



# Pupil premium strategy statement

This statement details our school's use of pupil premium 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

Details	Data
School name	St Edward's Catholic Primary School
Pupils in school	191
Proportion of disadvantaged pupils	14%
Pupil premium allocation this academic year	£39168.54
Academic year or years covered by statement	2025-2028
Publish date	January 2026
Review date	July 2026
Statement authorised by	Victoria Olsen
Pupil premium lead	Victoria Olsen
Governor lead	Donna Jawo

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39168.54
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	£39168.54

# Part A: Pupil premium strategy plan

## Statement of intent

*“Ensuring that every child feels a sense of security and belonging within the school enables each child to accept and participate actively in transforming situations that are part of learning experiences” Loris Malaguzzi*

St Edward’s Catholic Primary School is a school where we strive to give all children the best possible education within an environment where everyone is valued and respected as part of God’s family. We aim to inspire everyone through our bespoke curriculum, which celebrates the diversity of our school and enhances cultural capital opportunities for all.

St Edward’s is passionate about removing barriers and meeting the needs so all of our children so that they can be successful in their next phases in life. Our Pupil Premium Strategy has three key priorities that we feel will prepare our children academically and emotionally. Throughout 2025-2026 we will be closely monitoring and evaluating our progress and implement changes where necessary.

Please find below our rationale for each area of funding:

1. The continuous development of Quality First Teaching is key to the success of all pupils, including Pupil Premium children. We believe that through the development of our bespoke curriculum that is child centred and designed to inspire and celebrate our diverse school community, that children’s engagement in learning will be increased and progress will accelerate. Through our whole school approach to the teaching of reading we model high expectations and give all children, including Pupil Premium children the skills and love of reading that they need in later life, aiming for every child to be reading in line with their chronological age by the end of Key Stage 1.

2. Targeted interventions are based on closing children’s gaps and barriers to knowledge, understanding and application. Some interventions will be delivered outside of the classroom with one to one tuition to ensure that children are making progress from their starting points. Individual interventions will focus on bridging the gap in knowledge and skills and will be robustly tracked by staff and leaders. Other interventions will take place through additional support in the classroom during lessons identified and discussed termly at pupil progress meetings.

3. Pastoral and attendance support for our disadvantaged children and families is integral in ensuring a positive impact on pupils learning and future aspirations. Our Senco, supported by our PFSW, ensure interventions such as 1:1 / group nurture sessions, bereavement support, parent support workshops and early help intervention with families are implemented and their effectiveness evaluated, supporting children to attend school day for maximum impact on their learning outcomes.

These will be reviewed in July and adjustments will be made based on the children’s emerging needs to ensure all actions are carried out and are successful for each child.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Social, emotional and mental health</b> <i>Some PP children are prohibited from engaging successfully with their learning due to external family barriers</i>
2	<b>Gaps in reading, writing and maths.</b> <i>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school clo-sures to a greater extent than for other pupils. These findings are supported by national studies.</i>
3	<b>Speech, language and communication</b> <i>On entry levels for disadvantaged pupils below national</i>
4	<b>Attendance and punctuality</b>
5	<b>Access to wider opportunities</b> <i>Reading resource, access to school clubs and school trips</i>
6	<b>Parental engagement</b> <i>In particular those families receiving additional external support from PFSW.</i>

## 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
To offer a bespoke child-led broad and balanced curriculum, where teaching and learning is at least good across all year groups and all subject areas.	Lessons observed as part of a formal or informal process are at least good across all year groups in all subject areas.
All non-SEND PP Children make at least expected progress in reading.	Within year group cohorts, increased numbers of PP children achieving ARE in reading.
All non-SEND PP Children make at least expected progress in writing.	Within year group cohorts, increased numbers of PP children achieving ARE in writing.
All non-SEND PP Children make at least expected progress in Maths.	Within year group cohorts, increased numbers of PP children achieving ARE in Maths.
Interventions are suitable, impact driven and meet children's needs to close gaps and ensure attainment and progress is at least expected.	Evaluation of interventions demonstrate that PP children achieve the intended outcome when participating in interventions.
Children who have been identified as requiring additional pastoral support receive this for the length of time that it is required.	Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS assessment.
Impact of the use of external agencies leads to better outcomes for pupils.	Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS test / oracy assessment.

The attendance of targeted PP children who are persistent absentees or late arrivals, improves	Work undertaken demonstrates a notable improvement in PP attendance percentages.
Children in receipt of the PP have equal access to all that the school offers in terms of additional provisions.	Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS test and pupil surveys.

## 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: £4168

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>To close the attainment gap between disadvantaged and non-disadvantaged pupils particularly in reading, writing and maths.</b></p> <ul style="list-style-type: none"> <li>*Implementation of guided reading in Key Stage 1 classes to support children’s early reading skills.</li> <li>* Implementation of agreed consistent reading approaches to ensure all children are accessing reading books to support these individual needs and are exposed to more challenging texts through whole class readers that are progressive and shared in whole school reading spines.</li> <li>* Consistency in teaching phonics, with clear interventions for those children not making expected progress.</li> <li>* Use of ELS Spelling in KS1 and Spelling Shed In KS2 to improve spelling across whole school</li> <li>* Use of consistent format to introduce each lesson focussing on:               <ul style="list-style-type: none"> <li>o Key Skills</li> <li>o Key Vocabulary</li> <li>o Metacognition Skills</li> <li>o Learning Behaviours</li> </ul> </li> <li>*Coaching for staff new to school for maths whole school agreed approaches</li> <li>*Implement an agreed and consistent approach to oracy in every lesson to support children’s knowledge and understanding of their learning in all subject areas</li> <li>*Consistent use of GL assessments to identify gaps in learning and Insight to track children’s attainment and progress.</li> <li>*Further enhance the opportunities to engage in outdoor learning across the curriculum which engages all pupils including disadvantaged.</li> <li>*Development of SL to effectively monitor curriculum areas</li> <li>*Termly pupil progress meetings with a focus on disadvantaged pupils</li> <li>*Support given by Subject leader to ensure good practice in all lessons and a consistent approach</li> </ul>	<p>We have taken particular guidance from the Ofsted Report <a href="#">‘how schools are spending funding successfully to maximise achievement’</a> in our formulation of strategy. This report outlines the importance of diagnostic tools to identify specific gaps and the importance of impact measurement in terms of response. Our whole strategy is based on the production of a barrier map for all PP children on which specific gaps can be identified and responses agreed. These responses are impact measured and evaluated termly as part of our pupil progress meetings in which the progress and achievement of PP children is a specific focus.</p> <p>All evidence including that of our own experience, the <a href="#">Sutton Trust and EEF toolkits</a> and the <a href="#">Ofsted guidance</a> is clear that quality teaching has a disproportionate impact on pupil premium children. We are striving to ensure that teaching is at least good across our school. We invest in training to ensure that quality first teaching is always supported and remains a goal.</p> <p>We are working hard with all teachers to embed clear, engaging teaching and high expectations of all learners, both of which are evidenced by Hattie’s research culminating in the <a href="#">Visible Learning Metax global research database</a></p> <p>This research also highlights the positive impact of strategies relating to metacognition (0.6), self-directed learning and student self-regulation (0.67/0.54).</p> <p>The <a href="#">Sutton Trust and EEF toolkits</a> identify a focus on a few key things which have the most significant national impact on achievement and progress.</p>	<p>2,3,5</p>

<p>across the school to ensure all children make at least expected progress.</p>	<ol style="list-style-type: none"> <li>1. A school-wide understanding of metacognition and embedding of behaviour management processes which embed self-regulation for children.</li> <li>2. Reading comprehension strategies and the explicit embedding of phonics throughout the school.</li> <li>3. Staff training and the effective use of experts to assist and intervene in the educational process for children.</li> </ol>	
--	--	--

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Reading, writing and maths outcomes for all disadvantaged pupils to be at least inline or exceed National.</b></p> <ul style="list-style-type: none"> <li>* Use baseline assessments to identify children in need of speech and language intervention – focusing on EYFS and Year 1 in small groups or 1:1 with specialist speech and language support for early identification of individual speech and language needs.</li> <li>* Phonics groups closely match to individual levels and where necessary 1:1 intervention in place.</li> <li>* Catch up reading programs, eg. Herts Fluency, used for individual interventions to support reading and understanding of language development 1:1 or small group with trained TA.</li> <li>* Every child to be heard reading by an adult weekly and where gaps identified 2/3 further sessions put in place through targeted support.</li> <li>* Reading interventions include – Herts Fluency, choral reading, precision teaching, read works.</li> <li>* 1:1 conferencing for identified pupils falling behind with age related expectations.</li> <li>* Use of outdoor learning opportunities to support wider opportunities for writing.</li> <li>* Set aspirational targets to ensure staff have high expectation of pupils.</li> <li>* Tracking of disadvantaged, including bespoke provision mapping which may include SMART targets.</li> <li>* Regular TA meetings and drop-in observations to ensure interventions are having impact.</li> </ul>	<p>Whilst we agree that a variety of methods should be employed to meet individual need, we believe that on the whole 1:1 and small group intervention by a group of experts is the most impactful method to fill gaps. This mirrors the findings of the <a href="#">Sutton Trust and EEF toolkits</a> and the <a href="#">Ofsted guidance</a> discussed above.</p> <p>The <a href="#">EEF</a> have found that the average impact of oral language interventions and development is approximately an additional six months progress over the course of a year.</p>	<p>1, 2, 3, 4</p>

<p><b>Analyse summative assessment data and identify the children who require catch up</b></p> <p>*Promote a love of learning through the school through consistent approaches to learning behaviours and independence with learning.</p> <p>*NGRT and NGST assessments show improvements for disadvantaged children with reading and spelling ages across the school.</p>		
--	--	--

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Improve engagement of families to ensure children are readily prepared for school each day as barriers to home are supported by PFSW.</b></p> <p>*Our full time Pupil and Family Support Worker supports our families in the following ways:</p> <ul style="list-style-type: none"> <li>- Supporting families to ensure they access to adequate permanent housing.</li> <li>- ensuring that families had access to the government funding and benefits that they were entitled to.</li> <li>- engaging parents and families with support for their mental health and the impact of this on the children.</li> <li>- supporting victims of domestic abuse</li> <li>- ensuring that families are supported by appropriate external agencies e.g., Service Six, The Voice, Sunflower Centre.</li> <li>- supporting families with debt, often leading to other issues surrounding family finances such as food, paying bills etc</li> <li>- supporting families who have poor physical health.</li> </ul> <p><b>Improve Pass scores and NGRT scores through addressing Cultural Capital gaps amongst PP children.</b></p> <p>* In response to these and other needs, the children often require regular and direct support from other members of our pastoral team to help them deal with a variety of issues and barriers including:</p>	<p>Our approach to social and emotional support is to embed inclusion throughout our school. The priorities of our inclusion provision are:</p> <p>To have systems in place to secure the inclusion of all children so teachers can teach, and learners can learn,</p> <p>To enable leaders to be able to focus their attention on curriculum and leading learning across the school; and</p> <p>To establish excellent provision to ensure readiness to learn and achieve for children and families for whom inclusion is a challenge.</p> <p>There is a plethora of research surrounding the benefits and establishment of inclusion in education<sup>1</sup>. A study called <a href="#"><i><u>Inclusion and the standards agenda: negotiating policy pressures in England</u></i></a><sup>2</sup> in 2006 defines successful inclusion as ‘Schools...hav[ing] strategies for encouraging the presence, participation, and achievement of all learners. This is now echoed in</p>	<p>1,2,4, 5, 6</p>

<sup>1</sup> ‘Inclusive education’ means that all children are together in mainstream classrooms for the majority of their day. (Implementing inclusive education, Dr Matthew J. Schuelka University of Birmingham 29 August 2018)

<sup>2</sup> Mel Ainscow, Tony Booth and Alan Dyson, *School of Education, University of Manchester, Manchester, UK; Canterbury Christ Church University, Canterbury, UK, 2006*

<ul style="list-style-type: none"> <li>- General emotional wellbeing.</li> <li>- mental health</li> <li>- behaviours associated with poor attachment.</li> <li>- trauma induced behaviours.</li> <li>- children who have witnessed domestic abuse.</li> <li>- children who live with parents who are abusing alcohol and/or drugs.</li> <li>- issues arising from neglect, including low self-esteem, issues with general appearance etc.</li> <li>- Children are supported academically and emotionally to fully engage with the school day.</li> </ul> <p>*Pupil Premium lead to identify strengths and areas for development amongst PP children from PP tracker to discuss provisions and impact on outcomes.</p> <p>* Pupil Premium Lead to enhance the learning experiences for all children to improve engagement and ensure all experiences are progressive throughout the school</p> <p>* Access to all school trips to enhance the curriculum experience</p> <p>* Access to uniform to enhance the sense of belonging reflected in PASS scores</p> <p>* Access to peripatetic tuition or a sports activity to develop own interests in extracurricular activities (Bespoke package)</p> <p>* Access to 1:1 reading support for all PP children to ensure they have the opportunity to discuss language of text that they have chosen to read from the library using NGRT scores to show improvements and progress made in reading ages. Move support onto writing or maths focus following pupil progress meetings to ensure individual gaps/ needs are met.</p> <p>*All children to have access to a PSHE curriculum to support mental health and wellbeing assessed with PASS outcomes focused on self</p> <p>*Use the baseline assessments for PASS to explore the needs for wellbeing, confidence building, and self-esteem workshops to improve PP children's attitudes towards school and aspirations for themselves as learner through the belonging survey.</p> <p><b>Improve PASS schools in relation to attitudes towards school that will raise attendance rate to narrow gap and be in line with National.</b></p> <p>* PFSW to work specifically with individual families to identify specific barriers and agreed actions</p>	<p><a href="#">UNESCO's 'Guide to Ensuring Inclusion and Equality in Education'</a> (2017).</p> <p>Various models and factors have been discussed and recent studies (including <a href="#">Dimitrellou 2017</a><sup>3</sup> and <a href="#">Farrell 2004</a><sup>4</sup>) have started to model the features required to enable inclusive education to occur. These studies coupled with '<a href="#">School exclusion: a literature review on the continued disproportionate exclusion of certain children</a>'<sup>5</sup> provide a comprehensive literature review of inclusion and a sound basis of research. From this research a Trust Approach to inclusion has been established which ensures all schools have inclusion teams to support implementation of agreed behaviour principles, and who provide bespoke support to children including emotional support, attendance support, early help and family support.</p> <p>We firmly believe in the establishment of relationship in order to support SEL. We heavily resource pastoral support and are beginning to find strategies to better evidence this spend including the analysis of data from the PASS survey and cross-referencing outcome data with pastoral support using the Insights programme.</p> <p>We also rely on the findings of the <a href="#">EIF</a> in relation to the effect of early help and intervention in respect of mental health and achievement</p>	
---	--	--

<sup>3</sup> Does an inclusive ethos enhance the sense of school belonging and encourage the social relations of young adolescents identified as having social, emotional and mental health difficulties (SEMH) and moderate learning difficulties (MLD)?, 2017, UCL

<sup>4</sup> Farrell, P. (2004). School Psychologists: Making Inclusion a Reality for All. School Psychology International.

<sup>5</sup> Graham et al, DfE, 2019

<ul style="list-style-type: none"> <li>* Introduction of school app that provides parents with their child's attendance % daily to support home/school links</li> <li>* To ensure pupils wellbeing is supported through interventions in school and use of an external counselling if needed (progress is shown with before and after scores for each child who attends sessions)</li> <li>* Ensuring all parents are accessing MCAS to engage their child's learning</li> <li>* Offer breakfast club for free to provide pupils with a learning ready approach reflected in PASS scores</li> <li>* Improvements in PASS scores focused on attitudes towards school and learning for each child.</li> </ul>		
---	--	--

**Total budgeted cost:** £45,800

## 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 2024 to 2025 academic year.

<b>Attendance</b>	<p>PP attendance the 24/25 year = 92.7%. This is a 2% increase in attendance from 23/24 (90.7%). The gap in relation to non-PP children in 23/24 was 3.4% and in 24/25 was 3.1% with a slight narrowing of the gap.</p> <p>32.1% of PP children has attendance in excess of 95% for last year. This was a 0.7% increase on 23/24.</p> <p>At St Edwards in reference to persistent absences of PP children has dropped significantly from 42.9% in 23/24 to 25% in 24/25 a decrease of 17.9%.</p>
<b>Behaviour</b>	<p>Last year the average incident per pupil data was 2.77. For PP children this was 8.79 This means that PP children on average were involved in 3 more incident than non-PP children across the year on average.</p> <p>When looking at more serious incidents the gap widens. PP children are twice more likely to be removed from classrooms as their non-PP peers and 2 times more likely to be involved in more severe (tier 3) incidents than their peers. This was due repeated incidents from a very small number of PP children.</p>
<b>Reading</b>	<p>32% of PP children were assessed at being at least at age related expectation in reading across the school in 24/25. In 24/25 there was a gap of 27% in relation to non-pp children in the school of whom 77% are at least at age-related expectation in reading.</p> <p>The SATS outcomes for year 6 children last year highlighted a significant gap at the end of KS2 with 60% of PP children reaching the expected standard (from a cohort of 5) in comparison to 88% of peers.</p> <p>The judgements made at the end of year 5 for current year 6 children identifies that there remains a 22% gap in reading proficiency between PP and non-PP children (based on a cohort of 4).</p> <p>PP children in Year 1 all passed phonics screening and retakes in Year 2 with 40% passing phonics (cohort of 5 PP pupils).</p>
<b>Writing</b>	<p>28% of PP children were reaching at least the expected standard in writing in 24/25 across the school. Across the school there is a 25% identified gap in children reaching the expected standard in writing between PP children and their non-PP peers.</p>

	In the year 6 SATS last year PP children 40% achieved expected standards (cohort 5 pupils)   comparison with 67% reaching expected standard 23/24 (cohort of 9) Non-PP children achieving 88% expected standard 24/25 showing a gap of 48%.
<b>Maths</b>	<p>Current data shows that 36% of PP children in 24/25 were meeting the standard in maths across the school. This is a significant decrease in the 19% identified in 23/24. There is an achievement gap in maths of 24 % between PP and non-PP children.</p> <p>In the year 6 SATS 60% of PP children met the expected standard in maths compared to 92% of their peers. This is a significant gap of 32%.</p>
<b>RWM combined</b>	<p>Last years data tells us that 18% of PP children are at expected standards in reading, writing and maths combined across the school. This is decrease of 8% recorded in 23/24. There is also a gap in relation to non-PP peers of whom 52% met the combined standards. This is a gap of 34%</p> <p>In year 6 SATS outcomes PP children achieved 20% achieving expected outcomes in RWM compared to 56% of peers. This is a 36% gap.</p>

## 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
TT Rockstars	Maths Circle Ltd <a href="https://trockstars.com">Times Tables Rock Stars: Play (trockstars.com)</a>
GL assessments for NGRT, NGST and PASS for attitudes towards learning and self	<a href="https://gl-assessment.co.uk">Home - GL Assessment (gl-assessment.co.uk)</a>

## 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?	Service children receive the same bespoke package offer as PP children.
What was the impact of that spending on service pupil premium eligible pupils?	