



St Edward's Catholic Primary School

Pupil Premium Spending Policy 2017-18

School Profile

- St Edward's Catholic Primary School is a two-form entry school with the capacity for 26 full time equivalent Nursery pupils.
- While the school was established in 1902, it has been in its current position since August 2000.
- Adjacent to the school is Our Lady of Compassion Church which ensures the school is at the heart of the Parish community.
- Since 2005 there have been significant improvements to the school building so to meet the needs of both staff and pupils. The latest being the construction of a new training room to be used for the National Teaching School.
- In 2013 the school became a National Teaching School, with the Head Teacher being awarded National Leader in Education/National Support School
- The Head Teacher also worked with a local Deanery School during this year as an Executive Head Teacher, as that school was unable to recruit a substantive Head Teacher.

Staffing Structure

- The Head teacher was appointed in February 2003. He leads the Senior Leadership Team (SLT) which includes well established and experienced staff – A Lead Assistant Head Teacher, two Assistant Head Teachers, two senior Phase Leaders and an EYFS Manager.

The School Community

- St. Edward's serves a socially mixed area of Newham, with high levels of family poverty.
- The school's deprivation indicator is currently 0.8 twice that of the national and Newham itself is in the top 5% most deprived boroughs in the UK.
- Currently there are 432 full time equivalent pupils on roll including the part time Nursery children.
- FSM account for 19.4% with 81 pupils currently in receipt of Pupil Premium. The local authority continues to provide Free School Meals for all primary aged pupils as part of the Healthy School Initiative.
- 97.8% of pupils are from countries other than the United Kingdom. The main countries represented in the school are Nigeria, Ghana, Zaire, Uganda, the West Indies, Columbia and the Philippines.
- The percentage of our Black African families is beginning to decline with an increase in families from Latin America, Eastern Europe and South Asia.
- 67% of these pupils speak English as an additional language, with approximately 37 languages spoken overall.
- It is estimated that approximately 19% of our pupils are refugees or asylum seekers.
- There are 21% of pupils currently on the SEND register with 4 pupils receiving Higher Needs Funding in line with Newham's inclusion policy.

School Developments

The school has:

- Been deemed to be 'outstanding' following a Section 48 Inspection by the Brentwood Diocesan Commission in April 2015
- Been deemed to be outstanding in all areas under Section 5 of the Education Act in June 2009.
- The Investors in People Gold Champions award
- The Sainsbury School games Gold Mark
- The CPD Kite mark award
- The Primary Science Quality Gold Mark
- The Artsmark Gold
- Investors in Pupils award

Objectives of Pupil Premium Spending

Our key objective in using the Pupil Premium Grant was to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress, and in the last three years have been successful in bridging the gap in the levels of attainment between FSM and non-FSM pupils.

Our aim is to:

1. carefully 'ring fence' the funding so we always spend it on the target group of pupils
2. avoid confusing eligibility for the Pupil Premium with low ability, and focused on supporting their disadvantaged pupils to achieve the highest levels
3. thoroughly analyse which pupils are underachieving, particularly in English and mathematics, and why, using termly assessment data, teacher, parent and pupil voice
4. draw on research evidence (such as the Sutton Trust toolkit) and evidence from our own and others' experiences to allocate the funding to the activities that are most likely to have an impact on improving achievement.
5. understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good
6. use achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly
7. make sure that support staff are highly trained and understood their role in helping pupils to achieve
8. systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it
9. ensure that a designated senior leader has a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils
10. ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress
11. develop a clear policy on spending the Pupil Premium, agreed by governors and publicised on the school website
12. provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning
13. thoroughly involve governors in the decision making and evaluation process
14. be able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of our spending on the outcomes for pupils

Pupils on roll: **456**

Total number of pupils eligible for PPG: **72**

Pupil Premium grant received: **£96,200**

Provision

Provision at St. Edward's is implemented through harnessing the Sutton Trust toolkit in partnership with parent voice, pupil voice and evidence based experience of all staff.

The range of provision the staff and Governors consider for this group include:

- How to maximise progress from the beginning of Early Years, so that all pupils reach their full potential by the end of Key Stage 2, regardless of their learning journey starting point. Therefore, St. Edward's focuses significant spending in Nursery and Reception to provide the best possible starting point for pupils that are disadvantaged on entry.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress, in year groups where there is a high percentage of pupil premium is underachieving when compared with their cohort;
- Providing 1-1 and small group work focusing on overcoming gaps in learning and working on targets directed by the teacher that are SMART;
- Additional teaching and learning opportunities provided through high quality learning mentors, trained TAs or external agencies;
- The majority of our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations, with a focus on core subjects Maths, Writing and Reading. Maths, as a whole school priority identified through the analysis of both pupil premium and whole school data will be prioritised.
- The most expensive interventions will target Focus Year groups, where there are relatively large groups of pupil premium children that have been identified as underachieving.
- In addition, the school recognises that the wider curriculum supports and enriches children's development in communication, English and maths, and therefore funding will also be allocated to enable children to participate fully and actively in wider and extra-curricular activities;

Provision will not be aimed at statemented/ Newham funded pupils as funding for need and targeted daily provision is already in place.

Reporting

It will be the responsibility of the designated Pupil Premium Senior Leader to report to the Governors on:

- The progress made towards narrowing the gap, for socially disadvantaged pupils in each year group;
- An outline of the provision that was made since the last meeting, its purpose and the impact so far
- An evaluation of the cost effectiveness and impact of the provision in terms of the progress made by the pupils receiving a particular provision.
- How parents are included and informed about their child's provision and progress.
- How the requirements published by the Department for Education have been harnessed to complete an annual report of spending.