



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 2023-2024)

Detail	Data
School name	St. Edwards Academy Cheddleton
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	8 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 Part of the 2021-2024 3 year strategy
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	S.Machin
Pupil premium lead	J.Talks
Governor / Trustee lead	N. Ball (K.Cooke)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,580 5 x PP 2 PLAC 1 forces
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£16,580

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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.

Following Whole School Pupil Premium data analysis completed in Summer 2023, 79% of Pupil Premium children are ARE in reading, 71% in writing and 71% in maths. Most accelerated progress has been made in reading at 75% with expected accelerated progress in writing at 40% and maths at 40% expected (according to EEF) and 20% accelerated but less than expected (according to EEF). This indicates that more 'catch up' focus is required in writing and maths for specific Pupil Premium children during the academic year 2023-2024.

Across all areas of the curriculum, [on the spot marking and feedback](#) continues to ensure 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 Pupil Premium children throughout the Academy who require additional intervention to achieve ARE and where possible AARE and this will remain a focus for the academic year 2023-2024.

We will also 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. 91% of Pupil Premium families now engage with dojo and use it to share homework - an increase of 19% since the end of 2022. The EEF states that increasing parental engagement and the completion of [homework](#) has a moderate impact (between +3-5months) for low cost.

The whole school focus on behaviour, and targeted interventions for specific children has also had a positive impact upon the prevalence of significant behavioural events within our Pupil Premium cohort. Specifically, 92.8% of our Pupil Premium children currently demonstrate consistent positive behaviours at all times. Where specific,

intervention has been implemented there has also been a reduction in the number of significant behavioural incidents from 9 in the autumn term to a further 3 in spring and summer. This will continue to be a focus for specific Pupil Premium children during the academic year 2023-2024.

Additionally, financial support and priority access can be given to Pupil Premium children to ensure that they access SEAC's full curriculum experience. This includes school uniforms, extra-curricular clubs, extra-curricular visits, residential trips, music lessons, fund-raising events and Brambles. This will remain a focus for 2023-2024 following discussions with individual families.

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading</p> <p>11% of our Pupil Premium children remain below ARE according to standardised assessments, teacher assessments and data analysis. 75% of our Pupil Premium children made expected or better than expected progress in relation to the EEF Teaching and Learning toolkit, with the best progress being within Reception. All Pupil Premium children should be targeted and priorities for on the spot marking and feedback and post cue opportunities.</p>
2	<p>Writing</p> <p>33% of our Pupil Premium children remain below ARE according to standardised assessments, teacher assessments and data analysis. 60% of our Pupil Premium children, accessing interventions during 2022-2023 have made no progress in writing. Some Pupil Premium children have been identified during 2022-2023 as having the potential to achieve AARE.</p> <p>In the academic year 2022-2023, 40% of Pupil Premium children made accelerated progress in writing as a direct result of targeted in class support (teacher / TA) and specific interventions for spelling (delivered by a TA).</p> <p>Specific intervention in writing is required within Year 1 and Year 4 to ensure that children achieve ARE.</p> <p>Specific intervention in writing is required within Year 3 to enable AARE.</p> <p>All Pupil Premium children should be targeted and priorities for on the spot marking and feedback and post cue opportunities.</p>
3	<p>Maths</p>

	<p>11% of our Pupil Premium children remain below ARE according to standardised assessments, teacher assessments and data analysis. 40% of our Pupil Premium children, accessing interventions during 2022-2023 have made no progress in maths.</p> <p>In the academic year 2022-2023, 40% of Pupil Premium children made accelerated progress in maths as a direct result of targeted in class support (teacher / TA) and specific interventions – Power Maths (delivered by a TA).</p> <p>Specific intervention in writing is required within Year 2 to ensure that children achieve ARE.</p> <p>All Pupil Premium children should be targeted and priorities for on the spot marking and feedback and post cue opportunities.</p>
4	<p>Personal, Social, Emotional & needs</p> <p>56% of Pupil Premium children need and access additional support so that they can explore & manage their emotions. This supports in their ability to access whole class teaching and learning and social times.</p>
5.	<p>Personal Development Opportunities</p> <p>For some Pupil Premium families at SEAC being able to afford and/or attend personal development opportunities, clubs, school trips, residential, music tuition, school uniforms and / or Brambles provision is difficult. Some families require support to enable access to such extra-curricular opportunities.</p>

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
<p>1. READING - 100% of Pupil Premium pupils will make at least expected accelerated progress in line with EEF progress expectations</p> <p>I child will be working at AARE in reading</p>	<p>All Pupil Premium children will be targeted by the class teacher during reading lessons/sessions and included in Pupil progress documentation.</p> <p>Specific Pupil Premium children to receive 1-1 intervention to facilitate accelerated progress to ARE or AARE.</p> <p>Live Case studies of these children to be completed and updated regularly to ensure accelerated progress.</p> <p>Monitoring observations and drop ins demonstrate that specific PP children are targeted during lessons by the class teacher / TA.</p>

	<p>BARE / WBARE PP children will receive specific POPS which closely match individual need.</p> <p>Internal assessments will show progress at each assessment point where necessary.</p> <p>Internal/ External data will be comparable / better than data in previous years indicating a positive trend.</p> <p>SEND needs are explored and specific interventions implemented in response to reports generated.</p> <p>Reading opportunities are planned for in all subject areas.</p>
<p>2. WRITING - 100% of Pupil Premium pupils will make at least expected accelerated progress in line with EEF progress expectations</p>	<p>All Pupil Premium children will be targeted by the class teacher during writing sessions and included in Pupil progress documentation.</p> <p>Specific Pupil Premium children to receive 1-1 intervention to facilitate accelerated progress to ARE.</p> <p>Live Case studies of these children to be completed and updated regularly to ensure accelerated progress.</p> <p>Monitoring observations and drop ins demonstrate that specific PP children are targeted during lessons by the class teacher / TA.</p> <p>BARE / WBARE PP children will receive specific POPS which closely match individual need.</p> <p>Internal assessments will show progress at each assessment point where necessary.</p>

	<p>Internal/ External data will be comparable / better than data in previous years indicating a positive trend.</p> <p>SEND needs are explored and specific interventions implemented in response to reports generated.</p> <p>Writing opportunities are planned for in all subject areas.</p>
<p>3. MATHS - 100% of Pupil Premium pupils will make at least expected accelerated progress in line with EEF progress expectations</p>	<p>All Pupil Premium children will be targeted by the class teacher during writing sessions and included in Pupil progress documentation.</p> <p>Specific Pupil Premium children to receive 1-1 intervention to facilitate accelerated progress to ARE.</p> <p>Lesson observations and drop ins demonstrate that specific PP children are targeted during lessons by the class teacher / CC.</p> <p>BARE / WBARE PP children will receive specific POPS which closely match individual need.</p> <p>Internal assessments will show progress at each assessment point where necessary.</p> <p>Internal/ External data will be comparable / better than data in previous years indicating a positive trend.</p> <p>SEND needs are explored and specific interventions implemented in response to reports generated.</p>
<p>4. Pupils will demonstrate exemplary social behaviours and attitudes to learning at all times.</p>	<p>Live studies will be in place for all children who are PP / SEND to closely monitor emotional stability, attainment, progress and behaviour.</p>

	All Pupil Premium children will achieve / access reward afternoons.
5. All pupils will have equal access to SEAC's 'total' curriculum.	<p>Pupil Premium children will receive priority access to personal development and all other after school clubs.</p> <p>Payment plans/partial funding will be available to SEAC's Pupil Premium families in regards to clubs, extra-curricular visits, residentials, musical tuition, school uniform, Brambles provision etc. This will be determined by a needs assessment and arrangement.</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: £7,960.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal CPD, for teaching and learning development in reading, writing and maths.	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 – Putting Evidence to Work: A School's Guide to Implementation – Professional Development (2018) which demonstrates the effectiveness of professional development.	1, 2,3 3 x CPD reading - £75 3 x CPD writing – £75 3x CPD maths - £75 £775
Internal additional monitoring and coaching support during the development of reading, writing and maths.	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 here .	1,2,3 Inclusion Leadership Team Support £4,285
Implement the agreed revised reading, writing and maths curriculum / assessment opportunities as created by subject leads.	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> ' Knowledgeable leaders creating overview plans linked to well matched resources in order to teach the National Curriculum will ensure that content is accurate. Monitoring the delivery of the curriculum and offering support and coaching will ensure the effective teaching of it.	1,2,3

	Workload and well being of staff will improve as a result. The OME teacher retention report by RAND found here 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 - Improving the impact of teachers on pupil achievement in the UK by the Sutton Trust and What Makes Effective Teaching by the Sutton Trust.	1,2,3 £2,900

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

Budgeted cost: £4000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of interventions from trained teacher / TA SENDCo team time to support and evaluate interventions.	Internal data analysis indicates that there is a strong correlation between SEND and Pupil Premium (33%). 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).	1,2,3 4 children £4,000

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

Budgeted cost £4,620.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Support for pupils in need of personal, social & emotional support and education intervention including short term support from outside agencies.</p>	<p>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.</p> <p>EEF Behavioural interventions evidence: impact +4.</p> <p>Earliest/Early Help intervention</p>	<p>4</p> <p>Child A EHCP paperwork £150</p> <p>Child A Child B Child E Child F £4,000</p>
<p>Priority access to ALL clubs & Personal Development Passport Opportunities</p> <p>Payment plans/partial funding will be available to SEAC's Pupil Premium families in regards to clubs, extra-curricular visits, residentials, musical tuition, school uniform</p>	<p>Arts participation is defined as involvement in artistic and creative activities. It can occur as part of extra-curricular activity. The EEF states that an additional 3months accelerated progress can be made by children participating in the arts and /or physical activity.</p> <p>Whilst EEF evidence is still unclear there is evidence to suggest that outdoor learning increased self confidence and resilience. Found here.</p>	<p>5</p> <p>Clubs £180</p> <p>Residential - £240</p> <p>Educational Visits – £250</p>
<p>Brambles Before and After School provision</p> <p>Prearranged partial funding to allow for extended learning to be accessible and affordable for all pupils with additional subsidies for those eligible for funding.</p>	<p>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 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.</p>	<p>5</p>

Total budgeted cost: £16, 580.00

Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended outcome

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

Writing – In writing, 71% of our Pupil Premium children are at Age Related Expectations. 40% (2/5) of our Pupil Premium children made expected or better than expected progress in relation to the EEF Teaching and Learning toolkit, with the best progress being within Year 4 (100% making better than expected progress) However, 60% made no progress at all. Of the three children that did not make progress, one is now in receipt of an EHCP (Band 8B), one is receiving significant support from the Staffordshire Moorlands Hub and Educational Psychologist in preparation for an EHCP for 2024 and one has experienced a traumatic event (death of a parent). This child is now receiving internal support from our trained therapist.

Intended Outcome

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.

Reading - In reading, 79% of our Pupil Premium children are at Age Related Expectations. 75% (3/4) of our Pupil Premium children made expected or better than expected progress in relation to the EEF Teaching and Learning toolkit, with the best progress being within Reception (100% making better than expected progress and final attainment of ARE) and Year 4 (100% making better than expected progress).

Intended Outcome

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.

In maths, 71% of our Pupil Premium children are at Age Related Expectations. In the academic year 2022-2023, 40% of Pupil Premium children made accelerated progress in maths as a direct result of targeted in class support and specific interventions.

Intended Outcome

4. All Pupil premium children's attendance will be at 96%+

Attendance – 2022-2023 attendance percentage for Pupil Premium at SEAC is 96.6%. This is above school target and above National.

Intended Outcome

5. All Pupil Premium children complete and share homework to a standard expected at SEAC.

91% of Pupil Premium families now engage with dojo and use it to share homework - an increase of 19% since the end of 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. The Emotional Health of our service pupil premium eligible pupils remains good.