

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	198
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	31 st December 2025
Date on which it will be reviewed	31 st December 2026
Statement authorised by	Sally Pinagapany
Pupil premium lead	Angela Kinslow
Governor lead	Chris Wells

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,590
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£160,590

Part A: Pupil premium strategy plan

Statement of intent

I have come so that they may have life and have it to the full John 10: Chapter 10. V 10.

Inspired by Jesus Christ's example and the Gospel values of love, joy and compassion, we nurture and develop the whole child so that each unique individual grows constantly in confidence, and has the knowledge, skills and self-esteem to achieve their true potential.

At St Edward's we are guided by God and driven by eradicating disadvantage. Sir Michael Barber stated:

"Cultural literacy is important and if you don't know the key facts for the society in which you live, you're permanently disadvantaged for life."

Therefore, at St Edward's all children, irrespective of their starting point, will access a rich, ambitious, challenging subject based curriculum; one that is broad, balanced and relevant, fostering curiosity, creativity and a life-long love of learning. It will prepare them well for each stage of education, employment or training and enable them, as educated citizens, to contribute to creating a better world.

We aim to support all disadvantaged children to achieve high attainment, not just in reading, writing and mathematics but across all foundation subjects too, and make good progress. We aim to do this by providing quality first teaching to all children at all times. By understanding children's starting points for any given subject, we will target and support to ensure we close the gap in attainment between disadvantaged and non-disadvantaged children.

We challenge low expectations for any child and because of this we have adopted a whole school approach in which all staff take responsibility for disadvantaged children's achievements.

Pupil premium is not a perfect definition of disadvantage, but it has proved to be a good way in which additional funding is channelled at St Edward's and has made a difference to the lives of many of our most disadvantaged learners.

Challenges

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

Challenge number	Detail of challenge
1	Parental support for home learning is limited. For many parents, literacy is challenging. As a result, for many disadvantaged pupils, reading and other home learning activities are not reinforced and practised. This is also inhibited by some families' inability to access internet and devices.
2	For some disadvantaged children our evidence from registers and welfare checks shows that attendance is low. Persistent lateness, absence, or illness affects consistent attendance and therefore consistent learning. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and attainment.
3	The locality of St Edward's can be a disadvantage in itself. It is on an island and therefore, local opportunities are limited. All visits and trips off the island are expensive for families because of the extra distance due to location. As such, internal monitoring, staff voice, and evidence from baseline assessments in the foundation subjects suggests that our disadvantaged children have not had opportunities for trips and visits outside of school that non disadvantaged children may have had.
4	On entry data to our EYFS class is low when compared to Kent or National Data. Little or no preschool experiences impact on speech and language, personal and social development, cognition and learning which can therefore only be picked up when children start full time education.
5	SENCo, Specialist Teaching and Learning Service, the psychologist and paediatrician reports evidence the fact that the SEND needs of some St Edward's pupils are multiple and complex. Amongst our SEND children, there is a higher proportion of disadvantage than not.
6	At times, disadvantaged families benefit from support with fundamental needs, e.g. food, clothes, washing, warmth, shelter or housing. As a result, some pupils face fears of homelessness, may be hungry or inappropriately dressed and these factors are impacting on their well-being and involvement whilst in school. In the current economic climate, we are anticipating that these problems will be exacerbated. Currently, 58% of the school are in receipt of Pupil Premium. Whilst these figures are high they do not capture the level of poverty as many families are just above the threshold for Pupil Premium.

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 reading, writing and mathematics attainment for expected standard for disadvantaged children	Key Stage 1 and 2 Reading Writing and Maths results for disadvantage pupils show good progress from the baseline assessments. Phonics screening test outcomes in Year 1 and Year 2 (retakes) are in line with national figures for all pupils
To achieve and sustain improved attendance for all pupils particularly our disadvantaged	The overall attendance rate for the school to be in line with or better than schools with the same deprivation indicator. The attendance gap between disadvantaged and non-disadvantaged pupils to be in line with national figures. The attendance for SEND (including SEND Disadvantaged) pupils to be in line with or better than schools with the same deprivation indicator. School persistent absence rates to be lower than 23/24 figures.
Disadvantaged children experience the same opportunities for the wider curriculum.	100% attendance at the Year 6 Residential trip and any class visits. Pupil Premium and non-Pupil Premium alike attend after school clubs and breakfast club, Clubs offer a wider range of sporting and enrichment activities that work towards a cultural literacy.
Improve the outcomes for EYFS pupils, especially our disadvantaged, against a Good Level of Development	GLD results return to show significant progress from their baseline
Disadvantaged pupils with SEND make good or better progress in Reading, Writing and Mathematics.	The quality of teaching is at least Good and therefore all children, including those with SEND, make good progress from their starting point. Key Stage 1 and 2 RWM results for SEND Pupils are in line with that achieved nationally. Disadvantaged pupils with SEND are tracked as a specific vulnerable group.

Ensure no child 'goes without'	Children are proud of wearing their school uniform and there is a consistency in appearance. There is 100% participation in PE and swimming lessons Children eat, or have access to, a healthy breakfast thus enabling longer concentration in lessons. 'Emergency' contingency packs can be mobilised quickly for families in crisis. Availability of wrap around food, heating, clothes packages ensure no child goes without during the school holidays
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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: £89,801

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to individualised maths support in every maths lesson (Learning by Questions) Use a dedicated DFE approved maths scheme (White Rose) to ensure progression for all. Use dedicated DfE Approved English Schemes	https://www.structural-learning.com/post/white-rose-maths-a-teachers-guide https://primary.lbq.org/for-lessons/ https://www.ruthmiskin.com/our-mission/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 5

(Read Write Inc. and Power of Reading) to ensure progression for all		
Provide booster sessions to narrow gaps in attainment	Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,5
Fund the salary costs of Teaching Assistants to provide small group daily interventions as well as one to one tutoring for targeted EYFS, KS1 and KS2 pupils	One to one tuition EEF https://educationendowmentfoundation.org.uk https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/read-write-inc-and-fresh-start Evidence shows that tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1, 4, 5
Part fund costs of an experienced teacher to support year groups who have significantly high SEND needs to add additional teaching capacity and enable small group tuition	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 5

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

Budgeted cost: £35,676

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Drawing & Talking and SALT (with a	Like quality first teaching, effective professional development combines elements of instruction, rehearsing and modelling.	1, 5, 6

heavy focus on EYFS) interventions for those vulnerable pupils who need it.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	
Fund costs of running a weekly homework club	Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 6

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

Budgeted cost: £35,113

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contingency fund for acute issues Uniform is paid for to ensure a uniformity for children	Due to high levels of deprivation and requested needs from families, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified.	1,6
Fund food and staffing for a breakfast club as well as ensuring that breakfast food is available in every classroom until morning break time.	https://educationendowmentfoundation.org.uk/projects/and-evaluation/projects/magic-breakfast Our own research shows that a hungry child cannot concentrate and therefore their involvement in lessons is limited.	1,2,6
Reduce the number of persistent absentees especially amongst disadvantaged pupils.	Evidence suggests that significant persistence absence and lateness impacts on a pupil's mental health, friendship/social groups as well as their academic achievements Embedding principles of good practice set out in:	1,2,6

Rewards and prizes are used as incentives for good attendance	https://www.gov.uk/government/publications/workingtogether-to-improve-school-attendance	
Pupil Premium funds subsidise or pay for visits, visitors and residential trips so that no child is disadvantaged	The Guardian.com (21st July 2019) discussed the negative impact of cutting back on school trips on enriching the curriculum and in providing long term experiences and memories for children. Pupil premium is therefore used to reverse this so that school can fund disadvantaged pupils to access a wider curriculum e.g., to live performances, museums, parks etc. as well as fund resources/visitors that come to school to enhance the curriculum https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventurelearning	3
Fund costs of Play Therapist	https://educationendowmentfoundation.org.uk/early-years/toolkit/social-and-emotional-learning-strategies	2,6

Total budgeted cost: £ 160,590

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome 1: Improve reading, writing and mathematics attainment for expected standards for disadvantaged children

For both Year 2 and Year 6 outcomes, whilst Pupil Premium is slightly below, this represents one child or less than one child.

RWM @ EXP	Term 6	Term 2	Term 4	Term 6	Target
Year 2	55%	57%	52%	57%	55%
PP	43%	43%	43%	50%	38%
Year 6	57%	43%	52%	43%	59%
PP	47%	29%	29%	38%	50%

Phonics screening test outcomes for all children in Year 1 met target. Outcomes for the pupil premium against all children was for one child.

In Year 2 attendance had an impact on outcomes along with a late in the year admission. Outcomes for the pupil premium against all children was for two pupils.

Year 1	Term 6	Target
Pass %	76%	76%
Pass PP%	67%	70%

Year 2	Term 6	Target
Pass %	93%	100%
Pass PP%	86%	100%

Outcome 2: To achieve and sustain improved attendance for all pupils particularly disadvantaged.

Despite a significant focus on improving attendance for all, overall attendance fell from the previous year for all pupils and for those on Pupil Premium, however, against national figures St Edward's achieved better attendance rates for Pupil Premium children. Nationally there has been a decline in attendance on the previous year both overall and for PP children.

Attendance	School 24/25	National 24/25
Overall attendance for all pupils	92.5%	93.1%
Overall attendance for pupil premium pupils	90.3%	88.4%

Outcome 3: No child is disadvantaged from taking part in wider curricular activities

All classes visited a range of museums, theatres, a zoo, parks and received visitors. Trips were subsidised for all and particularly for Pupil Premium children. Pupil voice collected after a Year 6 visit to 'Harry Potter World' showed that many pupils had not visited a theme park like this before.

The governors approved subsidising the year 6 residential trip for some pupils. As a result, no pupil was disadvantaged and all children were able to access the trip.

Outcome 4: Improve the outcomes for EYFS pupils, especially our disadvantaged, against a Good Level of Development.

At St Edward's Catholic Primary school, we are continuing to develop quality practice to deliver the greatest benefits for disadvantaged children. Considering the particular strengths and needs of each child.

GLD	Term 6	TARGET
EYFS	53%	65%
PP	38%	65%

Outcome 5: Disadvantaged pupils with SEND make good or better progress in Reading, Writing and Mathematics.

Pupils identified as having SEN and PP is broadly in line with national average. Currently St Edwards has 22.5% SEN and PP combined. The National average for 24/25 was 25.7%.

Pupils with both SEN and PP make the same levels of progress as those with SEN only.

Outcome 6: Ensure no child “goes without”

Uniform items provided for those pupils who were struggling to be able to afford it.

Breakfast in classrooms and a highly funded breakfast club has contributed to 92.5% attendance figures for 2024/25 and has improved punctuality as children have a change or clothes/uniform available.

Swimming clothing and swim shoes provided when required, enabling all children to participate in swimming lessons.

Fruit and bagels are freely available at break time. This eradicates differences between those pupils who previously were supplied with a break snack and those, often disadvantaged pupils, who didn't. This has led to greater concentration in the lessons after break as children are not hungry.

Externally provided programmes

Programme	Provider
Read Write Inc.	Ruth Miskin.com
Breakfast Foods	Fare Share, Family Action
Talk4Writing	Pie Corbett and KCSP
Learning By Questions	LBQ.org
Power of Reading	CLPE
White Rose Maths	White Rose Education