priority 1	Promoting literacy across the school. The focus is to improve the acquisition of academic language in all departments. This is a strategy that is informed by the EEF research <i>Improving Literacy in Secondary Schools</i> .
Priority 2	Improve the quality of the curriculum and ensure the 'Teaching Essentials' are fully embedded. This includes the Covid-19 Remote Learning Teaching Essentials.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Access to the curriculum which is limited if students cannot access key texts and content. • Home learning opportunities (these are particularly vital as we respond to the Covid-19 pandemic and resulting national school closures). • Academic learning habits (these are addressed through our extensive pastoral support programme).

Wider strategies for current academic year

Measure	Activity
Priority 1	Identify and continue to implement programmes of extra-curricular activities and career advice to enrich the learning of our students (including by meeting the Gatsby benchmarks). This must be implemented in line with the Covid-19 risk assessment.
Priority 2	Build the cultural capital of our students
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Impact of Covid-19 pandemic, lockdown and national school closure on growth of cultural literacy • Parental engagement for disadvantaged learners.

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Monitoring and implementation

Area	Challenge	Mitigating action
Teaching – Embed a culture of Stretch for All (through quality first teaching)	Ensure wider leadership capacity (through distributive leadership) to monitor and implement Pupil Premium strategy across the school.	Culture of quality first teaching. Provision for challenge for all, including disadvantaged.
Targeted support	Understanding cohorts and their individual needs- #Knowyourstudents	Leaders deliver targeted curricular and extra-curricular support to ensure accelerated progress. This includes during periods of remote learning.
Wider strategies	Identifying and overcoming the barriers to learning for disadvantaged learners, including LAC	Working closely with external agencies to ensure strategies with disadvantaged students are grounded in the wider school improvement strategy and provide a supportive experience for all. Disseminate information to key staff so that strategies can be effective and impactful.

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Pupil Premium Impact

Disadvantaged Pupil Performance Overview for academic year 2019/2020

In academic year 2019/2020, St Edward's Academy was allocated £188,182 in Pupil Premium funding.

The DfE understands that, due to the impact of the Covid-19 pandemic and subsequent national school closures, it is not possible for school leaders to evaluate the impact of Pupil Premium funding in the same way as would ordinarily be expected for all of the 2019/20 academic year. That said, at St Edward's Academy, it is deemed vital to actively assess impact in order to ensure that ongoing expenditure is effectively targeted.

This evidence is derived from October FFT Key Stage 4 School Dashboard. As a consequence of the cancellation of formal exams in Summer 2020, there are no official performance tables for 2020.

Progress 8*	0.02 (Improved from -0.1 in 2019)
Ebacc entry	60%
Attainment 8	48.0%
Percentage of Grade 5+ in English and maths	36%

*Calculated from schools participating in the FFT 2020 results service.

We recognise that disadvantaged students often arrive at secondary school behind their peers in terms of attainment and progress made. To counter this, we build in additional aspiration for these students where appropriate, to ensure we are aiming to close this gap. This process is not communicated widely; the intention is not to label/single out these students. The expectation is that quality first teaching drives progress.

The strategy has been in place for 3 years, with the outcomes for the last two cohorts of students seeing the gap between disadvantaged and others much smaller than in previous years, and an improved Progress 8 score (closer to 0):

Progress 8	2016	2017	2018	2019	2020
All	-0.08	0.05	0.21	0.04	0.66
Disadvantaged	-0.3	-0.37	-0.3	-0.1	0.52
Gap	0.22	0.42	0.31	0.14	0.14

The St Edward's progress data has remained positive over the last 4 years (as represented by ALPs and Progress 8 measures). The school's whole school attainment measures either have been above or close to national figures over the last three years.

