



St Edward's Catholic Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 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	St Edward's Catholic Primary School
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	10% (funding at some point this year)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025



Date this statement was published	December 2024
Dates on which it will be reviewed	September 2025
Statement authorised by	Mary Brown ExecHT
Pupil premium lead	Mary Brown ExecHT
Governor / Trustee lead	Maureen McCullagh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 64 600
Recovery premium funding allocation this academic year	£5 655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0



Total budget for this academic year

£2, 161,061.80

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

Part A: Pupil premium strategy plan

Statement of intent

At St Edward's, finding the "barrier to learning" and removing it with effective Teaching & Learning; Assessment and Feedback, is crucial here to enable children to **reach their potential and more.**

Provision in school is carefully mapped to ensure we can accurately report our policy and spending, agencies contacted where needed; pastoral care organised; timely interventions catered for; extended school activities and school trips supported. The child and its family are at the forefront of our planning for pupil premium and planning for school activities/school life.

In order to close the gap, constant communication is vital in St Edward's and is provided by: progress meetings with leaders and teachers; rigorous data tracking systems, informal and formal meetings between staff and staff, pupils and staff enables pupils' specific needs to be identified promptly. Progress is monitored and, through moderation and evaluation, amendments are made to support the child's learning.

We never confuse eligibility for pupil premium with low ability; it is used to support our disadvantaged pupils to achieve their highest levels. We use achievement data and professional dialogue regularly to check whether interventions or strategies are working and amend where needed, and constantly and rigorously measure the **impact** to learning.

The school ensures all staff are aware of the pupils eligible for Pupil Premium funding and they then can take **responsibility for their progress.**



Main Priorities 2024-2025

- To **identify** pupils who are eligible for Pupil Premium funding and **accelerate** learning and **progress** to ensure disadvantaged pupils achieve the **highest attainment** and close the gap with their peers.
- To ensure pupils' **health and well-being** is a high priority which in turn **supports** their learning and allows for self- confidence, **boosts self- esteem** and **progress**.
- To ensure **progress** for pupils from their new starting points in attainment

Challenges

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

Challenge number	Detail of challenge
1	<i>Pupils continue to evidence a lack of resilience and self esteem since the pandemic and settling back into school. An increased number of pupils with emotional, social and attachment issues which could affect their progress in learning.</i>
2	Due to continued gaps in learning (pandemic) pupils are evidencing lower attainment than where they should be in terms of attainment in the core subjects. This in turn affects the gap between non-disadvantaged pupils and disadvantaged .
3	Continue to ensure the attendance of disadvantaged pupils is in line with non-disadvantaged pupils to increase attendance, attainment and progress in school.



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
Pupils to develop resilience, self-esteem, confidence personally and in learning which will impact on school life, family life and progress with learning.	<ul style="list-style-type: none"> -confident to discuss and articulate their prior learning, targets and what can be done to improve these. -high quality personalised T&L from school staff and interventions narrow the gaps in learning and progress. -increased confidence in lessons to ask for support which will accelerate progress. -external agencies, support programmes working with both parents, pupils and training CPD for staff to increase confidence and progress of attainment. -parent and pupil discussion meetings (parent consultations organised) reflect the benefit of what is working to improve pupil's confidence and discuss the impact.
Engaging curriculum; personalised T&L- provide instant and ongoing feedback; specific interventions and an emphasis on reading, phonics, writing and maths will ensure pupils understanding and knowledge in lessons to accelerate progress.	<ul style="list-style-type: none"> -pupil engagement in core subject lessons evidences progress with learning. -pupils achieve attainment and progress in line with non-disadvantaged pupils in statutory testing. -starting points and progress are articulated by teaching and support staff in the classroom and evidenced in books and with discussion with pupils. -frequent monitoring of pupil's progress and impact of materials purchased to update and



	keep a current track of intervention which is specifically matched to the pupil's needs.
Attendance will not fall below national average attendance figures for non-disadvantaged pupils, ensuring pupils attending lessons and allows progress in learning.	<p>-staff are aware of attendance figures of all their pupils and inform parents and SLT of a decrease in attendance to enable a quick intervention so the pupil does not miss school.</p> <p>-attendance team work in collaboration with office staff, SLT and teachers for a swift and immediate intervention to increase attendance data.</p> <p>-increase in attendance enables pupils to access high quality teaching and learning.</p>

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: £64 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop further the current curriculum content to enable teachers and support staff to teach objectives and	If pupils know more, they learn more and the gap between non-disadvantaged and their less advantaged peers closes...teaching a knowledge rich curriculum is essential	2



expectations that will narrow gaps.	to the task of spreading opportunity and <i>levelling up</i> . <i>Teachers are well aware of sequence and progression and preventing gaps in learning.</i>	
'Little Wandle' parent flashcards for Y1 and Y2 pupils- 3 packs cover Phase 2-5	Intervention strategy for parents to support KS1 pupils at home which links with phonics teaching at school.	1, 2
Continuous dialogue and monitoring organised through progress meetings, curriculum subject lead's allocated time in order for staff to be aware of current attainment gaps in learning and impact of intervention strategies.	Discussion with SLT on present data, issues and what is needed to close the gaps in learning and attendance; to measure the impact and discuss next steps.	1, 2, 3
Learning support advisor working with staff each term for analysis and diagnostic evaluation of learning and progress;	Diagnostic tool with learning and progress; advice on resources to accelerate learning	1, 2
Homework extended school activity to support the learning and progress during the school day	Revision of learning objectives will develop confidence and attainment through an extended coverage of core subjects T&L.	1, 2



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

Budgeted cost: see above

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small personalised interventions with HLTAs and support staff trained with phonics strategies and maths interventions to boost self- esteem.	Small group tuition is defined as one adult trained working with two-five pupils in a group. This allows the teaching to focus exclusively on a small number of learners.	1, 2, 3

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

Budgeted cost: see above

Activity	Evidence that supports this approach	Challenge number(s) addressed
Service Level Agreement for Play Therapist, Parent support worker and Ed Psych- one hour weekly intervention over the academic year with pupils and parents to develop resilience, resolve attachment issues	Provide targeted support for children who have emotional, social or behavioural needs and their families Signpost children and families to appropriate external services where appropriate Provide a range of early intervention strategies	1, 2, 3



and develop confidence. Ed Psych termly support.	Support and advise school staff working with the children and their families	
REACH, MIND, National College webinars providing advice and support with any pupils experiencing mental health, trauma issues	Information to help understand and support pupils, staff and parents; how to cope with experiences and feelings and resources to guide parents and pupils to get help and support	1, 2, 3
'Rubies', Rock Steady Music' organised and delivered in weekly small groups to develop confidence, self-esteem and links to transition to secondary school.	This arrangement to focus exclusively on a small number of pupils in an area away from the classroom to provide confidence building skills.	1, 2, 3
Upkeep of the school's therapy dog, including insurance	Provides targeted support for children who have emotional, social or behavioural needs and their families and encourages attendance in school	1, 2, 3
Support for the payment of educational trips, Breakfast and After School provision, Extended school activities	allows pupils to engage in wider school life, boosts self- esteem and confidence whilst nurturing skills and peer relationships in a social setting.	1, 2, 3



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 2023-2024 academic year.

- Key Stage statutory outcomes of 2024 evidenced:
- Parental questionnaires of October 2024 showed evidence of parents strongly agreeing or agreeing that school provided were happy with the provision for pupils
- Pupils educational trips, extra-curricular activities organised catered for
- Where health and well-being has been highlighted, -extra services provided to support the child
- Ofsted December 2023 validation of PP funding

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Webinars- supporting T&L for all aspects of school life	National College



Systematic Phonics programme

Little Wandle

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.



