



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



This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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 (Based on Pupil Premium Allocations 2022-2023)

Detail	Data
School name	St. Edwards Academy Cheddleton
Number of pupils in school	200 (including Nursery)
Proportion (%) of pupil premium eligible pupils	5.7% (12)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 Part of the 2021-2024 3 year strategy
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	S.Machin
Pupil premium lead	E. Clifford
Governor / Trustee lead	Kate Cooke

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,900
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18,900

## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

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 2022-2023 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 (including Pupil Premium) 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 Whole School Pupil Premium data analysis completed in Summer 2022, 66% of Pupil Premium children are achieving age related expectations in reading, writing and maths. This is low in comparison to whole school data analysis where 83% of children attain ARE in maths, 75% ARE in reading and 67% in writing.

Writing remains a focus within the Academy Development Plan for 2022-2023. In particular, progression within grammar, punctuation, spelling and handwriting. An overview for writing has been reviewed as part of our curriculum restructure in 2022-2023 and this will be used as a scheme of work to follow to ensure progression. Children will be taught through quality first teaching with additional support within the class to target children including Pupil Premium.

At 75%, reading (including Early reading) is also a focus area for the school. In response, SEAC has purchased Essential Letters & Sounds to support the early development of reading in Reception and Year 1 and to support reading development as an intervention from Year 1 onwards, and this will begin in September 2022. In addition to this, children across the school receive daily opportunities to read with either their class teacher or Child Champion and an accelerated reading approach will be used to level books for ARE children from Year 2 onwards,

At 83%, Maths attainment is good. To ensure that it remains so, staff continue to use a Mastery Approach to teaching (EEF+5Months). In addition, the teaching of Mental Maths skills remains a priority.

Across all areas of the curriculum, [on the spot marking and feedback](#) ensures that our Pupil Premium pupils receive timely targeted interventions. In addition to this, pupils (including Pupil Premium) 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.

Such regular assessments identify children throughout the Academy (including Pupil Premium Children) who require 'Catch Up' support and to improve these identified trends, targeted small group and one to one tutoring will be implemented throughout the school in writing and maths. A teacher and teaching assistant have received quality CPD from the National Tutoring programme and interventions will continue for 2022. According to the EEF, [small group tutoring](#) and [one to one tutoring](#) results in moderate impact (+4/5 months).

Attendance data from the end of 2021-2022 indicated a positive trend of 96.8% for Pupil Premium children. This is above our Academy and Trust targets and National averages. In relation to Persistent Absenteeism 4.2% of all pupils were persistently absent during the year 2021-2022. If COVID absence is included, this rises to 9.79%. Of this, 2.7% were pupil premium children. We aim to challenge this trend by following robust attendance procedures outlined within our [Attendance Policy](#). Our Home School Community Link lead will continue to improve home school links, challenge & support non-attendance and support staff when raising aspirations for Pupil Premium children.

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 Pupil Premium parents accessing Class Dojo for messaging purposes. However, current data indicates that only half of our Pupil Premium families (50%) use dojo portfolio to share completed homework. As the completion of reading, mental maths and spelling homework is an expectation at SEAC, we need to increase this percentage through targeted Child Champion intervention. The EEF states that increasing parental engagement and the completion of [homework](#) has a moderate impact (between +3-5months) for low cost.

Finally, provision for pupils demonstrating social, emotional and mental health needs at SEAC is outstanding. Children with Pupil Premium are eligible to receive this support on a priority needs basis. We have numerous interventions which are delivered by an appropriately trained member of staff including sand therapy, drawing and talking therapy and Emotional Literacy (ELSA). We also have access to a trained counsellor who can be accessed via the Staffordshire University Academy Trust. The support that we offer continues to show improved outcomes for pupils with needs in this area and an annual report is shared with our Local Academy Council (LAC), which outlines the percentage of children (including PP) accessing SEMH support in school, the interventions that were used and also the outcomes. 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.

Additionally, support is given to pupils to allow them to access the curriculum and/or build cultural capital by subsidising the following activities - swimming kits, school uniforms, extra-curricular clubs, extra-curricular visits, residential trips, music lessons, fund-raising events and Brambles.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Writing</b></p> <p><b>67% of whole school children and 66% of Pupil Premium children are achieving age related expectations according to internal standardised assessments and data analysis (2021-2022).</b></p> <p>In the academic year 2021-2022, as a direct result of targeted in class, school led tutoring (delivered by a trained teacher) and specific small group and 1-1 interventions (delivered by a Child Champion), 76% of children made accelerated progress in writing. 16% of this met/exceeded EFT expectations and 17% of this figure were Pupil Premium children. The specific attainment outcomes in writing for Pupil Premium children in each year group during 2021-2022 are as follows:</p> <p>Reception - 100% ARE            Year 1 – 67% ARE (33% PP also SEND)            Year 2 – 0% ARE (100% PP also SEND)            Year 3 – 60% ARE (40% PP also SEND)            Year 4 - 100% ARE</p> <p>This indicates that in the academic year 2022-2023, particular PP/SEND focus is required in Years 2, 3 and 4. This will be completed as part of timetabled interventions outlined within our SEND provision maps.</p> <p>In addition to this, additional targeted focus within lessons as part of quality first teaching will ensure that other Pupil Premium children continue to work at Age Related Expectations.</p>
2	<p><b>Reading</b></p> <p><b>75% of whole school children and 66% of Pupil Premium children (whole school) are at age related expectations according to internal standardised assessments and data analysis (2021-2022).</b></p>

	<p>In the academic year 2021-2022, as a direct result of targeted in class, school led tutoring (delivered by a trained teacher) and specific small group and 1-1 interventions (delivered by a Child Champion), 59% of children made accelerated progress in writing, 14% of this met/exceeded EFT expectations and 17% of this figure were Pupil Premium children. The specific attainment outcomes in writing for Pupil Premium children in each year group during 2021-2022 are as follows:</p> <p>Reception - 100% ARE  Year 1 – 67% ARE (33% PP also SEND)  Year 2 – 0% ARE (100% PP also SEND)  Year 3 – 60% ARE (40% PP also SEND)  Year 4 - 100% ARE</p> <p>This indicates that in the academic year 2022-2023, particular PP/SEND focus is required in Years 2, 3 and 4. This will be completed as part of timetabled interventions outlined within our SEND provision maps.</p> <p>In addition to this, additional targeted focus within lessons as part of quality first teaching will ensure that other Pupil Premium children continue to work at Age Related Expectations.</p>
3	<p><b>Maths</b></p> <p><b>83% of whole school and 66% of Pupil Premium children (whole school) are at age related expectations according to internal standardised assessments and data analysis (2021-2022).</b></p> <p>In the academic year 2021-2022 as a direct result of targeted in class, school led tutoring (delivered by a trained teacher) and specific small group and 1-1 interventions (delivered by a Child Champion), 72% of children made accelerated progress in writing. 15% of this met/exceeded EFT expectations and 33% of this figure were Pupil Premium children. The specific attainment outcomes in writing for Pupil Premium children in each year group during 2021-2022 are as follows:</p> <p>Reception - 100% ARE  Year 1 – 67% ARE (33% PP also SEND)  Year 2 – 0% ARE (100% PP also SEND)  Year 3 – 60% ARE (40% PP also SEND)  Year 4 - 100% ARE</p> <p>This indicates that in the academic year 2022-2023, particular PP/SEND focus is required in Years 2, 3 and 4. This will be completed as part of timetabled interventions outlined within our SEND provision maps.</p> <p>In addition to this, additional targeted focus within lessons as part of quality first teaching will ensure that other Pupil Premium children continue to work at Age Related Expectations.</p>
4	<p><b>Attendance</b></p> <p>Internal Pupil Premium attendance figures for 2021-2022 of 96.8% are above our Academy and Trust targets and National averages.</p>

	In relation to Persistent Absenteeism 2.7% of all persistent absence were Pupil Premium children. Although this figure is low, it needs addressing. Our Home School Community Link lead will continue to improve home school links, challenge & support non-attendance and support staff when raising aspirations for Pupil Premium children.
5	<b>Homework / Parental Engagement</b> Current data analysis (Autumn term 2022) indicates that 50% of our Pupil Premium families complete homework at SEAC. As the completion of reading, mental maths and spelling homework is an expectation at SEAC, we need to increase this percentage through targeted Child Champion intervention.

## 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
1. All Pupil premium children with the exception of those with significant special educational needs will achieve at least ARE in writing at St Edward's.	<p>Annual Monitoring analysis evidences that targeted pupils' gaps in learning will narrow by 4 months (EEF) unless there is a significant special educational need.</p> <p><u>Actions</u> The Assistant Inclusion lead will complete all small group targeted Catch-Up writing interventions 3x per week and spelling / phonic interventions 3x per week with children in KS2. All PP children will be targeted by the class teacher as part of quality first teaching. BARE / WBARE PP children will received specific POPS which closely match individual need. A Child Champion will support EHCP / PP children during writing lessons and in all specific interventions. See individual timetable of support.</p>
2. All Pupil premium children with the exception of those with significant special educational needs will achieve at least ARE in reading at St Edward's.	Annual Monitoring analysis evidences that targeted pupils' gaps in learning will narrow by 4 months (EEF) unless there is a significant special educational need.

	<p><u>Actions</u></p> <p>The Assistant Inclusion lead will complete all 1-1 daily reads and comprehension activities with children in KS2.</p> <p>All PP children will be targeted by the class teacher as part of quality first teaching.</p> <p>BARE / WBARE PP children will received specific POPS which closely match individual need.</p> <p>A Child Champion will support EHCP / PP children during writing lessons and in all specific interventions. See individual timetable of support.</p>
<p>3. All Pupil premium children with the exception of those with significant special educational needs will achieve at least ARE in maths at St Edward's.</p>	<p>Annual Monitoring analysis evidences that targeted pupils' gaps in learning will narrow by 4 months (EEF) unless there is a significant special educational need.</p> <p><u>Actions</u></p> <p>The Assistant Inclusion lead will complete all 1-1 daily mental maths interventions with children in KS2.</p> <p>All PP children will be targeted by the class teacher as part of quality first teaching.</p> <p>BARE / WBARE PP children will received specific POPS which closely match individual need.</p> <p>A Child Champion will support EHCP / PP children during writing lessons and in all specific interventions. See individual timetable of support.</p>
<p>4. All Pupil premium children's attendance will be at 96%+</p>	<p>Termly and Annual monitoring analysis evidences that there are no Pupil Premium children that are persistently absent at the time of writing.</p> <p>If there are, the impact of monitoring is evident in improving trends for individual PA children.</p> <p><u>Actions</u></p>

	<p>Child Champions are aware of any PP children who are also Persistently absent.</p> <p>Action plans are implemented where necessary.</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>5. All Pupil Premium children complete and share homework to a standard expected at SEAC.</p>	<p>Annual monitoring evidences that 100% of Pupil Premium families complete and share homework on Dojo Portfolio and BOOM reader.</p> <p>Actions</p> <p>Class Teacher involvement – incentives, discussions, MYOL, completion within school where necessary.</p> <p>Access to homework club in Brambles.</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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal CPD, for teaching and learning development in writing and reading.	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.	1, 2
Internal additional monitoring and coaching support during the development of reading and writing.	<p>The EEF have produced a document – <a href="#">Putting Evidence to Work: A School’s Guide to Implementation – Professional Development (2018)</a> which demonstrates the effectiveness of professional development.</p> <p>As a result of training, evidence shows that there is not only improved effectiveness of teaching but also improved outcomes. To read more about the effectiveness of in-service training click <a href="#">here</a>.</p>	1,2
Implement the agreed revised reading and writing curriculum / assessment opportunities as created by subject leads.	<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>Knowledgeable leaders creating overview plans linked to well matched resources in order to teach the <a href="#">National Curriculum</a> will ensure that content is accurate. Monitoring the delivery of the curriculum and offering support and coaching will ensure the effective teaching of it. Workload and well being of staff will improve as a result. The OME</p>	1,2

	teacher retention report by RAND found <a href="#">here</a> cites workload one of the largest retention factors.	
Specific QFT, 'POPs', Pre and Post Cue and targeted support from a teacher 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 - <a href="#">Improving the impact of teachers on pupil achievement in the UK</a> by the Sutton Trust and <a href="#">What Makes Effective Teaching</a> by the Sutton Trust.	1,2

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to One and Small Group School Led Tutoring - qualified teacher and / or Teaching Assistant for pupils identified as requiring 'catch up'.	Evidence suggests that impact of tutoring in this manner is good with outcomes improving by up to 5 months. Evidence and guidance on effective tuition can be found <a href="#">here</a> .	1,2
SEND interventions from trained TAs SENDCo team time to support and evaluate interventions. External Assessments for SPLD.	Internal data analysis indicates that there is a strong correlation between SEND and Pupil Premium (33%). Interventions for SEND are based upon <a href="#">Staffordshire's Graduated Response toolkit</a> , the EEF document ' <a href="#">Special Educational Needs in Mainstream Schools</a> ' and structures within our local response to SEND (Primary District Inclusion Panel & Leek SEND Hub).	1,2
ELS Phonics - small group support. Targeted intervention to accelerate progress of pupils not	Phonics report EEF – high impact extensive research +4. Read <a href="#">here</a> .	2

working in expected phonics phase.		
------------------------------------	--	--

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for pupils in need of behavioural support and education intervention including short term support from outside agencies.	EEF Behavioural interventions evidence: impact +4. Read here	4
Residential, extra curricular clubs/ visits  Funding to allow on/ off site extended learning to be accessible and affordable for all pupils with additional subsidies for those eligible for funding.	Whilst EEF evidence is still unclear there is evidence to suggest that outdoor learning increased self confidence and resilience. Found <a href="#">here</a> . Sylvia Foundation conducted a survey of over 1000 schools looking at outdoor learning and forest school. Read the report <a href="#">here</a> . For evidence of impact please refer to the 'Bringing Children Closer to Nature report', the EEF Outdoor 11 Adventure learning report, staff, pupil and parent voice.	4
Brambles Before and After School provision  Funding to allow for extended learning to be accessible and affordable for all pupils with additional subsidies for those eligible for funding.	Our Brambles provision is excellent. It provides opportunities to develop social skills and for extended learning through the homework club. The EEF clearly states in the <a href="#">Extending School time</a> 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.	4
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.	4

	Pupils and staff access support on a needs basis rather than specific groups of children. The EEF states that <a href="#">Social and Emotional learning</a> intervention create on average 4 months accelerated progress.	
Embedding attendance procedures.	The DfE document ' <a href="#">The Link Between Absence and Attainment in KS2 and KS4</a> ' (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.	4

## Part B: Review of outcomes in the previous academic year 2021-2022

### Pupil premium strategy outcomes

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

1. Writing Outcomes - 76% children identified within the 'Catch Up Provision map' made some or accelerated progress with 20% returning to ARE. More than half of children (60%) and 9% of PP children made up to 3 months accelerated progress in relation to EEF targets in writing and 16% of whole school children and 9% of pupil premium children met or exceeded EEF expected progress of 4 months. This was below the target of 100% but reflects our high ambition for this group of children. 32% children made no progress or their gaps are widening in writing. 5 children (22%) are included within our SEND register. 10% are receiving further 'Catch Up' tutoring 2022-2023.
2. Maths Outcomes - 72% of children identified within the 'Catch Up Provision map' made some or accelerated progress with 38% returning to ARE. More than half of children (57%) and 33.3% of PP children made up to 3 months accelerated progress in relation to EEF targets in maths and 15% of whole school children met or exceeded EEF expected progress of 4 months. 0% of PP children made expected EEF progress, however all PP children are BARE rather than WBARE in this area. This was below the target of 100% but reflects our high ambition for this group of children. 28% children made no progress or their gaps are widening in maths. 3 children (14%) of these have been added to the SEND register or were already on it. 14% are receiving further 'catch up' tutoring 2022-2023.
3. Reading Outcomes - 59% children identified within the 'Catch Up Provision map' made some or accelerated progress. Almost half of whole school children (45%) and 9% of PP children made up to 3 months accelerated progress in relation to EEF targets in reading and 14% of whole school children and 9% of pupil premium children met or exceeded EEF expected progress of 4 months. This was below the target of 100%. 31% children made no progress or their gaps are widening in reading. 6 children (24%) of these have been added to the SEND register or were already on it.
4. Data for reading, writing and maths remains below that in previous years. Phonics data is above previous years.
5. Attendance for Pupil premium is above National at 95.65% compared to 92.2%. It is just above the target of 4% at 4.45%.
6. 100% Pupil premium parents engaged with school life through Parent's evenings, MYOLs and Class Dojo communication. 72% of families engaged with Dojo Portfolio as a method for sharing homework.
7. 9% of Pupil premium children were given SEMH support during 2021-2022. Outcomes were positive and resulted in appropriate outcomes.

8. All pupil, premium children attended our residential, enrichment opportunities (ukulele lessons) given, priority access to clubs given and accepted.

Priorities for 2022-2023

- Continued focus in Reading, Writing and Maths for Pupil Premium and Catch Up children.
- Attendance
- Homework
- Clubs, trips, enrichment opportunities

## 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. The Emotional Health of our service pupil premium eligible pupils remains good.

## 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.*