



Pupil premium strategy statement for St Patrick and St Edmund's Catholic Primary School 2025-28

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	School Standards Committee
Pupil premium lead	Lauren Breslin
Governor / Trustee lead	Appoint at governors 12 th Dec

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,000 (approx.)
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£180,000 (approx.)

Part A: Pupil premium strategy plan

Statement of intent

At St Patrick and St Edmund's Catholic primary school, our aim is that all pupils, regardless of their background or challenges they may encounter, make at least good progress from their starting points and achieve high attainment across all other curriculum areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

As a school with high levels of deprivation, (IDSR identifies our pupil base is in quintile 2 - most deprived of all schools in terms of deprivation) we have identified our barriers to learning for our disadvantaged children which include:

- low levels of speech and language skills on entry to school
- complex family situations that prevent children from being ready to learn
- complex SEND needs
- emotional barriers/trauma/ACEs/attachment
- attendance and punctuality issues
- lack of support at home with homework/reading
- 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.

The challenges are varied.

We always support the challenges faced by vulnerable pupils, such as those who have an allocated social worker or are young carers. The activities outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

At the heart of our approach is high quality teaching for all pupils. Pupils who are disadvantaged will benefit from this by daily high-quality support and scaffolding to enable them to achieve. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help all pupils excel.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected. To ensure they are effective we will:

- Ensure all teaching is good or better throughout the school through our scheduled monitoring programme and CPD schedule.
- Set appraisal objectives for all staff that identifies their responsibilities in narrowing the attainment gap.
- Conduct termly pupil progress meetings and assessments which analyse the knowledge and gaps of pupils and effective strategies, and intervention are put in place so we can act early to intervene at the point need is identified and monitored for impact.
- Provide targeted interventions (that have been founded in research) which run throughout the school.
- Provide family support for vulnerable families and counselling service available in school.

These strategies are long term and we intend to review and amend as best practice improves over the coming years allowing us to achieve our goal of offering our children the best possibilities now and into the future.

Challenges

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

Challenge number	Detail of challenge
1	Baseline on entry to Reception indicates low levels of Communication and Language skills as well as low levels of Personal, Social and Emotional Development. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	Particularly for pupils in Key Stage 2, the aftermath of the global pandemic and periods of lockdown resulting in school closures and a very varied response to home learning means that pupils still have: Significant knowledge gaps as a result of the pandemic/lockdowns leading to pupils falling further behind age-related expectations, especially in writing and maths. Loss in confidence in their abilities and have struggled to regain this. Loss in resilience and perseverance – give up too easily and need lots of encouragement.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Gaps in learning have been evidenced in the assessments which has resulted in pupils falling further behind age-related expectations. Pupils require a greater degree of fluency and practice before they can be moved onto new learning.
4	Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non- disadvantaged pupils
5	The nature of SEND is becoming increasingly complex, and the school have noticed an increase in the number of pupils presenting with more complex SEN needs (22.1% - above average nationally), mental health needs and potentially requiring EHCPs (Currently 1.9% - more applications in process).
6	Our attendance and punctuality data has been variable over the last year with the lasting impact of the pandemic; fears of vulnerable parents, establishing daily routines and low aspirations has impacted on this (currently 93.4% and continuing to decline). Some families struggle to arrive on time on a daily basis whilst other do not see attendance at school as important or valuable and this impacts on their child's attendance and therefore their attainment too – persistent absences 21.5% vs 14.36% nationally, with our disadvantaged pupils a significant proportion of this statistic.
7	Many pupils at St. Patrick and St. Edmund's have limited cultural capital experiences beyond their home life and immediate community and lack positive role models, aspirations and opportunities to follow and develop interests. A lack of enrichment opportunities and engagement in home learning were also evidenced during lockdown, whilst many continue to not access any 'Home Learning' domains.
8	High levels of deprivation in our school community which exist already as well as the current cost of living crisis means more of our families are facing financial difficulty and are struggling on a day-to-day basis with low incomes, the ability to afford food, clothing and heating. Morale can be low and lead to members of our school community struggling with their mental health and well-being.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, and ongoing formative assessment. Disadvantaged pupils have improved outcomes at the end of EYFS especially in CLL.
Improved maths attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2027/28 show that more than 70% of disadvantaged pupils met the expected standard.
Improved writing attainment and progress among disadvantaged pupils at the end of KS2	Writing outcomes over the next three years show that disadvantaged pupils met the expected standard of progress from their starting points
For SEND/PP pupils to be engaged, motivated and have the appropriate resources to access their learning	High quality first teaching with support and scaffolding as well as research-based interventions have supported SEND pupils in their learning, making them confident in their work and evident in progress from their starting points.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: the overall absence rate for all pupils being no more than the national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Enrichment offer of trips, visits and cultural capital experiences • In house family support and counselling. • Extended pastoral support offer by SLT and SML.

To be a hub of support in the local community for our most needy families.	• Parents feel supported by the school. • Food parcels have been a source of support • Support with uniform has impacted positively on family budgets • Trips/outings in school have been offered free or subsidised and pupils have benefited from these experiences. • Engagement of pupils in late night events in school have provided respite for parents. • Staff have a stronger understanding of the level of need within the school community.
--	--

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: **£95,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Continued whole school staff professional/subject leadership development around teaching of Phonics - Little Wandle and Little Sutton Hub - to secure high-quality teaching and interventions for all pupils. Moving strategies into KS2 to develop spelling and vocabulary teaching relying upon an understanding of the science of reading. Purchase additional books to support Early Reading in Reception to Year 2. Purchase additional books for rapid catch up in KS1 and KS2.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics EEF	1, 2, 4
Embedding dialogic activities across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Purchase of necessary resources and fund ongoing CPD and release time.	Evidence base that suggests oral language interventions, such as high quality classroom discussion have high impacts on children's oracy.	1, 2, 4
Purchase of standardised diagnostic assessments for reading, maths and spag. Training for staff to ensure assessments are administered and analysed correctly to inform teaching and targeted interventions.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct in additional support through quality first-teaching and interventions. EEF Blog: Assessing learning in the new academic year (Part 1... EEF	1,2,3,4

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. The school will continue to be part of the Maths Hub (Mastery Maths) We will place a greater emphasis on maths in the timetable to secure fluency and enable practice across all year groups. Use of the Ready to Progress documents (DFE) High quality CPD for staff to ensure pupils are ready to progress in maths Monitoring (time and support for colleagues) by maths leads to ensure progress across the school. Focus in Years 4 and 6 with additional staffing in place to support pupils.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2, 3
Implementation of the 'Talk 4 Writing' scheme across the school which will be a more creative and structured approach to teaching writing to support teachers and improve standards, with a greater focus enabling children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.	Ensures robust monitoring and high standards and expectations are maintained through Writing across the school ensuring consistency of practice. Issues are swiftly identified and acted upon by staff for the benefit of pupils. Established writing routines that create a pleasant and motivating writing environment Implements a process approach to writing	1,2,3,4

Live marking so pupils can address errors and misconceptions there and then with focused adult support, clear explanations and scaffolding to support pupils.	EEF – feedback when immediate and focused can have a significant impact on pupil attainment, self-esteem and progress.	2,3,4,8
---	--	---------

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

Budgeted cost: **£51,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1,2,3,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	1,4
Use of staff to provide targeted support in English and maths in Years 4 and 6 to help narrow the gap.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,4
SEND support led by the SENDCo for pupils who require additional support i.e. 1-to-1 including training for support staff and SENDCo	Targeted small group and 1:1 support Focused attention on progress/ small steps on the continuum evident in pupils' work. https://educationendowmentfoundation.org.uk/educationevidence/te	5

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

Budgeted cost: £35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	6,7
Continuation of 1 to 1 and small group lessons for violinists and cello's (including a significant proportion of disadvantaged pupils).	At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in. Life skills and enrichment EEF	7
After school/ sports clubs - At no additional costs to parents of PP children	At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in. Life skills and enrichment EEF	

Residential for Year 6 pupils' Cultural capital experiences across the school- trips, visits. Workshops to support the curriculum	Opportunities to participate in extra-curricular activities is profoundly structured by socio economic status, with participation gaps between rich and poor households. <i>'research has indicated the value of extra- curricular activities in terms of their positive impact on achievement, attendance at school, soft skills, as well as the development of other personal attributes such as independence and persistence.'</i> An Unequal Playing Field: Social Mobility Commission Life skills and enrichment EEF	7, 8
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures, supporting admin staff in using Bromcom effectively and providing senior leaders with up- to-date analysis of the attendance data. Incentives for attendance, certificates, stickers, prizes at the end of each term. Allocated places in Breakfast club to support attendance in school and help families struggling.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Summary of evidence EEF	1,2,3,4,6

Specific allocated time for senior leaders dedicated to safeguarding and pastoral duties. Use of My Concern.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning Social and emotional intervention develops a positive school ethos with the aim to support greater engagement in learning and parental engagement. 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.	2/5/7
--	--	-------

Total budgeted cost: £180,000

Part B: Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year

Subject	KS2 (National)	KS2 PP
Reading	72.9% - (75%)	69.7%
Writing	60.4% - (72%)	50%
Maths	66.7% - (74.1%)	59.4%
Reading/Writing/Maths	50% (62.1%)	38.2%

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils