Pupil premium strategy statement – St Edmund's Catholic Primary

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.

School overview

Detail	Data
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£50,480
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*	£50,480

Part A: Pupil premium strategy plan

Statement of intent

As a Catholic school, it is central to our ethos that all people are treated with human dignity. Inspired by Catholic Social Teaching and our commitment to care for the poor and vulnerable, this strategy reflects our mission to ensure every child is valued and supported to flourish.

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 recognise the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, and the activities outlined in this statement are designed to support their needs, whether or not they are disadvantaged.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the attainment gap and will also benefit non-disadvantaged pupils. 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 approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions about 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.

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Through these strategies, we aim to narrow the attainment gap, promote wellbeing, and ensure every child experiences the fullness of life promised in our Catholic mission.

Challenges

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

Challenge number	Detail of challenge
1.	**Oracy** Approximately one third of our children who are entitled to Pupil Premium funding speak English as an additional language and are therefore more likely to need support developing their English skills. Our attainment data shows clearly that children who are entitled to Pupil Premium funding are far less likely to achieve the expected level in Communication and Language at the end of Foundation Stage. In Summer 2025, 25% of Pupil Premium funded children achieved age expectations, as opposed to 57% of children who are not in receipt of Pupil Premium. Further up the school, we do not have specific data for oracy, but our writing data in particular suggests that weaker oracy skills may be partly the cause of this.
2.	**Reading and Maths** Our attainment data suggests that vulnerable children are half as likely to be working at age expectations when compared to the rest of our cohort. This attainment gap starts right at the bottom of the school and, without support, will widen.
3.	**SEMH needs (including EBSA)** 42% of children on our Pupil Premium list are on our SEND register for SEMH. A further 16% of disadvantaged children are not currently on our SEND register but are being monitored for SEMH. Where children are not on the register for SEMH, we have identified them through suspension data and behaviour reports. Our attendance data suggests that children with Pupil Premium come to school just as regularly as other children; however, we have five disadvantaged children whose attendance at school is lower than we would wish, and we believe that their absences are linked to EBSA.
4.	**Participation and Inclusion** Our informal findings through discussions with pupils and families and observation suggest that children and their families who are in receipt of Pupil Premium are less likely to feel included in our school community. Barriers include the cost of uniform, trips and clubs. For some families, communication with the school is a challenge, particularly if English is not their first language.

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 improve oral language skills and vocabulary among disadvantaged pupils	• The attainment gap between disadvantaged children and other children gets smaller. • Assessments (both formative and summative), observations, pupil discussions and book scrutinies demonstrate improvements in pupils' use of tier 2 and context-specific tier 3 vocabulary and their use of exploratory discussion as a vehicle for their learning as well as their use of presentational voice. • Where appropriate, there is evidence that children who have significant barriers when using language to communicate improve their communication skills so that they can communicate basic needs.
To support vulnerable children to make accelerated progress in Maths and Reading.	• Where appropriate, vulnerable children make accelerated progress in Reading and Maths so that the gap in attainment becomes smaller.
To support children with SEMH to regulate their emotions more effectively so that they can engage with learning activities more readily.	• Children and parents of children who struggle to regulate report feeling more positive about school and are able to talk about regulation strategies as measured through QCA and SDQ documents. • The number of negative behaviour reports relating to SEMH decreases. • The number of suspensions relating to SEMH decreases.
To improve the attendance of identified children with EBSA or, where appropriate, ensure that children with EBSA continue to attend school well.	• Attendance is monitored regularly to ensure that issues are identified early. • Individual strategies are in place to support families according to their needs.

	• Disadvantaged children to maintain their positive attendance patterns, where appropriate. • Where children are not attending school regularly, for attendance to improve so that it is nearer the 95% target.
Disadvantaged children are supported and encouraged to participate in a wide range of extra-curricular activities.	• Clubs take place during the school day where possible to allow children to participate more easily. • Participation in clubs, activities and special events is monitored so that a wide range of children have the opportunity to join in. • When appropriate, some children are specifically invited to take part in activities that they might not be able to do at home, or which will support their SEMH needs.
To fund/ part-fund residential trips, swimming, trips and uniform for PP children	• To ensure that all children have equal access to trips and experiences and offer help towards paying for trips as necessary. • To fund uniform for PP children if needed for families to feel included in our school community.
Families are supported to build relationships with school staff so that they can support their children more effectively at school.	• Communication is sent out in an accessible format where parents can use a translate option if necessary. • There are opportunities in place for families to come into school to meet staff and other parents, and learn how best to support their children.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *2875*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train teachers in adaptive teaching in Maths and English to ensure that all children receive Quality First Teaching.	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. EEF https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	2
Deliver training to teaching staff around questioning in Maths- APE questions for the school.	APE stands for 'answer, prove, explain'. There is evidence that children learn Maths best if they are explicitly taught the mathematical vocabulary they need and they are given opportunities to explore their ideas, making connections between different concepts. EEF	1, 2
Provide training and resources to support continuous provision in Early Years in order to encourage good quality interactions and support communication and language development in Early Years.	Carefully planned continuous provision will enable children to learn skills, will challenge their thinking and help them to embed concepts. It should also provide the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. It is within this learning environment that the children will also develop key learning attributes. How your environment is planned, resourced, valued and used can impact positively, or negatively, on children's engagement, independence, collaboration, self-confidence, resilience and curiosity. Early Excellence https://earlyexcellence.com/practice-and-pedagogy/using-continuous-provision/	1, 2, 3

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

Budgeted cost: £ *28,424*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Welcomm Language Assessment and Language Screen, followed by NELI intervention.	Each impact evaluation has consistently shown that the children who received the programme made additional progress in their oral language skills than those who did not receive NELI-R. EEF https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-neli	1
Train and implement Drawing Club as an intervention in KS2	A focus on the evidence would show that Oral language interventions can have a positive impact at all phases of education, but the impact is highest in the early years (+7 months), and higher in primary schools (+6 months) than in secondary schools. Effective oral language approaches are best integrated into the use of purposeful, curriculum-focused, dialogue and interaction and should be considered as a core element of developing literacy, rather than a distinct subject area in its own right.	1
Ensure that vulnerable children are heard read daily where appropriate and that additional reading instruction is given if necessary.	EEF suggests that additional tuition can support learning,	2
Provide additional instruction in Maths where appropriate.	EEF suggests that additional tuition can support learning,	2

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

Budgeted cost: £18,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional support for children with SEMH difficulties, working on the	The Zones of Regulation are research based and, when implemented effectively, can result in improved self-regulation and improved academic performance.	3

zones of regulation.		
With the help of a Home School Link Worker, support and develop relationships between families and schools and ensure that any issues are identified and dealt with early.	"The interventions that show promise take a **holistic approach in understanding pupils and their specific need**, and **address the specific barriers to attendance that have been identified**. For example, one programme found to have a positive impact on attendance used several different approaches depending on the needs of pupils, including a team to monitor and track attendance, parental communication, and motivation systems." EEF https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence	3
Support families to develop their understanding of what their children do at school and how best to support them.	There is evidence that parental engagement in their children's learning make up to four months difference in learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 3
Provide soft landing space in the morning for children who find transitions into school difficult.	"The interventions that show promise take a **holistic approach in understanding pupils and their specific need**, and **address the specific barriers to attendance that have been identified**. For example, one programme found to have a positive impact on attendance used several different approaches depending on the needs of pupils, including a team to monitor and track attendance, parental communication, and motivation systems." EEF https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence	3
Provide lunch time lego club for children who find lunch times difficult.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	3
Provide additional activities for children who have fewer opportunities at home.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving_Social_and_Emotional_ Learning in Primary Schools | EEF	4
Subsidise trips for disadvantaged children.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships	4

	with peers): Improving_Social_and_Emotional_ Learning in Primary Schools | EEF	
Provide school uniform for disadvantaged children.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving_Social_and_Emotional_ Learning in Primary Schools | EEF	4

Total budgeted cost: £50,218

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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