



## St Edmund’s Catholic Primary School Pupil premium strategy statement 2025-26

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

Detail	Data
School name	<i>St Edmund’s Catholic Primary</i>
Number of pupils in school	<i>214</i>
Proportion (%) of pupil premium eligible pupils	<i>3.3%</i>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<i>2023/2024 to 2026/2027 reviewed annually</i>
Date this statement was published	<i>December 2025</i>
Date on which it will be reviewed	<i>December 2026</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>£15,150</i>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<i>£0</i>
<b>Total budget for this academic year</b>	<i>£15,150</i>

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

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. These challenges particularly affect disadvantaged pupils, including their attainment. 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 2026/27 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 2026/27 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 2026/27 demonstrated by:</i></p> <ul style="list-style-type: none"> <li><i>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</i></li> <li><i>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</i></li> </ul>

## 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: **£ 8,961**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessment: Wellcomm</p> <p>Training for staff to ensure assessments are interpreted and administered correctly. Oracy training for staff</p> <p>£1,988</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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1,2</p>
<p>Continue to supplement Little Wandle Phonics Scheme, with new books, training and resources as required. Little Wandle handwriting books</p> <p>£713</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> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Purchase new Power Maths scheme across school. Mastering Number across school</p> <p>£787</p>	<p>Three work books required in each class, each year to teach Power Maths across the school. Power Maths is a DfE-recommended mastery programme for Reception to Year 6, developed with White Rose Maths and inspired by international best practice. It aligns with the 2014 National Curriculum emphasis on problem-solving, reasoning, and mathematical communication.</p>	<p>3</p>

<p>Provide school-led tutoring for pupils through three times a week 'Booster' sessions throughout the year. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>£5894</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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3</p>
<p>NFER used for assessment and Arbor to identify vulnerable groups</p> <p>Professional Development for teachers and support staff adapted to the outcomes e.g. behaviour/speech and language/ ASD/ regulation</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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>2,3</p>
<p>Ensure that all children have 'Strong Foundations' in Reception</p> <p>Embed 'Writing Framework' across school</p>	<p>This shows the importance of high-quality early education, especially for disadvantaged children and those with delayed language development.</p> <p><a href="#">Strong Foundations Writing Framework</a></p>	<p>1,2,3</p>

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

Budgeted cost: **£3,154**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Elklan programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>£2,788</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.  <a href="https://www.elklan.co.uk/SoundBuilders/">https://www.elklan.co.uk/SoundBuilders/</a></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 and nursery visits.</p> <p>Transition work with St Peter's Secondary school THRIVE Yr 5-8 programme</p> <p>£814</p>	<p>High-quality transitions supported by family involvement and nursery-school collaboration lead to better emotional wellbeing and academic achievement in the early years and beyond</p>	<p>5</p>



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

Budgeted cost: **£10,472**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture UK Training for two LSAs £1,678	The Nurture UK programme is grounded in attachment theory and aims to address social, emotional, and behavioural needs that can hinder learning.	5
Wellbeing support and ELSA provision, targeted interventions Huckleberries Nurture Farm ELSA support £4,705	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 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. <sup>8</sup> 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	4,5



Contingency fund for acute issues. £4,089	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.	5
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Total: £23,035 (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 2024 to 2025 academic year.

*Our end of year assessments across the school for 2024-25 show that the performance of disadvantaged pupils was lower than in their peers in key areas of the curriculum across the school. 100% (1 child) disadvantaged pupil in Year 6 who achieved greater depth in all areas.*

*At the end of Reception year, overall GLD was 67%, lower than previous years. 22% of those children not reaching GLD were disadvantaged. (2 out of 9). They were emerging in Communication and Language. We have purchased the Welcomm Speech and Language assessment in order to identify children's speech and language needs on entering school.*

*Introducing Master Readers from Year 2 upwards has inspired and motivated a love of reading across the school and support pupils, especially those disadvantaged pupils in their comprehension skills. The pattern and rigour of the programme has continued the success seen through using Little Wandle. Phonics Check 87% (no disadvantaged in yr group)*

*Children's wellbeing and mental health has been very well supported through ELSA, Huckleberries Nurture Farm, Drawing for Talking, Therapeutic writing and whole staff training and recognition as an ELKLAN Communication Friendly School. We have trained two LSAs in Nurture, will the aim of starting Nurture provision from January 2026. Using the Boxall Profile to assess before and after measuring progress made.*

*Zones of Regulation are used across the school to support children in identifying and managing their emotions. This continues to support children and their wider families providing consistency across school and home.*