Pupil premium strategy statement – St. Edwards Catholic Primary and Nursery 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	195 exc Nursery
Proportion (%) of pupil premium eligible pupils	11%
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)**	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Louise Flanagan
Pupil premium lead	Louise Flanagan
Governor / Trustee lead	Natalie Halsall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,351
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*	£42,351

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their backgrounds or the challenges they face, make good progress and achieve high attainment across all subject areas. We recognise that disadvantaged children can face a wide range of barriers which can impact on their learning and we want to ensure and support disadvantaged pupils to achieve their goals. We consider the challenges faced by many of our vulnerable pupils, disadvantaged pupils and those in care, could be the following:

- Limited life experiences
- Lack of exposure to a wide range of rich vocabulary across various contexts
- Lack of social and emotional wellbeing to develop resilience

This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Target intervention and support to quickly address gaps in learning will also ensure that the attainment gap between disadvantages and non-disadvantaged children is reduced.

Our strategy is also integral to wider school plans for educational recovery. We will ensure all pupils who need 'recovery' in terms of their academic achievement have extra targeted support with qualified professionals. We will make sure that as a school we will:

- Act early to intervene at the point where needs are identified
- Ensure disadvantaged pupils are challenged in the work they are set
- Adopt a whole school approach where all staff take responsibility for disadvantaged outcomes
- Provide teachers and support staff with high quality CPD to ensure that pupils access effective quality first teaching
- Target funding so that disadvantaged children will have access to cultural capital and school trips and experiences
- Provide appropriate nurture support to enable pupils to access learning within and beyond the curriculum.

- Carefully track and monitor the progress of disadvantaged children and ensure rapid robust intervention if needed.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that attainment in core subjects among disadvantaged pupils is below that of non-disadvantaged pupils. Our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap remains steady to the end of KS2 although it is reduced.
2	Historically, attendance for disadvantaged pupils has been significantly lower than non-disadvantaged pupils. This negatively impacts children's progress.
3	Financial challenges of extra-curricular activities offered.

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
Improve children's experiences of the world/life through planning vocabulary rich experience days	Children access a wider range of life experiences to help improve their reading, writing and understanding of the world
Improve attainment among disadvantaged pupils	KS2 reading outcomes in 2024-2025 show that disadvantaged pupils are in line with all other pupils
To provide children resilience with their social and emotional wellbeing.	Children to be able to use strategies to manage their emotions.

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: £ 20,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. Supporting the attainment of disadvantaged pupils (DFE 2015) suggests high quality teaching as a key aspect of successful schools.	2

Targeted academic support

Budgeted cost: £ 18,951

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group intervention for disadvantaged pupils falling behind age-related expectations.	EEF Toolkit guidance: 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'	2
Teaching Assistant timetable re-evaluated to deliver, intervention, pastoral groups, positive play at lunchtimes.	When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	2,3
To analyse summative assessment data and identify the children who require catch up	Insight assessment tool utilised; These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness	2

and more targeted intervention. Closely monitored by HoS and PP Lead Pupil progress meetings termly Regular monitoring of targeted interventions	and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment need	

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

Budgeted cost: £ 3040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised visits	Many pupils do not have access to activities which promote cultural capital.	1, 3, 4, 5
Uniform support		3, 4
To support disadvantaged children to access all activities offered. Pupil premium finding will cover the cost of all activities offered	Using Pupil Premium funding to provide a wider range of curriculum opportunities and/or to ensure that money did not become a barrier to equality of access to an enhanced curriculum.	4, 5

Total budgeted cost: £ 42,351

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The performance of disadvantaged pupils at St Edward's Catholic Primary School has been assessed through a combination of statutory assessment outcomes, teacher assessment, termly summative assessments, ongoing formative assessment, pupil progress meetings, attendance analysis, behaviour monitoring and pastoral records. These measures provide a comprehensive view of both academic achievement and wider barriers to learning. Outcomes should be interpreted with caution due to the relatively small size of individual cohorts and the continuing impact of Covid-19 disruption earlier in pupils' educational journeys, which affected pupils and schools differently.

Academic Performance

Key Stage 2

There were seven disadvantaged pupils in the Year 6 cohort. Outcomes indicate that disadvantaged pupils achieved strongest results in reading, while combined attainment in reading, writing and mathematics remained below the school's aspirations.

- 57% achieved the expected standard in reading, writing and mathematics combined.
- 86% achieved the expected standard in reading, with an average scaled score of 107.3.
- 71% achieved the expected standard in writing.
- 57% achieved the expected standard in mathematics.
- 71% achieved the expected standard in grammar, punctuation and spelling.
- 71% achieved the expected standard in science.
- No disadvantaged pupils achieved the higher standard in reading, writing and mathematics combined, although 43% achieved the higher standard in reading and 14% achieved greater depth in writing and higher standard in GPS.

These outcomes suggest that support for reading continues to have a positive impact, whilst further work is needed to improve mathematics achievement and increase the proportion of disadvantaged pupils attaining at greater depth and higher standards.

Key Stage 1

The disadvantaged Year 2 cohort consisted of two pupils.

- 50% achieved the expected standard in reading, writing and mathematics combined.
- 50% achieved the expected standard in reading, writing and mathematics individually.
- 100% achieved the expected standard in science.
- 50% achieved greater depth across reading, writing and mathematics. Although cohort sizes are extremely small, outcomes demonstrate that targeted support enabled at least one dis-advantaged pupil to attain at higher levels of achievement.

Phonics

The Year 1 disadvantaged cohort consisted of four pupils, with 50% meeting the expected standard in the Phonics Screening Check. By the end of Year 2, however, 100% had achieved the required standard, demonstrating the effectiveness of additional phonics interventions and targeted support.

Early Years Foundation Stage

There were no disadvantaged pupils within the Reception cohort in 2025-26; therefore, no GLD outcomes were reported for this group.

Assessment Through Summative and Formative Processes

In addition to statutory assessments, the school used:

- Termly teacher assessments in reading, writing and mathematics.
- Pupil progress meetings to identify barriers and evaluate interventions.
- Ongoing formative assessment within lessons.
- Intervention tracking and provision mapping.
- SEND and pastoral reviews where appropriate.

These assessments show that disadvantaged pupils generally make at least expected progress from their starting points when attendance is secure and intervention support is delivered consistently. They also highlight that gaps remain for some pupils whose attendance, SEND needs or wider vulnerabilities impact learning. These conclusions are informed by school assessment processes and monitoring throughout the year.

Attendance, Behaviour and Wellbeing

Attendance remains the most significant barrier affecting outcomes for disadvantaged pupils.

Disadvantaged pupils' attendance for 2025-26 was 91.9%, compared with 94.7% nationally and 94.7% within the local authority. Persistent absence among disadvantaged pupils was 24.1%, with 12 pupils reaching the DfE penalty notice consideration threshold during the academic year. Eight pupils missed between 15 and 18 days of education, whilst seven missed more than 19 days.

Attendance analysis also showed that:

- 18 pupils were absent immediately before or after school holidays.
- 2 pupils displayed repeated patterns of absence or lateness.
- Unauthorised absence accounted for 2.4% of sessions.
- 37 late arrivals before registration closure and 22 after registration closure were recorded.

The school has continued to provide pastoral support, family engagement, attendance monitoring and wellbeing interventions. Internal monitoring demonstrates that where attendance improves, pupils are more likely to make expected or better progress academically.

Evaluation of the Pupil Premium Strategy

Areas demonstrating positive impact include:

- Strong reading outcomes at Key Stage 2, with 86% of disadvantaged pupils reaching the expected standard.
- Effective phonics intervention, evidenced by 100% of disadvantaged pupils meeting the expected standard by the end of Year 2.
- Improved support for wellbeing and pastoral needs, enabling pupils to engage more positively with learning.
- Effective deployment of targeted interventions and additional adult support for pupils requiring academic catch-up.

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