



St Edmund’s Catholic Primary School Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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

Detail	Data
School name	<i>St Edmund’s Catholic Primary</i>
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	3.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	<i>2023/2024 to 2026/2027</i>
Date this statement was published	<i>December 2023</i>
Date on which it will be reviewed	<i>December 2024</i>
Statement authorised by	<i>Elizabeth Higgins Headteacher</i>
Pupil premium lead	<i>Elizabeth Higgins Headteacher</i>
Governor / Trustee lead	<i>Mona Vanns lead for disadvantaged pupils</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<i>£11,640</i>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<i>£0</i>
Total budget for this academic year	<i>£11,640</i>



<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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Part A: Pupil premium strategy plan

Statement of intent

We believe that only by having the highest expectations of all learners can the highest possible standards be achieved. 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.

Through careful evaluation of the academic and pastoral needs of disadvantaged children, this pupil premium strategy looks to ensure that we break down any barriers to disadvantaged children thriving in school and achieving their potential.

Our overall aims are:

- To raise the aspiration and ambition of disadvantaged students and to ensure that they have equitable access to all school experiences.
- To ensure all disadvantaged students benefit from quality first teaching where planning considers their individual learning needs including barriers to learning.
- To utilise targeted interventions and support, in all subjects, facilitating high quality education provision for disadvantaged students.
- To remove non-academic barriers including attendance, behaviour and wellbeing to support the success of disadvantaged students.
- To improve the progress and outcomes of disadvantaged students and eliminate the gaps between their progress and outcomes and that of their more affluent peers.
- To improve the reading fluency, comprehension, and vocabulary of disadvantaged students.
- To improve the mental health and well-being of disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	<i>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</i>
2	<i>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</i>
3	<i>Internal and external assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Between 70 and 80% of our disadvantaged pupils arrive below age-related expectations. This gap remains steady to the end of KS2.</i>
4	<i>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</i>
5	<i>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have increased during the pandemic. 21 pupils (10 of whom are disadvantaged) currently require additional support with social and emotional needs, with 14 (3 of whom are disadvantaged) receiving small group interventions.</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
<i>Improved oral language skills and vocabulary among disadvantaged pupils.</i>	<i>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</i>
<i>Improved reading attainment among disadvantaged pupils.</i>	<i>KS2 reading outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.</i>
<i>Improved maths attainment for disadvantaged pupils at the end of KS2.</i>	<i>KS2 maths outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.</i>
<i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</i>	<p><i>Sustained high levels of wellbeing from 2025/26 demonstrated by:</i></p> <ul style="list-style-type: none"> <i>qualitative data from pupil voice, pupil and parent surveys and teacher observations</i> <i>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</i>

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: **£ 8,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. NFER</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2
<p>Funding provides our school with HSLW who is also ELSA trained and works with children and families across the school</p>	<p>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): Social and emotional learning (+ 4 months) Metacognition and Self regulation strategies (+ 7 months) EEF toolkit identifies that this has a positive impact:</p>	5
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Continue to supplement Little Wandle, new books and resources as required.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the</p>	3

<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Mastering Number training).</p>	<p>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</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Using Zones of regulation, Bounce Together, ELSA, Drawing for Talking, Therapeutic Writing</p>	<p>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): Social and emotional learning (+ 4 months) Metacognition and Self regulation strategies (+ 7 months) EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) EEF toolkit identifies that this has a positive impact:</p>	5
<p>Continue our whole school structured approach to the teaching of vocabulary and ensure all staff have adequate training and support to implement this.</p>	<p>Elklan for new staff and updates on closing the vocabulary gap and implementing a whole school approach to explicitly teaching Tier 2 and 3 vocabulary. (EFF Communication and language approaches- high impact)</p>	1
<p>Adopt Master Reader programme across the school from Year 2 upwards. New books and resources to use in class.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p>	1,2,3

Science Partnership with Tom Holloway	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the Primary science teaching trust. Science lead is released once a term as well as all staff receiving high quality CPD from Tom Holloway	1,2,3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£2,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	2
Same day intervention for pupils falling behind as identified through our phonics scheme 'Little Wandle Letters and Sounds'	Phonics Toolkit Strand Education Endowment Foundation EEF	2

<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Use of Elkan speech and language courses and training to enable teaching assistants and teaching practitioners To deliver the support to pupils with an identifiable need. Elkan offers nationally recognised training which enables speech to be corrected. https://www.elklan.co.uk/SoundBuilders/</p> <p>To then offer daily intervention to all pupils across school with speech and language issues strengthening the use of oracy and language.</p>	<p>1,2,3</p>

<p>Planned support for pupils transitioning into primary school from nursery and home through additional support in the EYFS as well as extended opportunities for home visits.</p>	<p>Historically there has been widespread international attention directed at transitions in ECE, within research and policy. In England the provision of support to children and families through experiences of 17 transition has been consistently highlighted as vital in multiple government documents such as the Allen Report (Allen, 2011) and the Special Educational Needs (SEN) & Disability Green Paper (DfE, 2011). More recently, the Special Educational Needs and Disability (SEND) code of practice (DfE, 2014) emphasised the importance of engaging in an integrated approach to supporting “better transitions between life stages and settings, including from early years to primary education” (p.48) https://orca.cardiff.ac.uk/124065/1/ThesisSimsDEdPsy.pdf</p>	<p>5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£2,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>5</p>
<p>Wellbeing support and ELSA provision, targeted interventions Huckleberries Nurture Farm ELSA support Drawing for Talking Therapeutic writing</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic</p>	<p>4,5</p>

	<p>achievement. Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers.⁸ This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment. There is also evidence to suggest that the benefits of SEL may extend to teachers and to the school environment, including a less disruptive and more positive classroom climate, and teachers reporting lower stress levels, higher job satisfaction, better relationships with their children, and higher confidence in their teaching. - EEF</p>	
<p>Enabling environments will improve engagement and address low level behaviour that hinders learning. Children attendance will improve as the classrooms and approaches will focus on social and emotion learning, removing barriers and self-regulation. Flexible seating and enhanced outdoor learning environments</p>	<p>(Collaborative learning EFF toolkit Moderate impact for low cost)</p> <p>(EFF Metacognition and selfregulation High impact for low cost)</p>	<p>4,5</p>
<p>Daily fruit, milk or hot meals for those in need</p>	<p>Children across the school were given a daily piece of fruit during the year. This had a positive impact on the children’s wellbeing and overall health. Those in most need have hot meals paid for to support well-being and improved learning and concentration in the afternoons</p>	<p>4,5</p>



Pupils get priority in choosing after school clubs and free places.	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/physical-activity	4,5
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Total: £12,500 (Other funding is used to supplement this plan for those extra areas as required)

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 2022 to 2023 academic year.

Our end of year assessments across the school for 2022-23 show that the performance of disadvantaged pupils was lower than in their peers in key areas of the curriculum. In reading 50% of disadvantaged pupils did not meet the expected standard, compared to 13% of non-disadvantaged pupils. In writing 87% of disadvantaged pupils did not meet the expected standard compared to 18% of non-disadvantaged pupils. In maths, 50% of disadvantaged pupils did not meet the expected standard compared to 11% of non-disadvantaged pupils. There was only 1 disadvantaged pupil in Year 6 who achieved the expected standard in maths, but not reading or writing. The outcomes we aimed to achieve in our previous strategy by the end of 2022/23 were therefore not fully realised.

We believe that embedding Little Wandle will provide the rigour and support for all pupils in early reading, the impact of this will be seen across the school as all children learn to read quickly and fluently. This success has already been seen in Year 1 with 97% of children passing the phonics check June 23.

Introducing Master Readers from Year 2 upwards will inspire and motive a love of reading across the school and support pupils, especially those disadvantaged pupils in their comprehension skills. We anticipate that the pattern and rigour of the programme will continue to success seen through using Little Wandle.

Children's wellbeing and mental health has been very well supported through ELSA, Huckleberries Nurture Farm, Bounce Together, Drawing for Talking, Therapeutic writing and whole staff training and recognition as an ELKLAN Communication Friendly School.

Zones of Regulation are used across the school to support children in identifying and managing their emotions. This has been very successfully introduced this year and is supporting children and their wider families providing consistency across school and home.