

# St Edward's Academy

## Pupil Premium Strategy Statement

### 2021 / 2022



#### St Edward's Academy Pupil Premium Strategy Statement

This statement details the 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, detailing how we intend to spend the funding in this academic year. A Pupil Premium Impact Review measures the effect that last year's spending of Pupil Premium had within our school.

Underpinning our Pupil Premium strategy are key tenets that form the foundation of our practice at St Edward's Academy:

- **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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#### School Overview

School name	St Edward's Church of England Academy
Pupils in school	Total number of students: 543 Pupil Premium eligible: 165.5 x £955 = £158,052.50
Proportion of disadvantaged pupils	30.57%
Academic year covered by statement	2021/22 Our plan is a three-year plan to span 2021/2022 – 2023/2024. This long-term planning ensures maximum and sustained impact on disadvantaged learners, in line with the culture, values and ethos of the school.
Statement authorised by	Jodie Hassan
Pupil Premium Lead	Munira Said
Governor lead	Sarah Garner

#### Funding Overview

Detail	Amount
Pupil Premium allocation this academic year	£167,432.50
Recovery Premium funding allocation this academic year	£24,578
Number of students Adopted from Care	4 x £2,345 = £9380
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year 2021/2022	£192,010.50

#### 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%

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#### Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, including in EBacc subjects. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who receive support from Children's Social Care and those who face any barriers to success (for example, Young Carers). The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged learners at St Edward's. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set and receive scaffolded support to help them to meet these challenges;
- act early to intervene at the point need is identified (and be pro-active in seeking to understand and pre-empt need);
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

#### Ethos and Values Underpinning 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

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- 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**

#### Challenges

The following table details the key challenges to achievement that we have identified that impact our disadvantaged pupils.

Challenge Type	Detail of challenge
1. Humanity	Assessments, observations and discussion with Key Stage 3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. We know that, to achieve in compound assessments, GCSE, A Levels and beyond, a pre-requisite is efficiency in reading (a minimum reading age of 15 is required to fully access GCSE exam papers). Our vision for reading at St Edward's is not that we simply secure exam success (that is a given if our vision is realised); at St Edward's Academy, we believe that <i>all</i> students should develop a love of reading that goes beyond the confines of the power of reading to secure exam success.
2. Humanity	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum. We have carefully identified the lowest 20% of learners (based on current and prior attainment) in each Year group. Our drive is to ensure that we have the strategies and scaffolding in place to meet the needs of the lowest 20% of learners so that they can compete with their peers.
3. Optimism	Our assessments, observations and discussions with pupils and families suggest that the education and well-being of many of our disadvantaged pupils have been impacted by national school closures (and partial closures due to the impact of Covid) to a greater extent than for other pupils. These findings are backed up by several national studies (including the 'Pupil Learning and Well-being during the Covid-19 Pandemic' survey by Impact Ed that St Edward's contributed to: <a href="https://drive.google.com/file/d/19tcaSSfyxTXWjBlj8LsgtJM-frrfbXu/view">https://drive.google.com/file/d/19tcaSSfyxTXWjBlj8LsgtJM-frrfbXu/view</a> ). This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.

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#### 4. Perseverance

Our assessments (including well-being surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These include (but aren't restricted to) anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching-up lost learning and exams/future prospects. Students in Key Stages 4 and 5 are worried about reverting back to a full suite of exams following the introduction of Centre and Teacher Assessed Grades in 2020 and 2021. They have been impacted by the national lockdowns and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including impacting on their attainment and progress. During the pandemic, referrals for support markedly increased. A significant number of students currently require additional support with social and emotional needs.

#### 5. Excellence

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% at St Edward's Academy.

Deprivation appears to have impacted attendance during 2020/2021, with Pupil Premium students missing 7.92%, compared with 6% in 2018/2019. Our assessments and observations indicate that absenteeism will negatively impact disadvantaged pupils' progress. It should be noted that the increase of 1.92%, although unwelcome, does buck national trends that saw dramatic increases in absenteeism during the pandemic.

#### 2020/2021 Attendance and Punctuality

	Attendance % sessions missed	*National % sessions missed	Punctuality % total sessions late
Free School Meals	9.09%		4.07%
No Free School Meals	4.47%		3.24%
Pupil Premium	7.92%	8.2%	4.07%
Not Pupil Premium	4.09%	4.5%	3.06%

\*National data is from 2019

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#### Intended outcomes

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, including in EBacc subjects. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal; underpinned by our HOPE values, this will ensure that all learners can live 'Life in all its fullness'.

The table below 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.

	<b>Intended outcome</b>	<b>Success criteria</b>
<b>Humanity</b>	To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.	Sustained high levels of well-being amongst students, demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent/carer surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly amongst disadvantaged pupils.</li> </ul>
<b>Humanity</b>	Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework and home learning success rates across all classes and curriculum areas. Impact is also seen through outcomes of compound assessments.
<b>Optimism</b>	Improved reading comprehension among disadvantaged pupils across Key Stage 3.	Reading tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers will also have recognised this improvement through engagement in lessons and book scrutiny.
<b>Perseverance</b>	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance, demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils lowers and is better than national averages</li> <li>• the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced</li> <li>• the percentage of all pupils who are persistently absent decreases and the figure among disadvantaged pupils improves when compared with their peers.</li> </ul>
<b>Excellence</b>	Improved attainment among disadvantaged pupils across the curriculum at the end of Key Stage 4, with a focus on the impact on Progress 8, Attainment 8 and the EBacc subjects.	By the end of our current plan, an increased number of disadvantaged pupils will have entered the English Baccalaureate (EBacc). Key Stage 4 outcomes will demonstrate that the attainment gap between disadvantaged and non-disadvantaged pupils is decreasing further.

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#### Activity for this Academic Year

#### Strategy Aims for Disadvantaged Pupils

Aim	Target	Target date
Progress 8	<ul style="list-style-type: none"> <li>Build-in aspiration to target setting to close the gap formed between disadvantaged and non-disadvantaged by the end of Key Stage 2.</li> <li>Pupil Premium students targeted to achieve positive Progress 8 score.</li> <li>Ensure that the school achieves a P8 score of a minimum of +0.2, with contribution to this goal made by Disadvantaged cohort in Year 11.</li> </ul>	September 2022
Attainment 8	<ul style="list-style-type: none"> <li>Build-in aspiration to target setting to close the gap formed between disadvantaged and non-disadvantaged by the end of Key Stage 2.</li> <li>Pupil Premium students targeted to achieve improved Attainment 8.</li> <li>2022 data shows improvement in those areas based upon the 2019 data.</li> </ul>	September 2022
Other	<ul style="list-style-type: none"> <li>Targets set to ensure that all subjects achieve ALPs 3 at Key Stage 4.</li> </ul>	September 2022
Ebacc entry	<p>To achieve above national average EBacc entry. Percentage entering English Baccalaureate:</p> <ul style="list-style-type: none"> <li>2020 - 54%</li> <li>2021 - 70%</li> <li>2022 - 84.14%</li> <li>2023 - 86.52%</li> </ul>	September 2022

#### 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	<p>Improve the attainment and progress of the lowest 20% of students to:</p> <ul style="list-style-type: none"> <li>Level the playing field</li> <li>Open doors of opportunity</li> </ul>

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	<ul style="list-style-type: none"> <li>• Live our value of Humanity</li> <li>• Mitigate against the disproportionate effect of the pandemic</li> </ul> <p>The cohort are identified using the following data:</p> <ul style="list-style-type: none"> <li>• Year 12 and 13 - Key Stage 4 average points score</li> <li>• Year 9 -11 - Key Stage 2 average scaled scores</li> <li>• Year 8 - Ranking based on GL GCSE indicators</li> <li>• Year 7 - Ranking based on NGRT reading tests until GL data is available</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Attendance, including as a consequence of Covid-19 (Member of SLT responsible for Attendance)</li> <li>• Access to Extra and Supra Curricular learning opportunities (these are particularly vital as we respond to the Covid-19 pandemic and subsequent national school closures).</li> <li>• Academic learning habits (these are addressed through our extensive pastoral support programme).</li> </ul>

#### Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Promoting literacy across the school. The 'St Edward's Literacy Strategy 2021/2022' provides detail of the strategy to meet the following aims:</p> <ul style="list-style-type: none"> <li>• Develop a community of life-long readers who seek to expand their experience, knowledge and skills in a safe, secure, respectful and inclusive environment where all readers are encouraged and expected to participate and express themselves;</li> <li>• Develop pupils' confidence, their appreciation of reading and their skills to read with independence, clarity and prosody;</li> <li>• Explicitly teach strategies for learning, reading, writing, grammar, vocabulary and spoken English and communication;</li> <li>• Develop staff as 'active' readers who read with fluency and prosody to enhance the comprehension of all learners;</li> <li>• Provide opportunities to enhance and extend the literacy skills developed by learners at Key Stage 2;</li> <li>• Enable pupils to reach age related expectations for English and literacy by the end of Key Stage 3;</li> <li>• Develop and embed skills related to the programmes of study for Key Stage 3 English;</li> <li>• Provide an intervention programme that primarily targets Key Stage 3 pupils who lack the essential reading, academic vocabulary and the comprehension skills necessary to fully access and engage in the secondary curriculum. Through this programme, close gaps and compensate for the consequences of the 2020 and 2021 national school closures.</li> </ul> <p>This is a strategy that is informed by the EEF research <i>Improving Literacy in Secondary Schools</i>.</p>
Priority 2	<p>Improve the quality of the curriculum and ensure the 'St Edward's Teaching Essentials' are fully embedded. The</p>

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	<p>focus for this academic year are teaching standards 5 and 6:</p> <p><b>5. Adapt teaching to respond to the strengths and needs of all pupils:</b></p> <ul style="list-style-type: none"> <li>- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;</li> <li>- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;</li> <li>- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;</li> <li>- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul> <p><b>6 Make accurate and productive use of assessment:</b></p> <ul style="list-style-type: none"> <li>- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;</li> <li>- make use of formative and summative assessment to secure pupils' progress;</li> <li>- use relevant data to monitor progress, set targets, and plan subsequent lessons;</li> <li>- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>• Access to the curriculum is limited if students cannot access key texts and content.</li> <li>• Access to Extra and Supra Curricular learning opportunities (these are particularly vital as we respond to the Covid-19 pandemic and subsequent national school closures).</li> <li>• Academic learning habits (these are addressed through our extensive pastoral support programme).</li> </ul>

### Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p>	<p>Identify and continue to implement programmes of extra-, and supra- curricular activities and career advice to enrich the learning of our students (including by meeting the Gatsby benchmarks).</p>
<p>Priority 2</p>	<p>Build the cultural capital of our students.</p>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>• Impact of Covid-19 pandemic, lockdown and national school closures on growth of cultural literacy. The impact of the pandemic on the experiences of students in 2019/2020 and 2020/2021 can still be felt in academic year 2021/2022.</li> <li>• Parental engagement for disadvantaged learners.</li> </ul>

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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. Focus on challenge and scaffolded support (through toolkits) for lowest 20%. Stretch and challenge for academically able pupils from disadvantaged backgrounds. These are most at risk of under-performing and should receive just as much focus as less academically able pupils.
Targeted support	Understanding cohorts and their individual needs- #Knowyourstudents	Leaders deliver targeted curricular, extra-curricular and supra-curricular support to ensure accelerated progress.
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.

#### **Pupil Premium Expenditure 2021/2022**

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.

#### **Review of outcomes in the previous academic year (2020/2021)**

The accompanying Pupil Premium Impact Review (2020/2021) provides a comprehensive analysis of the impact that our Pupil Premium activity had on pupils in the 2020 to 2021 academic year. The Impact Review is published on the St Edward's Academy school website here: <https://www.steds.org.uk/wp-content/uploads/sites/19/2021/11/St-Edwards-Pupil-Premium-Impact-Review-November-2021.pdf>