

St Edward's Academy

Pupil Premium Self Evaluation

2020/2021



St Edward's Pupil Premium Strategy

- **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.

How well embedded is your Pupil Premium Strategy? Is it understood by all staff and governors? How do you know?

- Our Pupil Premium strategy is integral to and not separate from the whole school improvement plan. Closing the attainment gap between all students will ensure that St Edward's is an outstanding school where all students thrive.
- We have a member of SLT who is responsible for Pupil Premium (Assistant Headteacher, Munira Said). Ms Said takes strategic overview of Pupil Premium. Ms Said attends governors meetings and reports regularly.
- Good teaching is the most important resource we have to improve outcomes for *all* learners (including the disadvantaged). A proportion of recruitment and retention payments for key staff has been funded by Pupil Premium. This ensures we recruit the best quality staff. We also employ staff who we utilise creatively in order to support our Pupil Premium focus (including our Mandarin provision).
- We have introduced bespoke procedures for target setting. This involves raising achievement targets of the disadvantaged. The impact of this has seen a sizable decrease in the attainment gap between disadvantaged and non-disadvantaged students. This has not been shared with staff as we do not want to label students but wish to continue to raise aspiration for all.

To what extent is your Pupil Premium strategy and activity evidence based?

- Decisions around student target setting is fully evidence based. The data team use proven strategies to ensure the correct target setting process for maximum impact.
- Our focus this year is on improving the acquisition of academic language. This is based on evidence of student outcome and how lack of academic language is limiting. Our work is informed by the EEF research *Improving Literacy in Secondary Schools*.

St Edward's Academy

Pupil Premium Self Evaluation

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Is Pupil Premium integrated into senior and middle leadership roles? Is there sufficient leadership capacity to monitor, evaluate and quality assure Pupil Premium funded activity? Include the role of governors. How do you know?

- The strategic overview of Pupil Premium is overseen by a named senior leader.
- The local governing body are aware of the planned strategy to close the attainment gap and receive regular evidence-based updates as tabled agenda items.
- Distributive leadership is used to support the impact of Pupil Premium expenditure. All middle leaders take their role in this area. For example, appraisal targets have been agreed related to increasing students' cultural capital.
- The #knowyourstudents agenda allows for all staff to take a role in improving outcomes for disadvantaged students.
- Impact Ed allows the school to fully evaluate the impact of our strategy.

Have you identified barriers to learning for disadvantaged learners (including children looked after and those adopted from care) at Pupil, School and Community level? Briefly describe these.

- The school can provide case studies to evidence the impact of Pupil Premium funding on individual students and the whole cohort. Results are positive in terms of experience and outcomes.

How is the Pupil Premium used to help overcome barriers?

- Funded tuition, trips, enrichment to improve students' culture capital.
- Regular contact with outside agencies to ensure a well-grounded and supportive experience.
- Clear policies allow for the setting of appropriate boundaries that are understandable and accepted by all student. These policies allow for high quality learning and teaching to take place in all classrooms.
- Impact: results plus.

How does the school's curriculum build cultural literacy for disadvantaged pupils?

- The study of Mandarin is fully embedded at Key Stage 3. All students at Key Stage 3 are studying a language. Students are actively encouraged to study a language at Key Stage 4. There is the option to undertake an A Level in the languages studied at St Edward's.
- Year 7 and 8 HOPE lessons.
- HOPE days calendared.
- Key Stage 3 rigorous knowledge-based curriculum.
- The Library is scheduled to open from 8.00am to 4.30pm. Our current Covid risk assessment means that the Library is reserved for use by the Year 11 bubble.
- Student-centred school-improvement committees impact on whole school initiatives.
- Debating opportunities.
- Brilliant Club in Sixth Form.

St Edward's Academy

Pupil Premium Self Evaluation

2020/2021



Briefly describe outcomes for disadvantaged pupils at each Key Stage. Are there any strengths or weaknesses to be aware of?

- The gap has closed considerably, as evidenced by student outcomes and year-on-year trends.

What evidence do you have that all staff have high expectations of all pupils, regardless of background or barrier to learning?

- Increase of target grades for Pupil Premium students has been wholeheartedly accepted and worked towards.
- The school provides a homework planner in addition to online *Show my Homework* to mitigate against disadvantaged students who cannot access the internet at home. This allows students to organise their homework and home learning effectively.
- The school has a uniform store which ensures that disadvantaged students are able to access all aspects of school life. A hardship fund is used to purchase uniform as necessary.
- In September 2020, all students in every Year group were provided with an equipment pack.
- In September 2020, students in Year 12 were able to purchase a chrome book for the significantly reduced price of £50. The remaining cost was subsidized by the school.
- As part of our Covid response, all students who have needed access to a device have been lent one by the school.
- Please see Covid Remote Learning procedures for more information on how the school has combatted disadvantage during the Covid response period.

How well do disadvantaged pupils take part in wider school life? How do you know?

- Subsidised revision texts.
- Subsidised music lessons.
- Following the Covid response period, we will revert to subsidising trips and visits.

How does Pupil Premium funded activity work towards achieving the school's overarching school improvement aims?

- Life in all its Fullness
- #knowyourstudents
- No ceilings to success

Whole School Improvement Priorities

1. Leadership and Management: Developing leadership at all levels so that the 'Day in the Life of St Edward's' is lived every day
2. Curriculum: improving the quality of the curriculum so that the quality of education is consistently and securely good or outstanding and the 'Teaching Essentials' are fully embedded
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

St Edward's Academy

Pupil Premium Self Evaluation

2020/2021



Action to Secure Priorities

Action to Secure Priorities

1. Leadership and Management: Developing leadership at all levels so that the 'Day in the Life of St Edward's' is lived every day

- Secure excellent leadership and management at all levels which creates the architecture for an Outstanding school;
- Embed the St Edward's Way: ensure that all members of our community can live 'Life in all fullness' through our HOPE values;
- Develop external links to share expertise, including development of our senior and middle leadership teams through partnership working with the Trust and local excellent schools;
- Embed our rigorous appraisal structure and procedures to ensure tangible impact on the curriculum and outcomes.

2. Curriculum: improving the quality of the curriculum so that the quality of education is consistently and securely good or outstanding and the 'Teaching Essentials' are fully embedded

- To improve learning by developing a challenging knowledge-based curriculum for all at each stage of the 7-year journey
- Reduce in-school variability and secure consistently good or better teaching. Develop a thorough system for the monitoring and evaluation of the effectiveness and impact of the curriculum
- Create a fully inclusive curriculum so that every student is successful: disadvantaged, SEND, EAL, boys and high attainers
- Cultivate a learning culture and run a comprehensive staff development programme for staff to improve practice

To achieve this, the overall focus for the Curriculum, for Learning and Teaching and for CPD is the overarching drive to create independent learners:

- CPD
 - Programme on creating Independent Learners planned to span whole academic year;
 - Departmental focus on curriculum specific pedagogy and development of curriculum plans;
 - Carefully focused and planned meetings which focus on research on key aspects of the curriculum and intellectual conversation;
 - Training and support for staff who are teaching outside subject specialism;
- Review of the Learning and Teaching policy. This will include staff and student input for shared ownership;
- Use of curriculum plans as a strong foundation for reviewing and planning an outstanding curriculum offer, including during the Covid-19 recovery period. Curriculum plans are long-term sequences of learning mapped out and medium-term plans which identify the key knowledge, discipline-based skills and cultural capital which are the essential building blocks for the next stages of learning. The

St Edward's Academy

Pupil Premium Self Evaluation

2020/2021



goal is to make sure students experience a higher level of academic challenge, engage with powerful knowledge and learn the skills they need to succeed in each subject. Curriculum plans will be developed further across the school in 2020/21 to ensure maximum impact on student outcome and experience (also taking into account the need for post-Covid catch-up for all learners, not only those in exam cohorts). Key Stage 3 curriculum plans were trialed during academic year 2019/20 for Years 7, 8 and 9;

- Following a small school model, St Edward's now has reduced staffing with some curriculum areas running with a single specialist teacher. Use links through USP for sharing practice in curriculum areas and strengthen links with other local schools (East London area) to ensure an outward focus which fosters development and improvement;
- Shifting focus for lesson observations with emphasis on coaching and student voice. Emphasis on reviewing student progress in the curriculum through increased focus on analysis of student work. This should take place in discussion with learners and findings triangulated with what is seen in classroom drop ins and data drops;
- SEND training in departments. This will enable students on the SEND register to succeed in mainstream classrooms and access the full range of learning opportunities in the broad and balanced curriculum;
- Review of impact: use in-school Deep Dives and Impact Ed surveys to review impact termly. ImpactEd is used to support research into the impact of the St Edward's curriculum on the students. We will continue to assess our work on the curriculum against national benchmarks during the course of the next academic year and ensure our curriculum offers the best possible educational experience for our students.

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

- Adapt assessments to form part of the recovery curriculum. Ensure that the robust assessment process in place secures sound evidence-based judgements. This will allow for the tracking of examination cohorts (particularly important in light of likely changes to examination processes in 2021);
- Focus on middle and lower attainers, recognising the changing prior attainment of the Year 11 cohort 2021;
- Focus on sound predictions in all departments for all learners;
- Create a culture of high expectations where no learning opportunities are wasted.