

St Edward's Academy

Pupil Premium Impact Review

Academic Year 2020/2021

School Overview



School name	St Edward's Church of England Academy
Pupils in school	Total: 702 Pupil Premium eligible: 207
Proportion of disadvantaged pupils	29.49%
Pupil premium allocation this academic year	£177,980
Academic year covered by statement	2020/2021
Statement authorised by	Jodie Hassan
Pupil Premium Lead	Munira Said
Governor lead	Sarah Garner

Disadvantaged pupil performance overview for last academic year of published league tables (2018/19)

Progress 8	-0.1 (Improved from -0.3 in 2018)
Ebacc entry	37%
Attainment 8	45.15%
Percentage of Grade 5+ in English and maths	37%

Reporting the Impact of Pupil Premium 2020/2021

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. It should be noted that the second national school closure (commencing 4th January 2021 and lasting until 8th March 2021) has impacted on expenditure and impact review. Changes were necessitated to planned Pupil Premium spending due to the impact of the Covid-19 pandemic and the resulting national school closures (including, for some delivery, a move to a remote/virtual offer).

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Strategy aims for disadvantaged pupils

Aim	Target	Target date	Impact Review
Progress 8	<ul style="list-style-type: none"> Build-in aspiration to target setting to close the gap formed between disadvantaged and non-disadvantaged (as evidenced by disparity in outcomes at the end of Key Stage 2). Pupil Premium students targeted to achieve positive Progress 8 score. 	September 2021	<p>1. Due to the absence of national performance tables, it is not possible to give an accurate Progress 8 score for this cohort. This is compounded by the fact that the 2020/2021 GCSE cohort were the first to receive Key Stage 2 Scaled Scores. Prior attainment for the 2021 cohort is based on Key Stage 2 scaled scores. For this reason, this cohort are not comparable to previous years. To our knowledge, the DfE has not released information as to how scaled scores can be converted to Average Points Scores. 'Secondary accountability measures: Guide for maintained secondary schools, academies and free schools' (February 2020) - Page 21 states:</p> <p style="padding-left: 40px;">"The process as to how scaled scores will be used in Progress 8 is as yet unknown. The first GCSE results for pupils with Key Stage 2 scaled scores will not be available until 2021. We will provide information about how scaled scores will be used in Progress 8 before then."</p> <p>ALPs, ASCL and 4Matrix have released their own models of calculating Progress 8. However, they are based on grade distribution models rather than points scores, as the calculation model has yet to be released.</p> <p>There is the unknown factor of the scaled scores and the absence of national performance tables (as GCSE were awarded following a process of Teacher Assessed Grades) which means that our planned analysis of the cohort's Progress 8 score can not take place in these circumstances.</p> <ul style="list-style-type: none"> Instead, an accurate measure of performance is the ALPS quality indicator grade. The quality indicator grade uses data collected from schools across the country to assess progress. St Edward's achieved a quality indicator grade 4 for disadvantaged vs 3 for non-disadvantaged. The QI8 grade (best 8 subjects) achieved was grade 2 for both disadvantaged and non-disadvantaged students. As a similar measure to Progress 8, this suggests the disadvantaged would have achieved not only a positive Progress 8 outcome, but also a narrowing of the gap with their non-disadvantaged peers.

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		2018/19	2019/20	2020/21
KS4 Quality Indicator score	All	0.94	1.08	1.02
	Disadvantaged	0.9	1.04	0.98
	Non Disadvantaged	0.95	1.09	1.04
KS4 Quality Indicator grade	All	5	2	3
	Disadvantaged	5	3	4
	Non Disadvantaged	4	2	3
KS4 QI8 score	All	0.95	1.17	1.11
	Disadvantaged	0.92	1.15	1.06
	Non Disadvantaged	0.96	1.18	1.13
KS4 QI8 grade	All	4	2	2
	Disadvantaged	5	2	2
	Non Disadvantaged	4	1	2

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Attainment 8	<ul style="list-style-type: none"> Build-in aspiration to target setting to close the gap formed between disadvantaged and non-disadvantaged (as evidenced by disparity in outcomes at the end of Key Stage 2). Pupil Premium students targeted to achieve improved Attainment 8. 	September 2021	GCSE				Disadvantaged				Non-Disadvantaged				
			Entries	Score	Grade	Avg PA	Entries	Score	Grade	Avg PA	Entries	Score	Grade	Avg PA	
			Subject												
			Art & Design (9-1)	9	1.25	2	100.33	3	1.14	3	99.67	6	1.31	2	100.67
			Biology (9-1)	26	0.99	6	107.54	5	1.04	5	107.40	21	0.98	6	107.57
			Business Studies (9-1)	47	1.13	2	102.68	15	0.99	3	101.00	32	1.20	2	103.47
			Chemistry (9-1)	26	1.09	4	107.54	5	1.08	4	107.40	21	1.10	4	107.57
			Chinese (9-1)	22	1.19	3	102.86	6	1.21	2	101.17	16	1.18	3	103.50
			Citizenship (9-1)	56	1.11	3	102.05	18	1.16	3	100.61	38	1.09	3	102.74
			Computer Science (9-1)	14	1.09	2	105.14	4	1.05	2	107.75	10	1.10	2	104.10
			Design & Technology (9-1)	51	1.10	3	101.92	17	1.11	2	101.53	34	1.09	3	102.12
			Drama & Theatre Studies (9-1)	16	1.16	3	100.50	6	1.14	3	99.17	10	1.17	3	101.30
			English Language (9-1)	117	1.01	3	102.36	34	0.98	4	101.32	83	1.03	3	102.78
			English Literature (9-1)	117	1.01	4	102.36	34	0.99	5	101.32	83	1.01	4	102.78
			French (9-1)	26	0.97	4	103.00	9	0.76	6	103.78	17	1.08	2	102.59
			Geography (9-1)	59	1.09	2	102.68	16	1.06	3	101.63	43	1.11	2	103.07
			History (9-1)	55	0.91	5	102.27	17	0.86	5	101.41	38	0.94	4	102.66
			Mathematics (9-1)	117	1.00	3	102.36	34	0.88	6	101.32	83	1.05	2	102.78
			Music (9-1)	15	0.97	5	102.27	3	0.77	7	99.00	12	1.02	4	103.08
			Physical Education (9-1)	52	1.04	3	102.27	12	1.06	3	100.25	40	1.04	3	102.88
			Physics (9-1)	26	1.02	5	107.54	5	1.04	5	107.40	21	1.02	5	107.57
			Spanish (9-1)	36	0.84	5	104.14	6	0.66	7	106.33	30	0.87	5	103.70
			Combined Science (9-1)	182	0.96	3	100.88	58	0.85	4	100.28	124	1.01	3	101.16

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- 2020/2021 Year 11 cohort Average Scaled Score (prior attainment):
 - **All:** 102.36
 - **Pupil Premium:** 101.32
 - **Non Pupil Premium:** 102.78
- Attainment 8 Gap is -6:
 - 45.33 Disadvantaged
 - 51.33 Non-disadvantaged

• This gap has narrowed from 2019/2020 where the gap was -7.88:

2018/2019	2019/2020	2020/2021
-5.77	-7.88	-6

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<p>Percentage of Grade 5+ in English and maths</p>	<p>Whole school target (Basics):</p> <ul style="list-style-type: none"> 43% 5+ 	<p>September 2021</p>	<ul style="list-style-type: none"> All students: 5+ 45% Disadvantaged 5+ 36% Non Disadvantaged 5+ 48% <p>Although outcomes should always be considered in the context of prior attainment, increasing the percentage of outcomes at 5+ for the disadvantaged remains a priority.</p>
<p>Other</p>	<ul style="list-style-type: none"> Targets set to ensure that all subjects achieve ALPs 3 at Key Stage 4. 	<p>September 2021</p>	<ul style="list-style-type: none"> 16 out of 20 subjects achieved an overall ALPs Grade 3 or above 9 out of 20 disadvantaged students achieved ALPs Grade 3 or above 13 out of 20 non-disadvantaged achieved an ALPs Grade 3 or above In Mandarin, Biology and D&T, disadvantaged students achieved higher ALPs grade than their non-disadvantaged peers.
<p>Ebacc entry</p>	<p>To achieve above national average EBacc entry. Percentage entering English Baccalaureate:</p> <ul style="list-style-type: none"> 2020 - 54% 2021 - 70% 	<p>September 2021</p>	<ul style="list-style-type: none"> 61.11% (22) Pupil Premium students were entered for the Ebacc suite of qualifications in 2021. This is compared to 68% (85) Non-Pupil Premium students 85% are expected to be entered in 2022, this is the result of the guided options process having the desired impact and stability in the teaching of MfL at Key Stage 3 & 4

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Teaching priorities for current academic year



Measure	Activity	Impact Review
Priority 1	#Knowyourstudent –a whole school agenda that ensures all students and their individual needs are catered for.	<ul style="list-style-type: none"> Curriculum / Learning & Teaching briefings have been successfully used to develop staff in their use of data and classroom strategies to support all students. All members of staff have access to PPG data that is used to inform their curriculum planning, teaching, intervention and assessment (summative and formative).
Priority 2	Recruitment and 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.	<ul style="list-style-type: none"> Key staff have been retained to ensure we continue to offer the breadth of curriculum and wider provision in addition to the curriculum.
Barriers to learning these priorities address	<ul style="list-style-type: none"> Attendance (Member of ELT responsible for Attendance) Home learning opportunities (countered by use of Planners for homework setting as well as 'Show My Homework'. Library now open from 8.00am – 4.30pm). Academic learning habits (These are addressed through our extensive pastoral support programme). 	<ul style="list-style-type: none"> We have rigorous, continuous monitoring of attendance. Even during the pandemic, attendance at St Edward's remained at higher rates than nationally. Given the impact of the pandemic, it may be expected that attendance rates would have dramatically fallen during academic year 2020/2021. It is very pleasing to note that attendance rates remained above national average at 94.6%. Deprivation does appear to have impacted attendance during 2020/2021, with Pupil Premium students missing 7.92%, compared with 6% in 2018/2019. That said, the increase in absence rates at +1.92% remained low relative to national rates following the impact of the pandemic. The Library was open to support students throughout the academic. Admission was reduced to only Year 11 to adhere to Year group bubbles during the Covid pandemic. We also set up our Online Library (SORA) to ensure our students received access to literature and support beyond their taught curriculum. During the pandemic students were regularly contacted and given additional support, e.g. laptops, sanitary wear, food hampers etc. This well-being provision was very well received and we are told that it provided significant support for students and families in great need.

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Targeted academic support for current academic year

Measure	Activity	Impact Review
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> .	<ul style="list-style-type: none"> • Students were targeted for literacy support. – Tier 3 vocabulary, GCSE revision, revision book/knowledge organisers. • Targeted students received small group intervention, using the LIT Programme and Lexia.
Priority 2	Improve the quality of the curriculum and ensure the 'Teaching Essentials' are fully embedded	<ul style="list-style-type: none"> • The St Edward's Teaching Essentials have been fully embedded in to St Edward's practice and have been revisited regularly through INSET and Curriculum / Learning & Teaching Briefings. • All subject curriculums have been completed and quality assured. These have been shared with students and parents/carers and an outline is available on the school website. • Heads of Learning are accountable and take a lead on promoting the welfare and well-being of PPG students. • Heads of Department ensure that the curriculum is ambitious and designed to meet the needs of all learners.
Barriers to learning these priorities address	Impact of distributive middle leadership	<ul style="list-style-type: none"> • Appraisal targets are rigorous and measure impact on the student experience and outcomes.

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Wider strategies for current academic year



Measure	Activity	Impact Review
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).	<ul style="list-style-type: none"> • PPG students benefit from 1-1 independent careers guidance which helps them get information and advice on the next phase of their life. • Careers provision is overseen by a member of the school's senior leadership team. • Pupil destinations after Key Stage 4 (2019 leavers) - all pupils: <ul style="list-style-type: none"> ○ Key Stage 4 national average - 94% ○ St Edward's - 96% • Disadvantaged pupils: <ul style="list-style-type: none"> ○ Key Stage 4 national average - 96% ○ St Edward's - 98%. • All students - destinations after 16 to 18. Students progressing to education or employment: <ul style="list-style-type: none"> ○ National average: 81% ○ St Edward's - 95% • Disadvantaged pupils – destinations after 16 to 18. Students progressing to education: <ul style="list-style-type: none"> ○ National - 49% ○ St Edward's - 67%
Priority 2	Build the cultural capital of our students	<ul style="list-style-type: none"> • PHSE, Form Time and assemblies are designed to promote our HOPE values. 'Drop Everything and Read', in Form Time, focuses on deep subject disciplinary knowledge acquisition through exposure to academic writing, selected by Heads of Department (through our supra-curriculum offer). • Our academic curriculum, underpinned by our HOPE values (which are taught explicitly through the dedicated HOPE curriculum) is designed to offer students opportunities to apply their subject knowledge in wider contexts. • Activities within the curriculum and additional to the curriculum (curricular, extra-curricular and supra-curricular in Year 13) are designed to widen opportunity and experience for all of our students. • We use 'Values Passports' to encourage and track student engagement, exposure to and development of their cultural capital.

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Barriers to learning these priorities address	Parental engagement for disadvantaged learners.	<ul style="list-style-type: none"> Parents' Evenings offered virtually for all in 2020/2021. This gave us the ability to track appointment attendance more accurately for our more vulnerable learners. 																												
			<table border="1"> <thead> <tr> <th></th> <th>Cohort</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>86%</td> <td>70%</td> </tr> <tr> <td>Year 8</td> <td>87%</td> <td>91%</td> </tr> <tr> <td>Year 9</td> <td>87%</td> <td>73%</td> </tr> <tr> <td>Year 10</td> <td>88%</td> <td>87%</td> </tr> <tr> <td>Year 11</td> <td>71%</td> <td>78%</td> </tr> <tr> <td>Year 12</td> <td>74%</td> <td>57%</td> </tr> <tr> <td>Year 13</td> <td>75%</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>85%</td> <td>77%</td> </tr> </tbody> </table>		Cohort	PP	Year 7	86%	70%	Year 8	87%	91%	Year 9	87%	73%	Year 10	88%	87%	Year 11	71%	78%	Year 12	74%	57%	Year 13	75%	N/A	Total	85%	77%
			Cohort	PP																										
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		Year 12	74%	57%																										
		Year 13	75%	N/A																										
Total	85%	77%																												
	<ul style="list-style-type: none"> Where appointments had not been made, the admin team and HoL contacted parents/carers to encourage them to attend. This joint up approach ensured that attendance rates improved. Overall attendance: 																													

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Monitoring and implementation

Area	Challenge	Mitigating action	Impact Review
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.	<ul style="list-style-type: none"> Our learning walks, external reviews (including Trust and Local Authority), highlight the strength of teaching and learning and the impact of the curriculum across the school.
Targeted support	Understanding cohorts and their individual needs- #Knowyourstudents	Leaders deliver targeted curricular and extra-curricular support to ensure accelerated progress (e.g. LIT Hub running weekly)	<ul style="list-style-type: none"> Departments ran targeted revision and support for students online as part of our Covid provision. Individual targeted students received 1-to-1 and small group support and intervention.
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	<ul style="list-style-type: none"> St Edward's has established close working relationships with outside agencies. As such, students get the support and funding that they

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		<p>improvement strategy and provide a supportive experience for all. Disseminate information to key staff so that strategies can be effective and impactful.</p>	<p>need to ensure they succeed and move on to the next stage of their academic journey.</p> <ul style="list-style-type: none"> • There were 2 LAC students in Year 11 in 2020/2021: <ul style="list-style-type: none"> ○ Both students achieved English and Maths 4+ ○ Student 1 achieved Ebacc 4+ and grade 4+ in 8/9 subjects overall ○ Student 2 did not take a language but achieved 4+ in other Ebacc subjects, and 100% 4+ in other subjects. This is despite a Key Stage 2 Reading scaled score of 93 and Maths scaled score of 96 (considered not secondary ready by the end of Key Stage 2).
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Review: last year's aims and outcomes

Aim	Outcome
<p>Improve the progress of DA (Disadvantaged) students:</p> <ul style="list-style-type: none"> - Close the attainment gap between the disadvantaged and non-disadvantaged pupils. 	<p>Achieved – the in-school gap is closing:</p> <ul style="list-style-type: none"> ○ 2018 -0.3 ○ 2019 -0.1 ○ National -0.45
<p>Build the cultural capital for all students:</p> <ul style="list-style-type: none"> - Give financial support with trips and visits, revision guides and uniform. 	<p>Achieved – our work has enabled students from disadvantaged backgrounds to gain access to opportunities that they would normally be unable to afford:</p> <ul style="list-style-type: none"> ○ All visits and trips are subsidised for disadvantaged students. We purchased cultural activities to take place online during the pandemic when trips and visits were not permitted. ○ Revision guides provided for disadvantaged students. ○ Uniform purchased for disadvantaged students.
<p>Achieve positive progress in core subjects:</p>	<p>Partially achieved, the in-school gap closing:</p> <ul style="list-style-type: none"> ○ 2018 -0.3 ○ 2019 -0.1

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- Purchase educational resources to support learning and attainment, e.g. study guides are provided at a subsidised rate

- o National DA -0.45
- Core departmental gap is a work in progress:
- o English All -0.08, DA -0.44
 - o Maths All -0.22, DA -0.39