

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Edmund's RC Primary
Number of pupils in school:	60
Proportion (%) of pupil premium eligible pupils:	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended):	2024-2027
Date this statement was published:	October 2025
Date on which it will be reviewed:	September 2026
Statement authorised by:	Mr Patrick Kennedy
Pupil premium lead:	Mr Patrick Kennedy
Governor / Trustee lead:	Mrs Maura Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year:	£39390.00
Recovery premium funding allocation this academic year:	£0
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)	£39390.00

Part A: Pupil premium strategy plan

Statement of intent

Ensuring no student is anonymous is at the heart of everything we do at St Edmund's. Irrespective of a student's background or socio-economic status it is our intention that all our students have the opportunity to make good progress, achieve high attainment and have full access to a range of activities that develop cultural capital.

Our Pupil Premium strategy is designed to support disadvantaged students so the gap in attainment and access to opportunity is minimised when compared to their peers.

Our intention is to identify those students who face additional challenges and provide the support they require to make progress that is in line with their peers. These students form a broad spectrum; from those who have unsettled home lives and underachieving at school, to those who are already high achievers but may be capable of making further progress.

High quality teaching is integral to closing the disadvantage attainment gap. Not only does this impact disadvantaged students but also allows their peers to sustain and improve attainment alongside them. Additional intervention will give further support to our PP students.

We will do this through:

- Providing high quality teaching and a whole school approach in all aspects of learning, giving all our children the confidence to succeed.
- Having high expectations for the achievement of all children and acting early to intervene at any given point identified.
- Challenging disadvantaged children in the work that is set for them.
- Providing equality of opportunity for all children.
- Targeted academic support through quality interventions.
- A focus on providing our children with opportunities to develop their cultural capital and participate in activities beyond their wider experiences.

Challenges

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

Challenge Number	Detail of challenge
1	Internal assessment data indicated maths and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Assessment and observations show disadvantaged pupils having greater difficulty with phonics and early reading acquisition than their peers do. This impacts negatively on reading fluency development. Our assessments and observations also suggest that a substantial number of Pupil Premium children have additional vulnerabilities, such as Special Educational Needs and/or English as an Additional language, and therefore require additional interventions.
2	We have children with underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Language and communication skills on entry are lower for disadvantaged pupils than non-disadvantaged. This impacts throughout their school career if not addressed quickly with curriculum matched to the needs and interests of the children and a vocabulary rich environment.
3	Attendance of children is lower for some PP pupils, therefore gaps are not being closed and can increase as missing further lessons. A high proportion of our disadvantaged pupils have emotional needs due to family circumstances and may require social, emotional and behavioural support. Many also lack confidence and self-esteem. Some of these also link to financial difficulties faced by families.
4	Experiences outside school and home are limited for some of our PP pupils and therefore they are missing out on vital early life events to help enhance learning and ensure they have high expectations for themselves.

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
<ul style="list-style-type: none"> The gap between Pupil Premium children's achievements in reading, writing and maths will decrease by the end of KS2 	<ul style="list-style-type: none"> Teaching and Learning strategies through an evidence based approach to help Pupil Premium children's engagement and achievement in lessons reviewed and staff reminded of them regularly to maintain focus on the Pupil Premium children. Data used to identify children's targets and form the focus of the PP passport information to track the progress of each child towards these targets Where appropriate, Pupil Premium children will be given priority for 1:1 or small group tuition with their Teacher or TA. Internal data used to track children's achievements and gaps discussed at pupil progress meetings termly Interventions identified for children to ensure receiving appropriate intervention for them during pupil progress meetings based on termly diagnostic summative assessments and teacher assessments
<ul style="list-style-type: none"> Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress 	<ul style="list-style-type: none"> Teaching will incorporate mastery techniques, use of high impact teaching strategies, higher order thinking and skills based learning Lessons will involve modelling and teaching of metacognitive and self regulation strategies to allow pupils to discover the learning strategies that help them the most Pupil premium children will be fully engaged in all parts of their lessons using their personalised strategies and taking into consideration SEMH needs Experience of authentic resources and enquiry lessons used to develop their thinking skills and vocabulary development – teach to the top and scaffold from the bottom Thinking skills used to help differentiation to 'lift the lid' and help raise expectations from staff and children Ensure opportunities for retrieval practice and scaffolds are embedded in all lessons. Internal data used to track children's achievements and discussed at PPM meetings shows identified children are making accelerated progress in order to close the attainment gap All staff to show a fidelity to the Little Wandle Phonics/Reading program

<ul style="list-style-type: none"> • High quality texts will be used where appropriate to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing. • High quality texts also available for access through reading schemes, school library and book clubs. • Vocabulary also developed through the child's learning journey. 	<ul style="list-style-type: none"> • English lead to help identify high quality texts year groups could use for themes especially in science and geography • Use of high tiered vocabulary from EYFS to Y6 and children expected to use in their writing • Working walls used to display adventurous vocabulary, explicit etymology and vocabulary teaching (pre-teaching) • Children use writing journals to develop word, vocab and idea banks. • Book looks show a greater range of rich vocabulary across the curriculum and specific resources used to develop vocabulary • Learning walks allow specific observation for the teaching of vocabulary and specific resources developed to help this • Library and reading scheme updated to develop a love of reading to allow greater access to a rich range of vocabulary
<ul style="list-style-type: none"> • Parents will be aware of the high expectations of their children and what this involves. • Staff will provide support with home learning as well as maintain regular contact with families to communicate progress and expectations 	<ul style="list-style-type: none"> • High expectations communicated and explained during parents evenings/cafes and share afternoons • Pupil Premium families are specifically invited to any workshops taking place.
<ul style="list-style-type: none"> • To improve attendance of PPG children to ensure we maximise the opportunities to close the gap. 	<ul style="list-style-type: none"> • Attendance tracked and monitored by the office and daily updates given to SLT on a daily basis. Regular analysis leads to early identification of those at risk of becoming classed as persistently absent. • Nurture support provided to help outside issues that may be hindering attendance through Benjamin Foundation PSA and own school Mental Health Lead • School uses the Suffolk EWO services to support the Fast Track process where needed and create an Early Help plan. • Children with attendance 90-95% targeted through rewards and attendance increases therefore achievements increase as less education missed • In extreme cases transport provided to ensure that children can get to school when other transport is not available or acceptable

<ul style="list-style-type: none"> Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves 	<ul style="list-style-type: none"> EEF toolkit referred to in order to support Pupil Premium children's expectations through social and emotional teaching of children School trips, sports tournaments and residential trips funded All children go on trips organised for their year group, funded by the school where necessary Visitors in school to enrich experiences examples of aspirational futures provided through visitors, speakers and careers events Pupil voice used to identify wants and needs and where possible clubs provided in school or help to fund outside of school offered Social activities arranged for Pupil Premium children within the Federation of schools and wider Trust.
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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: £ 500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> High quality teaching continues with consistent use of personalised strategies for pupil premium children 	<ul style="list-style-type: none"> Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages. These strategies will be consistently embedded through the school while others trialled. Trialling has shown that use of higher order thinking skills to help differentiation has helped lift the limit of pupils' achievements in lessons and topic weeks have motivated and enthused children about their learning and provided the knowledge needed to help cross-curricular writing. Again these will be embedded across the school. 	1 and 4
<ul style="list-style-type: none"> CPD – Maths, Reading Fluency and Writing 	<ul style="list-style-type: none"> High-quality teaching has the greatest impact on outcomes for disadvantaged pupils, as highlighted by the EEF. Evidence shows that sustained, subject-specific CPD which strengthens teachers' pedagogical content knowledge leads to improved attainment. Developing a secure understanding of mastery in mathematics supports conceptual understanding and long-term retention, while explicit teaching of reading fluency improves comprehension and access to the wider curriculum. Similarly, structured approaches to teaching writing, including modelling and explicit instruction, are shown to particularly benefit disadvantaged pupils. 	2
<ul style="list-style-type: none"> CPD – to develop quality first teaching and practice. 	<ul style="list-style-type: none"> CPD gives teachers the chance to reinforce existing skills, as well as learning new ones that aren't covered during teacher training. Further training can allow teachers to build on their interaction skills and learn strategies for helping these pupils to achieve their full potential. 	1 and 2
<ul style="list-style-type: none"> Learning walks and feedback to develop teaching and learning strategies 	<ul style="list-style-type: none"> Learning walks may take place in order to collect evidence about teaching and learning, evidence of progress and areas for school development. They are intended to be developmental and constructive rather than judgemental, and are a whole-school improvement activity. 	1 and 2

<ul style="list-style-type: none"> High quality texts will be used where appropriate to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing 	<ul style="list-style-type: none"> It is essential that children are exposed to rich vocabulary in different ways to allow them to develop the vocabulary they can use in their own writing. This needs to be identified, discussed, explained and used to allow it to be embedded in the children's vocabulary bank 	1
<ul style="list-style-type: none"> Ensure all classes have access to TA support to enhance the provision and learning opportunities for all pupils. 	<ul style="list-style-type: none"> Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs will, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks. 	1 and 2
<ul style="list-style-type: none"> Little Wandle phonics embedded to ensure all children in Early Years and KS1 receive high quality phonics teaching. Ensure effective Little Wandle intervention strategies used for children in KS2 who need it 	<ul style="list-style-type: none"> The Little Wandle programme is rigorous and in place. Early Years and KS1 and all staff have been fully trained through effective CPD, which supports the school in providing an effective approach. Timetabled intervention and tracking are in place to ensure at least good progress in KS1 and Early Years and to ensure progress for those children receiving intervention through Little Wandle in KS2. 	1 and 4
<ul style="list-style-type: none"> Speech and Language Intervention 	<ul style="list-style-type: none"> Delivered by a trained TA across all Key Stages. Education Endowment suggests 1:1 support increases progress by on average 5 months. Implementation of Language link intervention to target children on entry who have S&L challenges and will give clear steps to improve this area. 	3

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

Budgeted cost: £20775.45 (TAs 1)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> TAs timetabled across the school for PIXL, Reading groups, pastoral support, phonics. 	<ul style="list-style-type: none"> Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). From diagnostic assessments and question level analysis, teachers and TAs can plan structured interventions that support making connections to the learning in the classroom. 	1 and 2
<ul style="list-style-type: none"> Reading comprehension and reading for pleasure developed across school. 	<ul style="list-style-type: none"> EEF evidence shows an increase of on average 6 months progress for this strategy Centre for Literacy in Primary Education. 	2, 3 and 4

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

Budgeted cost: £20985.45 (TA 1:1 day cover Trips x 10 average cost £10 = 210.00)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Pastoral support developed in school through family support worker 	<ul style="list-style-type: none"> Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. 	3 and 4
<ul style="list-style-type: none"> Strategies developed to encourage attendance such as parental workshops, letters home around the importance of attendance and meetings to help develop skills to support learning at home. 	<ul style="list-style-type: none"> The EEF Toolkit has shown that under normal conditions of schooling, increasing parental engagement can help pupils make, on average, an additional 3 months' academic progress within the space of one year. 	3
<ul style="list-style-type: none"> Attendance meeting termly with Suffolk EWO to monitor Pupil premium children's attendance and report to Pupil Premium Lead to identify those at risk of struggling to return after closure or throughout the academic year. 	<ul style="list-style-type: none"> Children with attendance 90-95% are often not targeted for attendance as deemed good, however they are missing lessons that could mean key concepts are not understood so attendance is encouraged through rewards. This in turn will help attendance increase and therefore achievement increase as less education missed 	3

<ul style="list-style-type: none"> Family Worker support provided to help outside issues that may be hindering attendance as children with worries about things outside or within school will either find a way not to come to school or enter school with a mindset that will possibly hinder their learning 	<ul style="list-style-type: none"> EEF have reported that social and emotional learning can allow an extra 4 months learning. School working with parents and external agencies can have a positive impact on children's mental health and remove barriers to learning. 	3 and 4
<ul style="list-style-type: none"> Staff will be delivering a 'well-being' curriculum as part of the strong RE and RSHE curriculums. 	<ul style="list-style-type: none"> With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life. 	4
<ul style="list-style-type: none"> School trips funded and visitors in school as well as trips. 	<ul style="list-style-type: none"> There is a raft of evidence to support the impact of schools trips on children's mental health, which include: <ul style="list-style-type: none"> Improvements in critical thinking skills. Experiential learning takes place. Student's worldview is expanded. Reinforcement of classroom material. Greater bonds between students and teachers. Students are encouraged to learn in other areas. 	4
<ul style="list-style-type: none"> Pupil voice used to identify wants and needs and where possible clubs provided in school or help to fund outside of school offered. Social activities arranged for Pupil Premium children including funded breakfast club and to fund staff running clubs. 	<ul style="list-style-type: none"> Afterschool programs can support social, emotional, cognitive, and academic development, reduce risky behaviours, promote physical health, and provide a safe and supportive environment for children and youth 	4

Total budgeted cost: £ 42260.90

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.

How do we know we are using the Pupil Premium effectively?

- The progress and attainment of all pupils and groups of pupils is monitored closely through the school's extensive pupil tracking systems, formative and summative assessments. Pupil progress review meetings are held each term with teachers and SLT.
- The progress that pupils make will vary according to the individual needs of each child but should a concern arise the provision made for that child will be reviewed and any necessary adjustments made.
- Disadvantaged children accessed the full curriculum with quality first teaching and a range of intervention packages in all areas to support their learning.
- The percentage of pupils in our school at PP is higher than the national average of 27%.
- Data from the end of key stage tests shows that disadvantaged pupils attained below those who are not disadvantaged.
- Teacher assessment data (2024 – 2025) shows that disadvantaged pupils attain below 'others' at the end of the key stages. However, some of our PP children are also children with SEND which means progress for them is slower than 'others'. The progress they make from their starting points is good and scaffolds/support in class are used effectively.
- Historically, by the time pupils reach the end of Key Stage 2, the gap between disadvantaged and non disadvantaged pupils is diminishing.
- Teaching observations show an increasing amount (and quality) of Assessment for Learning opportunities. A good use of scaffolds in the classroom to support PP children, the impact of this is they are becoming more independent learners.
- Book monitoring identifies feedback in PP books as at least in line with non PP books, and in many cases evidence of additional support and intervention is observed. Lesson observations and book scrutiny show good quality feedback. We are able therefore to see the impact of the Live Marking and Feedback policy.
- Impact of interventions in phonics are shown in the positive pupil outcomes for PP in terms of progress in reading and more children passing the phonics screening check in Y1 and the retake in Y2. The profile of reading has continued to increase and the development of vocabulary has had an impact on the application of subject specific vocabulary.
- Attendance was just below local and national averages but was significantly improved from the year previous.

PP Data showing those achieving ARE (number of PPG children in brackets per year group)

2025	EYFS (2)	Y1 (0)	Y2 (4)	Y3 (2)	Y4 (5)	Y5 (4)	Y6 (7)
GLD	100%						
PSC		n/a	25%				
Reading		n/a	25%	0%	40%	0%	0%
Writing		n/a	0%	0%	20%	0%	25%
Maths		n/a	0%	50%	60%	20%	0%

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
White Rose Maths	White Rose
TTRockstars	Maths Circle
TigTag (Science & geography)	Twig Education
Ten Ten RSE	Ten Ten Group
Language Link	Speech Link Multimedia Ltd.
Little Wandle Revised Letters & Sounds	Wandle Learning Trust
Tapestry	Tapestry
Literacy Shed/Spelling Shed	Education Shed Inc
Kapow	Kapow Primary
Real PE	Create Development Ltd.
Get Set 4 PE	Get Set 4 Education