Pupil premium strategy statement – St. Edmund's Catholic Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	211 *September 2023: 180, not including Nursery* *November 2024: 178 not including Nursery* *November 2025: 168*
Proportion (%) of pupil premium eligible pupils	11% *September 2023: 13.3%* *November 2024: 13%* *November 2025: 13%*
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2022 – 2025
Date this statement was published	15/12/2022 *Updated 4/9/2023* *Updated 7/11/2024* *Updated 6/11/2025*
Date on which it will be reviewed	November 2025
Statement authorised by	Erika Kirwan
Pupil premium lead	Erika Kirwan
Governor / Trustee lead	Anne-Therese Moloney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,620 (Pupil Premium) £3350 (Service Premium)

Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£46,680

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and children we look after. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

As a school, we are transitioning to a mastery approach, with high-quality teaching at its heart. This will allow us to focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in our focus on Early Reading.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data suggests that we have lower levels of attendance amongst pupil premium children. *In September 2023, of the 14 children known to have persistent absence, 5 of them were in receipt of Pupil Premium funding.* *In November 2024, there were 17 children with persistent absence and 5 of them were in receipt of Pupil Premium funding.*
2	Behaviour in lessons and at playtimes has been identified as a whole-school area for development, as routines and expectations need to be re-established after COVID. While children in receipt of pupil premium funding are not entirely responsible for the issues we are facing, a number of them suffer from low self-esteem, emotional and mental health difficulties and difficulties establishing and maintaining social relationships. *By September 2023, the number of CPOMs incidents had decreased both in severity and in number.* *In November 2024, playtimes are now a positive time for most children, and lessons are interrupted less frequently.*
3	A significant number of our children who are in receipt of Pupil Premium funding are also on our SEND register. *In September 2023, this continues to be the case and needs to be taken into account when considering attainment and progress data.* *In November 2024, this continues to be the case.*
4	The school has identified phonics and reading as an area for development and children in receipt of pupil premium funding are more likely to need additional support in this area. *In September 2023, our new phonics scheme is now embedded, and interventions have taken place higher up the school. Our focus is now on writing, where boys and children in receipt of Pupil Premium funding do less well.* *In November 2024, our phonics scheme is well embedded and there is a consistent writing scheme in place. This needs to be further embedded. Work now needs to take place to ensure that children have the oracy skills they need to access the curriculum, and to further develop children reading skills in Key Stage 2, once they have completed the phonics scheme.*
5	The school has identified Mathematics as an area for development and children in receipt of pupil premium funding are more likely to need additional support in this area. *In September 2023, although Maths progress has improved, children in receipt of Pupil Premium continue to achieve less well than their peers.* *November 2024 update – Maths results dipped last year and fractions and decimals have been identified as a problem area.*

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. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/ 2025 demonstrated by: • the percentage of all pupils who are persistently absent being below 4%. *September 2023 update: our persistent absence rate for the year 2022 – 3 was 17.2%* *November 2024 update: our persistent absence rate for the year 2023 – 4 was 9%.*
2. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/ 25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • lessons are disrupted less frequently, and playtimes are calmer, as demonstrated by CPOMS incidents and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
3. To ensure that children who are disadvantaged and also have SEND have their learning needs met, as appropriate.	The success criteria for this aim will depend on the individual circumstances of each child.
4. Improved reading attainment among disadvantaged pupils.	KS2 outcomes in 2024/ 25 show that 75% of children who are disadvantaged make expected progress or better in reading. *September 2023 update: Across the school 76% of children in receipt of Pupil Premium funding made expected progress or better in reading. However, in writing, the picture is not so positive, with only 60% of pupils in receipt of Pupil Premium funding making expected progress* *September 2024 update: In Years 1 - 6, 78% of children who are entitled to Pupil Premium made expected or better progress in reading. In writing, 60% of pupils made expected progress. (These figures do not include children with EHCPs.)*
5. Improved Maths attainment among disadvantaged pupils.	KS2 outcomes in 2024/ 25 show that 75% of children who are disadvantaged make expected progress or better in Maths.

	September 2023 update: Across the school 60% of children in receipt of Pupil Premium funding made expected progress or better in Maths. *September 2024 update: In years 1 – 6, 76% of children in receipt of Pupil Premium made expected progress or better in Maths. (These figures do not include children with EHCPs.)*

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: £7900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further investment in reading materials so that children have access to a wide range of authors and text types, with the aim that they should develop their reading skills further and read more widely for pleasure.	Children need reading material in order to practise reading.	4
Continue to subscribe to a scheme which supports whole-class teaching of reading.	Children are more likely to make progress in their reading if they are systematically taught to do so.	4

(Hooked on Books)		
Provide consultant led support in adaptive teaching for class teachers and support for the subject leader, focusing on reading and writing. .	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	4
Further development of our Maths Teaching and curriculum planning in line with EEF and DFE guidance. *Continued subscription to the White Rose Maths Scheme* *Funding of Teacher Release time to provide support and coaching to adopt the Mastery approach.*	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	5
Scheme for the systematic teaching of times tables in Years 3, 4 and 5.	This scheme has been recommended by the Maths Hub of which we are a part.	5
Provide consultant-led training in Maths for teachers and Teaching	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	5

Assistants, focusing on general planning and fractions and decimals..		

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

Budgeted cost: £26000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused phonics interventions to support children who have not passed the phonics screen.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4
Daily reading support for children who need it.	Children need to practise reading in order to build up their skills.	4
Focused Maths interventions to support children working below expectations in Maths.	https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths	5
Hertfordshire Reading Fluency Project targeted at disadvantaged pupils in Key Stage 2 who require support with reading fluency and comprehension.	The **EEF** recommends that schools 'use high-quality structured interventions to help pupils who are struggling with their literacy.' (*Improving Literacy in KS1*) **Ofsted** state that, 'a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading' and that learners should 'read widely and often, with fluency and comprehension.' (*Education Inspection Framework*)	4
FFT intervention to support Literacy skills for individual children.	There is no research evidence available for this particular project but Fischer Family Trust is a well-respected organisation and our experience shows this to be an effective intervention.	4

NELI and Welcomm Interventions in the Early Years to support oracy and language skills.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-neli	4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to subscribe to CPOMs in order to support communication and monitoring of behaviour and safeguarding in order to more accurately identify issues and provide support.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	2
Purchase additional SEND support for advice and training for staff managing challenging behaviour.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	2
One-Eighty Supervision time for teachers and Teaching Assistants who are dealing with challenging behaviour.	Although I do not have access to an evidence base to support this training, we do have a child for whom trauma-informed practice	2
EBSA Training for 15 members of staff.	Although I am not aware of any specific evidence that EBSA training will help to improve attendance, I know that emotional based school avoidance is an issue at St. Edmund's and is reasonable to suggest that raising awareness of this issue amongst staff might impact attendance positively.	1
Training on Trauma Informed Approaches	Although I do not have any specific evidence to support the use of this	2

For Managing Behaviour.	programme, we have a child in receipt of Pupil Premium funding whose EHCP requires staff working with him to have this training. It is reasonable to suggest that this training might have an impact on pupil behaviour.	
Continue to develop the nurture room to create a space for children who can not access lunch times very well.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	2
Additional Support using the Zones of Regulation.	https://zonesofregulation.com/research/	1
Play Therapy For Two Children	We have two children in receipt of Pupil Premium who, in our professional opinion, require play therapy. This has been provided.	1
Daily Lunchtime Football sessions	Anecdotal evidence suggests that children are motivated to attend school on their football day and that this also improves behaviour on the playground.	2
Wider Curriculum Sessions including karate and trampolining.	We are using trampolining and karate as an opportunity to support to support children with their social skills and team work, as well as a motivator for attendance.	1/ 2
Funding/ subsidisation of extra-curricular enrichment for disadvantaged children. (after-school clubs, residential etc.)		2
Provision of school uniform for families for whom this would be an additional burden.		2

Total budgeted cost: £43, 700

Part B: Review of the previous academic year

We have analysed the performance of our school's disadvantaged pupils during the 2024/ 25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Attendance

- Attendance has been a focus across the school and there is greater awareness of the importance of regular attendance at school amongst children and their parents. We provide ongoing support for families who find it difficult to bring their children into school regularly. Our attendance data does not show any significant differences between children who are in receipt of pupil premium funding and those who are not.

Wellbeing and Engagement

- Through our partnership with One-Eighty, we have provided one-to-one counselling and group sessions focusing on well-being. Additionally, two children received play therapy.
- In the last academic year, St. Edmund's has subsidised trips and residentials for children eligible for Pupil Premium. This has ensured that all these children have attended the trips offered and the Year 6 residential.
- Money has also been used to buy school uniform so children can feel part of the school, be in the appropriate type of clothes and be ready to learn.

SEND

- Children with SEND who are also eligible for Pupil Premium have received additional support where necessary and appropriate, including additional adult support. We have also provided small group activities such as cooking and forest school for children with social and emotional difficulties who are eligible for Pupil Premium.

Reading

- Pupil Premium funding has been used towards the cost of a reading scheme for children in Key Stage 2 and to buy good quality reading books for Key Stage 2 Classrooms.
- Children who are eligible have been prioritised for additional individual reading.

Maths

- Pupil Premium funding has been used towards the cost of interventions.

Outcomes for disadvantaged pupils

Year Group	Children Eligible For Pupil Premium
Reception (4 pupils)	GLD: 50%
Year 1 (3 pupils)	Phonics Pass Rate: 33%
Year 2 (7 pupils)	Reading: 29% Writing: 0% Maths: 43%
Year 3 (6 pupils)	Reading: 20% Writing: 20% Maths: 0%
Year 4 (7 pupils)	Reading: 57% Writing: 29% Maths: 29%
Year 5 (5 pupils)	Reading: 20% Writing: 0% Maths: 20%
Year 6 (7 pupils)	Reading: 86% Writing: 86% Maths: 57%

Externally provided programmes

Programme	Provider
Wellbeing and Mental Health Support	One Eighty