

Pupil premium strategy statement – St Edward’s Catholic Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils (Targeted Free School Meals)	19.6%
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)	2025-26 2026-27 2027-28
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Jo Kennett
Pupil premium lead	Miss Katherine Costello
Governor / Trustee lead	Mrs Anne Vile

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£131,750

Part A: Pupil premium strategy plan

Statement of intent

St Edward's Catholic Primary School is a fully inclusive school with the highest expectations and aspirations for all our pupils. We are proud of our strong Catholic ethos and how we live out our mission statement 'Jesus is at the heart of all that we do'. It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all areas of the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal and to close the attainment gap between disadvantaged and non-disadvantaged pupils. We fundamentally believe that all have the potential to achieve regardless of their starting point or background.

We aim to ensure that pupils have a carefully sequenced and well-planned curriculum with exciting opportunities and engaging learning experiences, along with quality first teaching and targeted interventions.

When making decisions about how to use Pupil Premium, we consider the context of the school and the pupils that we serve, as well as the research in this area. Our strategy is informed by the "The EEF Guide to Pupil Premium" (Updated September 2026) and follows an evidence –informed approach of diagnosing pupil needs, selecting evidence informed approaches, implementing these effectively and monitoring and evaluating their impact. We know that there is strong evidence that "what happens in the classroom makes the biggest difference...good teaching for all pupils has a particular benefit for disadvantaged students" (EEF Attainment Gap Report 2018). Therefore, we prioritise teaching and focus on the strategies and principles of Quality First Teaching (QFT). We also know that targeted academic support can have a positive impact on learning and we give a lot of consideration to using proven interventions to improve outcomes.

In addition, we carefully consider the non-academic challenges (attendance, behaviour, social and emotional needs) that can have a negative impact on academic outcomes. To help support our children, we use key adults in school, the monitoring of data, pupil progress discussions, and communications with our families. Taking the time to get to know our children and families is key when looking at common barriers to learning. This plan addresses their needs through both focusing on targeted interventions which will support academic attainment and supporting their emotional health and well-being. Teachers and staff will be involved in the identification and support of the children, and the leadership of the school will monitor and evaluate this work to ensure that the impact of is reviewed and adjusted as appropriate.

Challenges

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

Challenge number	Detail of challenge
1	Transience of pupils. Approximately 75% of pupils are homegrown and have completed their entire primary education at the school. Many children join midway through their education and need additional support, we aim to identify and close any potential gaps in their learning as quickly as possible.
2	Home circumstance of pupils, including housing conditions, parental separation and family bereavements and financial pressures can affect readiness to learn, attendance, access to enrichment and social and emotional wellbeing. Needs vary by pupil and are identified through work with our families and where necessary external agencies.
3	Oracy. Assessment, observations and discussions with pupil show underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS and throughout KS1 and into KS2. Many pupils have greater difficulty with Tier 2 vocabulary and understanding of correct grammatical structures.
4	Attendance. Some disadvantaged pupils have higher levels of absence which impacts negatively on their learning as they often miss the carefully sequenced components of the curriculum.
5	Reading. Assessment, observations and discussions with pupils show that disadvantaged pupils have greater difficulty with reading (fluency and comprehension) than their peers. This negatively impacts on their language development and leads to pupils being less engaged and willing to read.
6	Writing. Assessments, observations, including work scrutinies and discussions with pupils show that writing outcomes are lower for disadvantaged pupils. Pupils are often hindered by gaps in spelling knowledge, sentence construction, handwriting and use of vocabulary.
7	Mathematics. Assessments, observations and discussions with pupils show that attainment is lower for disadvantaged pupils. They are often over reliant on a limited number of calculation strategies and have a weaker knowledge of key facts.
8	Multiple barriers to learning. A high proportion of the disadvantaged children are on the SEND register. 47% of pupils on the SEND register are disadvantaged. Almost a quarter of our disadvantaged pupils have an additional learning need.

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
Transience. Gaps in learning are identified quickly and appropriate interventions and quality first teaching are put in place to ensure that educational outcomes are not impacted by the move of placement.	Within 10 school days of admission, baseline information in reading, writing and mathematics is completed for pupils joining mid-year. Identified gaps inform teaching and intervention. Progress is reviewed within 6 weeks and termly thereafter, with the aim that the majority of pupils who enter below age-related expectations make accelerated progress from their individual starting points.
Home circumstances. Improved access to a range of services which can provide targeted support.	Families identified as requiring additional support receive timely intervention from the Family Support Worker or appropriate external agencies. The impact of support is reviewed through attendance, engagement, pupil wellbeing and individual case outcomes.
Oracy Improved oral language skills and vocabulary among disadvantaged pupils is reflected through improved articulation of emotions, thoughts and ideas. Communicate with precise grammatically correct language and application of skills in written work. Disadvantaged pupils demonstrate increased confidence and competence in spoken language through curriculum opportunities, pupil voice and participation in enrichment activities, including Class Act Theatre Group. Teacher assessment and pupil voice will demonstrate improved use of vocabulary and ability to articulate ideas clearly.	At least 20% of disadvantaged children are to be involved in the wider life of the school and hold responsibilities that include pupil voice and oracy. (eg school council, eco warriors, happiness heroes, play leaders) Teacher assessment and pupil voice demonstrate improvement in disadvantaged pupils' ability to articulate ideas using appropriate Tier 2 and curriculum-specific vocabulary. Monitoring of lessons and pupils' work demonstrates increasingly confident and accurate use of taught vocabulary in speech and writing. Access to the curriculum is improved and there is a positive impact on SEMH. Impact will be evaluated through participation data, pupil voice, teacher assessment and observations of spoken language, with particular attention to disadvantaged pupils' vocabulary, articulation, confidence in speaking and participation in wider enrichment opportunities.
Reading Improved attainment and progress in reading. Attainment to be in line with non disadvantaged and all to make at least expected progress.	Pupils make accelerated progress in reading so that the attainment gap for reading is narrowed and the proportion of children achieving at least EXS by the end of Key Stage 2 is above national and in line with non-disadvantaged pupils. Pupils throughout the school are reading books from the appropriate age-related book band.

Writing Improved attainment and progress in writing. Attainment to be in line with non disadvantaged and all to make at least expected progress.	Pupils make accelerated progress in writing so that the attainment gap for writing is narrowed and the proportion of children achieving EXS by the end of Key Stage 2 is above national expectation and in line with non-disadvantaged pupils. Pupils are secure with the basic skills of handwriting, spelling and sentence construction from EYFS and that any gaps are identified early and addressed immediately.
Mathematics. Improved attainment and progress in mathematics. Attainment to be in line with non disadvantaged and all to make at least expected progress.	Pupils make accelerated progress in mathematics so that the gap for mathematics is narrowed and the proportion of children achieving at least EXS by the end of Key Stage 2 is above national expectation and in line with non-disadvantaged pupils. Key number facts are embedded and built on, this key knowledge is started in EYFS and is increased each year. Pupils make links to prior learning.
Attendance Improved attendance and punctuality for disadvantaged pupils.	Good attendance which is in line with or above national figures. A reduction in the %of disadvantaged pupils who are persistently absent in comparison with the previous academic year. The attendance gap between disadvantaged and non-disadvantaged pupils is reduced compared to the previous year. Particular focus will be given to disadvantaged pupils who are persistently or severely absent, with individual barriers identified and appropriate support, challenge and external agency involvement implemented in accordance with the school's attendance procedures.

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed the use of a high-	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,3,6

quality writing scheme from Years 1-6 which has oracy and language development as a central component and revises and revisits key learning to ensure children know more and remember more.	The EEF states that, 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	
Release time for key staff to attend CPD with Billesley Research School with a focus on oracy, raising standards and reducing the attainment gap.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development High quality teaching can narrow the attainment gap, promoting effective professional development plays a critical role in improving classroom practice and pupil outcomes.	3,5,6,7
Termly pupil progress meetings and half termly data drops. Leadership Team meet with year group teachers to discuss progress of pupils and any potential barriers. Strategies and interventions are put in place and progress is closely monitored.	Close monitoring of pupil progress and potential barriers to learning to ensure appropriate support is put in place. Mentoring and coaching for teachers.	1,2,3,4,5,6,7
Teacher and teaching assistants will deliver small	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3,5

group reading sessions to develop reading fluency and comprehension skills across KS2. All pupils in years 3-5 will have a reading book matched to their age/attainment level and will read everyday in class.	DEAR takes place daily, whereby all children will read a carefully selected book matched to their attainment level. This will be supported and guided by a teacher or TA. Strategies taught during the whole class reading via the Ready Steady Read scheme will be applied and embedded. Children will be supported to identify key vocabulary to ensure understanding and addressing the 'word gap'.	
Teachers and teaching assistants to provide high quality feedback to pupils to ensure they understand the next steps they need to take. Application of CPD on Rosenshine's Principles.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome.	5,6,7

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

Budgeted cost: £55,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics and early reading sessions targeting pupils who are falling behind their peers in EYFS and Year 1. Small	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The teaching of phonics is matched to children's current level of understanding and skills in terms of their knowledge of letter sounds and patterns.	3, 5

group and 1-1 sessions take place daily.		
Teaching assistants deliver 1-1 high quality and carefully structured interventions to address gaps in learning. This includes precision teaching, rapid catch up in phonics.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 3,5,6
Teaching assistants to deliver 1-1 and small group high quality interventions to ensure that key mathematical concepts are understood and key number facts learned and retained.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Use of high quality interventions such as Number Sense and a focus on vocabulary, manipulatives and repetition. Additional fluency practice to ensure more children are achieving the highest score in the year 4 multiplication check.	3,7,8

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

Budgeted cost: £ 36,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team, including the Family Support Worker meet at least half termly and track the attendance of	https://educationendowmentfoundation.org.uk/news/attendance-from-the-very-start https://www.gov.uk/government/publications/working-together-to-improve-school-attendance The DfE guidance has been informed by engagement with school that have significantly reduced levels of absence.	4

pupils, identifying any trends and actioning any concerns, including meeting with parents and engaging other services such as the school nurse.		
Family Support Worker to work with vulnerable families and access support to meet the diverse range of needs within the school.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance	1,2,4,8
Pastoral staff to provide targeted support to pupils to ensure they are emotionally literate and able to deal with issues impacting on their well being.	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,8
Social skills and targeted interventions led by teaching assistants are in place to support pupils with identified social, emotional and communication needs.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3,8
Class Act Theatre Group will provide weekly drama and performance-based sessions for pupils across Key Stage 2,	Drama and structured spoken-language opportunities provide pupils with purposeful contexts in which to rehearse vocabulary, articulate ideas, listen and respond to others and develop confidence in communication. The provision complements the school's wider focus on improving oracy and ensuring disadvantaged pupils have equitable access to enrichment opportunities.	2,3,8

alongside a targeted lunchtime group. The provision will develop pupils' oracy, vocabulary, confidence in spoken communication , collaboration and opportunities for cultural and creative enrichment. Disadvantaged pupils will be actively encouraged and supported to participate in the lunchtime provision.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
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Total budgeted cost: £ 131,750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance 2025/26 (5 half terms)

Group	School	National	Difference
All pupils	95.3%	95.0%	+0.3 percentage points
FSM pupils	93.6%	92.3%	+1.3 percentage points

Both groups are classified as **"close to average"** in the national distribution.

Attendance remains a priority for disadvantaged pupils. In 2025/26, attendance for all pupils was 95.3%, slightly above the national figure of 95.0%. Attendance for disadvantaged pupils was 93.6%, compared with 92.3% nationally. This means that disadvantaged attendance was 1.3 percentage points above the national comparator. The attendance for disadvantaged pupils has also improved over time, increasing from 92.9% in the previous academic year. However, an internal gap remains between disadvantaged pupils and the whole-school cohort. The school will therefore continue to prioritise attendance for disadvantaged pupils, particularly those who are persistently absent, while evaluating the impact of targeted support at individual pupil level. *Similar school data was not available at the time of publishing so will be added later.*

Attainment

Year 1 Phonics

Group	Percentage achieving the threshold
All	88%
Disadvantaged	92%
Non-Disadvantaged	84%

By the end of Year 2, 94% of the cohort have passed the Phonic Screening Check.

Year 1 phonics outcomes are strong, with 88% of pupils achieving the expected threshold.

Disadvantaged pupils performed particularly well, with 92% meeting the threshold compared with 84% of non-disadvantaged pupils. This represents an 8 percentage-point difference in favour of disadvantaged pupils and provides positive evidence of the effectiveness of the school's approach to early identification, high-quality phonics teaching and targeted support.

The school continues to monitor the small number of pupils who did not meet the threshold and provide targeted intervention to ensure they catch up rapidly.

Almost all pupils secure the phonics standard by the end of Key Stage 1. Where pupils do not, we know these pupils exceptionally well and can clearly explain the individual barriers to attainment and the provision in place to support them.

Year 4 Multiplication Check

	School All Pupils	School Disadvantaged Pupils
Mean score	22.9	22.1
25	48%	27%
24+	63%	45%
23+	72%	54%
22+	79%	63%

21+	82%	72%
20+	86%	77%

Year 4 Multiplication Tables Check outcomes demonstrate secure multiplication knowledge across the cohort. The mean score for all pupils was 22.9 out of 25, with disadvantaged pupils achieving a mean score of 22.1, a difference of only 0.8 marks. Furthermore, 77% of disadvantaged pupils achieved 20 or more compared with 86% of all pupils.

Analysis shows that the difference is more evident at the highest levels of attainment. While 48% of all pupils achieved the maximum score of 25, this was 27% for disadvantaged pupils. We have identified increasing the proportion of disadvantaged pupils achieving the highest scores as an area for continued development, while maintaining the strong core multiplication knowledge already evident within this group.

Key Stage 2 SATs Results

	Expected Standard		Higher Standard/Greater Depth	
	All Pupils	Disadvantaged Pupils	All Pupils	Disadvantaged Pupils
Reading	81%	69%	40%	15%
Writing	79%	54%	15%	0%
Maths	89%	59%	25%	15%
GPS	85%	62%	43%	31%
Combined (R,W,M)	77%	54%	11%	0%

Average Scaled Score	All Pupils	Disadvantaged Pupils
Reading	106.8	103
Maths	106.3	101
GPS	107.7	103

- **13 disadvantaged pupils:** each pupil $\approx$ 7.7 percentage points
- **40 non-disadvantaged pupils:** each pupil = 2.5 percentage points

KS2 outcomes in 2026 were strong overall and above national outcomes across all key measures. 81% of pupils achieved the expected standard in reading compared with 75% nationally; 79% in writing compared with 73% nationally; 89% in mathematics compared with 75% nationally; and 85% in GPS compared with 74% nationally. Particularly strong performance was evident in the combined reading, writing and mathematics measure, where **77% achieved the expected standard compared with 63% nationally.**

The outcomes of the disadvantaged cohort require careful individual analysis because of the relatively small cohort size and the complexity of need experienced by some pupils. We know the pupils behind the data and evaluate attainment alongside starting points, SEND, attendance, mobility and individual barriers. Nevertheless, differences in attainment, particularly in writing and mathematics, demonstrate that further improvement is required.

Despite these contextual factors, disadvantaged pupils achieved **average scaled scores above 100 in all three externally tested subjects**, with averages of 103 in reading, 101 in mathematics and 103 in GPS. This demonstrates that, among pupils awarded scaled scores, average attainment remained at or above the expected-standard threshold.

Nevertheless, we recognise that disadvantaged pupils did not achieve as strongly as the cohort overall, particularly in writing and mathematics and in the proportions attaining at the higher standard. **Reducing this variation remains a priority.**

These findings have directly informed the 2026/27 strategy, with continued emphasis on high-quality teaching alongside precisely targeted support in writing and mathematics and increased challenge to enable more disadvantaged pupils to attain at the higher standard.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	