



St. Edward's Academy Cheddleton

Pupil premium strategy statement



This statement details our school's 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, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Edwards Academy Cheddleton
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	8.15%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	2021-2022
Date on which it will be reviewed	July 2022
Statement authorised by	Sue Machin - Principal
Pupil premium lead	Erica Clifford – Assistant Principal
Governor / Trustee lead	Pam Kinshott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,795
Recovery premium funding allocation this academic year	£1,417.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23, 212.50
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Part A: Pupil premium strategy plan

Statement of intent

We will teach **wisdom**, model and expect **respect** for all. We will nurture **compassion**, **responsibility**, **courage** and **perseverance**, equipping our pupils for life in all its fullness as **honest** adults in our diverse and ever-changing world.

SEAC's 2021-2022 priorities are centralised around the theme of a distributed leadership model. This means that the whole school focus will be developing leaders at all levels. As a result, our curriculum for all pupils will be engaging and robust, by ensuring a thorough coverage of National Curriculum objectives. Funding will continue to be used to support training for leaders as well as for building assessment (including standardised) opportunities into subject areas and for enabling opportunities for leaders to support the development of other staff.

Following data analysis, writing is a whole school focus and therefore attainment and progress in this area remains part of the Academy Development Plan for 2021-2022. In particular, progression within grammar, punctuation, spelling and handwriting. An overview for writing has been created as part of our curriculum restructure in 2020-2021 using a mastery approach and this will be used as a scheme of work to follow to ensure progression. This mastery approach is also applied at our school to other areas, including maths and staff have received CPD and support (and will continue to do so) as part of our cycle of CPD for 2020-2022. Staff have received Metacognition and Self-Regulation training and are now expected to weave this into curriculum overviews which according to the EEF has very high impact for very low cost.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation> In addition to this, pupils who find a particular topic difficult receive additional pre / post teaching and POP interventions to ensure that they meet objectives and standardised assessments are implemented to identify areas of strengths and difficulties. According to EEF research adopting a Mastery approach to learning in this way can have a moderate impact (+5 months) on attainment.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>

Specific cohort trends have also been identified through analysis of transformation data when compared with cohort reception or KS1 statutory assessments. In particular,

Year 2 Reading 5% below, writing 1% above, maths 5% below (compared to 2020 end of EYFS teacher assessment)

Year 3 Reading 6% below, writing 15% below, maths 8% below

Year 4 Reading 4% below, writing 12% below, maths 6% below

Year 1 and reception data analysis identified no specific concerns.

To improve these identified trends, targeted small group and one to one tutoring will be implemented throughout the school in reading, writing and maths. A teacher and teaching assistant will receive quality CPD from the National Tutoring programme and interventions will begin in the spring term following the completion of appropriate training. Again, moderate impact is expected (+4months - +5months) according to the EEF. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>, <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>

Improving attendance, specifically reducing the persistent absenteeism for pupil premium children, improving home school links and individual social, emotional and mental health support will remain a focus.

In relation to attendance, 4.3% of our pupils were persistently absent during the academic year 2020-2021. Of this, 2.7% were pupil premium children. We aim to challenge this trend by following our robust attendance procedures and through quality CPD which raises aspiration for our pupil premium children. There are obvious COVID implications to be considered.

In relation to improving home school links, we will continue to use Class Dojo as a method for engaging and interacting with our parents and celebrating successes. This has had proven success over the past year with 100% of all parents (including pupil premium) accessing Class Dojo. However only 47% of pupil premium parents engage with it to share homework. The EEF states that increasing parental engagement and the completion of homework has a moderate impact (between +3-5months) for low cost. <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/parental-involvement/>, <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>

Finally, provision for pupils demonstrating social, emotional and mental health needs at SEAC is outstanding. We have numerous interventions which are delivered by appropriately trained staff. The support that we offer continues to show improved outcomes for pupils with needs in this area. These sessions are focused on individual need and measured through ELSA questionnaires, pupil/parent voice, Boxall profiles, teacher assessment and pupil and parent/carer voice. This approach is based on research by the EEF which shows that targeting social and emotional barriers can have a moderate impact on attainment. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>.

Additionally, support is given to pupils to allow them to access the curriculum or build cultural capital such as subsidising swimming kits, residential trips, music lessons or access to our Brambles provision. We will also continue to use on the spot marking and feedback to ensure that our pupils receive timely interventions as this works well at SEAC and can result in high impact.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Pupils have not maintained the ‘flight path’ for progression in writing. They are not demonstrating elements of attainment at age related expectations according to internal data.</p> <p>Missed opportunities for the teaching of focused progressive skills, pre and post cueing, independence and sustained writing; during school closure; in the wider curriculum and at home have resulted in drops in writing attainment, specifically in KS2. Writing attainment over time indicates a declining trend. 38% of pupil premium children did not meet age related expectations in writing.</p>
2	<p>Pupils have not maintained the ‘flight path’ for progression in maths. They are not demonstrating elements of attainment at age related expectations according to internal data.</p> <p>Missed opportunities for the teaching of focused progressive skills, pre and post cueing; during school closure; in the wider curriculum and at home have resulted in drops in maths attainment, specifically in KS2. Maths CPD has not been embedded due to school / class closures and individual absence for staff and pupils. Maths attainment over time indicates a declining trend. 38% of pupil premium children did not meet age related expectations in maths.</p>
3	<p>Pupils have not maintained the ‘flight path’ for progression in reading. They are not demonstrating elements of attainment at age related expectations according to internal data.</p> <p>Missed opportunities for the teaching of shared and guided reading, individual reading, pre and post cueing; during school closure; in the wider curriculum and at home have resulted in drops in reading attainment, specifically in KS2. Shared and Guided reading CPD has improved teaching within this area (see individual class monitoring forms) but has yet to have an impact upon attainment. Reading attainment over time indicates a declining trend. 38% of pupil premium children did not meet age related expectations in maths.</p>
4	<p>Pupils are unable to retain information and apply it to other learning opportunities.</p> <p>During lockdown, learning opportunities and experiences were missed. This has left many children working below age related expectations (see Catch Up Provision map 2021-2022). As such teachers are having to adapt planning and lessons to meet wide and varied levels of understanding in classes across all subject areas. There has also been an increase in the number of POPS (personal independent interventions) used within classroom. Linking this to metacognition, pupils do not retain</p>

	learning or make links from one subject to the next. Pupils are not yet equipped with the tools to reflect on the methods by which they learn and do not understand, or always value, memory as a key to learning. Teachers need further understanding and training in to how to explicitly teach and scaffold metacognition and use this to support learning retention.
5	Pupil Premium children are not attending school regularly. In particular, almost half of the persistently absent population were also pupil premium (49%). There are COVID implications to be taken into consideration. Teacher and teaching assistant require further training in relation to the important role that they can play within this area. Attendance procedures need to be followed accurately and in line with current guidance.

Intended outcomes

This 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.

Intended outcome	Success criteria
100% pupils identified within the 'Catch Up Provision map' will make accelerated progress in writing and return to pre-Covid attainment levels.	<p>Whole school writing CPD will be delivered.</p> <p>Good QFT in writing will be achieved through monitoring / Coaching.</p> <p>Small group / 1-1 tutor group work will be implemented.</p> <p>Internal and standardised data at AP2 will show accelerated progress.</p> <p>Internal and standardised data at AP3 will show accelerated progress.</p> <p>Internal/ External data will be comparable to data in previous years indicating a positive trend.</p>
100% pupils identified within the 'Catch Up Provision map' will make accelerated progress in maths and return to pre-Covid attainment levels.	<p>Whole school maths CPD will be delivered.</p> <p>Staff will receive individual support for planning progressively in maths.</p> <p>Good QFT in maths will be achieved through monitoring / Coaching.</p> <p>Small group / 1-1 tutor group work will be implemented.</p> <p>Internal and standardised data at AP2 will show accelerated progress.</p> <p>Internal and standardised data at AP3 will show accelerated progress.</p> <p>Internal/ External data will be comparable to data in previous years indicating a positive trend.</p>

<p>100% pupils identified within the ‘Catch Up Provision map’ will make accelerated progress in reading and return to pre-Covid attainment levels.</p>	<p>Good QFT in shared / guided reading will be achieved through monitoring / Coaching.</p> <p>Staff will receive individual support where necessary.</p> <p>Regular independent reading opportunities will be implemented which incorporate opportunities to demonstrate fluency and understanding.</p> <p>Effective monitoring / coaching in relation independent reading opportunities will be completed.</p> <p>Internal and standardised data at AP2 will show accelerated progress.</p> <p>Internal and standardised data at AP3 will show accelerated progress.</p> <p>Internal/ External data will be comparable to data in previous years indicating a positive trend.</p>
<p>Pupil will be able to retain information and apply it to other learning opportunities.</p>	<p>Teachers will receive relevant metacognition and self-regulation training.</p> <p>Teachers will embed metacognition strategies into learning opportunities.</p> <p>Pupils will be able to explain their learning and make links between different subjects / themes.</p> <p>Internal and standardised data at AP2 will show accelerated progress.</p> <p>Internal and standardised data at AP3 will show accelerated progress.</p> <p>Internal/ External data will be comparable to data in previous years indicating a positive trend.</p>
<p>Attendance of pupils will improve by persistent absence reducing resulting in less lost learning.</p>	<p>The persistently absent percentages continue to fall below 4%.</p> <p>There is no link between persistent absence and pupil premium.</p> <p>Learning missed as a result of nonattendance is completed at other times either in school or with support from home; creating less impact on pupil progress.</p> <p>Parent and pupil voice indicate that attendance has a high priority.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8, 512

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Internal CPD, monitoring, coaching and support for teaching and learning development in writing, individual reading and maths mastery.</p>	<p>Internal training allows leaders to disseminate knowledge throughout the school. Monitoring, support and coaching linked directly to these initiatives improves staff confidence and capability when implementing them. The EEF have produced a document which demonstrates the effectiveness of professional development. Click here.</p>	<p>1, 2 & 3</p>
<p>Implement the agreed curriculum / assessment opportunities as created by subject leads. Purchase additional resources to enable full coverage of National Curriculum objectives. This will enable high quality teaching and learning opportunities. It will also support the workload and wellbeing of staff. Monitor/coaching in relation to the implementation of the curriculum.</p>	<p>Children make better progress and attain well when given good teaching and learning opportunities. Murphy for the Sutton Trust (2011) states that <i>'a student taught by an effective teacher gains 40 per cent more in their learning than a child who is taught by a poor teacher with insufficient skills.'</i></p> <p>Giving teachers the tools to teach with (an effective curriculum with well matched resources), created by knowledgeable leaders will therefore go a long way to ensuring that content is accurate. Monitoring the delivery of the curriculum and offering support and coaching will also ensure the effective teaching of it.</p>	<p>4</p>
<p>Teachers to attend online and internal training and support meetings for implementing</p>	<p>Key findings of the EEF study on metacognition found that: 'disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies and</p>	<p>1, 2, 3 & 4</p>

metacognition into teaching and learning.	<p>that “Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.”</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) for a low cost. ‘Although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.’”</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10, 026

Activity	Evidence that supports this approach	Challenge number(s) addressed
An appropriately trained teacher and teaching assistant will deliver ‘catch up’ interventions to children identified as being below age related expectations as a direct result of lost learning opportunities during COVID.	Using a teacher / teaching assistant to lead small group tuition and one to one tuition interventions, the objectives of which are directly linked to gaps and the current focus within the curriculum enables pupil to make accelerated progress (moderate to good progress). According to the EEF this progress can be between 4-5 months.	1, 2, 3 & 4
Specific QFT, ‘POPs’, ‘catch up’ and pupil premium targeted support from a teacher / TA in class for all eligible pupils across school	The Sutton Trust have proven that effective QFT improves outcomes for children by 40%. This alongside closely matched POPs (personal interventions) which are based on individual gaps and feedback will enable a child to make accelerated progress. For more information refer to the report - Improving the impact of teachers on pupil achievement in the UK by the Sutton Trust and What	1, 2, 3 &4

	<p>Makes Effective Teaching by the Sutton Trust.</p> <p>Specific teaching assistant interventions linked directly to children's needs are proven to enable +4 months accelerated progress.</p>	
SEND support: SENDCo time	<p>Academy closures during COVID has resulted in some children not receiving the same level of support and interventions as they would normally when in school. The SEND team has worked tirelessly to ensure early intervention in relation to children with SEND and will continue to do so.</p> <p>23% of pupil premium children have SEND needs and are receiving support in school at the appropriate level. This percentage is reducing.</p> <p>Interventions for SEND are based upon Staffordshire's Graduated Response toolkit, the EEF document 'Special Educational Needs in Mainstream Schools' and structures within our local response to SEND (Primary District Inclusion Panel & Leek SEND Hub) T</p>	1, 2 &3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4902

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEAC's residential to Standon Bowers	<p>There is evidence to suggest that access to outdoor learning increases self confidence, resilience and independence. At SEAC we are a Forestry school so pupils are exposed to outdoor learning regularly throughout the whole curriculum.</p> <p>For evidence of impact please refer to the 'Bringing Children Closer to Nature report', the EEF Outdoor</p>	

	Adventure learning report, staff, pupil and parent voice.	
Brambles Before and After School Provision Additional/Priority Opportunities to access staff led clubs.	Our Brambles provision is excellent. Pupil premium children access it at a significantly reduced cost. It provides opportunities to develop social skills and for extended learning through the homework club which is directly linked to our 'Catch Up' plan. The EEF clearly states in the Extending School time report that 'Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and trained staff are more clearly linked to academic benefits' with the average accelerated progress made being +3 months.	1, 2 & 3
Social, Emotional, Mental Health and Wellbeing support.	At SEAC, we have a breadth of resources and staff expertise which we use to improve the social, emotional, mental health and wellbeing of our pupils and staff. The support that we offer is outstanding. Pupils and staff access support on a needs basis rather than specific groups of children. The EEF states that Social and Emotional learning intervention create on average 4 months accelerated progress.	1, 2, 3, 4 & 5
Embedding attendance procedures. Delivering quality CPD in regards to the needs of pupil premium children and families and how best to support them. Monitoring the implementation of this support and offering coaching opportunities.	The DfE document ' The Link Between Absence and Attainment in KS2 and KS4 ' (2016) indicates a strong link between poor attendance and lower attainment. This is true in relation to children at SEAC who are identified as both pupil premium and persistently absent.	1, 2, 3 & 4

Total budgeted cost: £23, 440

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Please see here a review of last year's [2020-2021] strategy aims.

1 – To raise attainment for pupil premium children with identified SEND issues.

At the end of the academic year 2021, 59% of children with pupil premium were reaching age related expectations. 94% PP children made good or accelerated progress from starting points and 12% PP made accelerated progress. We aim to build on this progress during 2021-2022. CPD for maths mastery, reading and phonics were given. Reading monitoring suggests that the quality of teaching in reading is good and 94% children achieve the phonics check at the end of Year 2. Maths mastery training and writing CPD and support is continuing during 2021-2022.

2 – To improve parental engagement.

100% pupil premium parents were engaging with Class dojo by accessing, sending and responding to messages. Only 47% of parents used Portfolio to record homework, suggesting that homework is not being completed by these parents at home. Offer some of these parents access to a homework club through brambles in the next academic year.

3 – To receive further enrichment opportunities within and outside of school.

100% of pupil premium children attended Standon Bowers at a reduced rate. Clubs / Festivals were not accessed due to COVID restrictions.

4- To improve the social and emotional wellbeing of children – The Home School Community Link Lead was appointed. All parents received food vouchers for the holidays and access to holiday clubs. Families were supported on a needs basis.

5 – To improve data so that attendance for pupil premium children is in line with National and SUAT expectations. Attendance at the end of the academic year 2021 was 95.65%, slightly below National, school and SUAT target. However, there were COVID implications. Persistent absenteeism rates reduced to 4.3% which was a

positive trend. There is a noticeable correlation between pupil premium and Persistent absenteeism which needs to be investigated further during 2021-2022.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Individual targeted academic support as emotional support was not required. QFT, POPs and interventions.
What was the impact of that spending on service pupil premium eligible pupils?	The attendance of service pupil premium children was good. All children continue to work at age related expectations.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.