

# Pupil premium strategy statement (2024-2025)

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 Edward's CE Primary School
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	18%
Academic year that our current pupil premium strategy plan covers	2024-25
Date this statement was published	31 <sup>st</sup> December 2024
Date on which it will be reviewed	31 <sup>st</sup> December 2025
Statement authorised by	Governors
Pupil premium lead	Rachel Lacey
Governor lead	Dave Wiltshire

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£47,280</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) or who have been eligible within the last six years. Children from low income families can face barriers to their learning.

There is much research as to what these barriers are. They may include a child's motivation to learn, task persistence and receptive language skills amongst others.

At St Edward's CE Primary School, we want to ensure all disadvantaged pupils have an equal chance of achieving well at school and go on to make a positive contribution to society.

The Pupil Premium grant is therefore allocated using evidence based programmes and research from the Education Endowment Fund toolkit in an effort to negate these barriers. In 2024-2025, we are focussing on the following areas:

- 1) High quality interventions across year groups to raise attainment
- 2) High quality whole class teaching through effective use of feedback and assessment for learning strategies
- 3) Strategies to improve readiness for learning. We continue to put in place a strong programme of support to target potentially vulnerable children that includes social and communication groups, counselling and lunchtime support to increase their self-confidence and levels of engagement.
- 4) wider-curricular and enrichment activities

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

Challenge number	Detail of challenge
1	Lack of engagement and support for learning from home environment
2	Lack of wider enrichment opportunities for pupils
3	Mental health and wellbeing of children attending school
4	Lower levels of vocabulary development on entry to school
5	Poor speech and language skills on entry to 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
Disadvantaged pupils will achieve well in early reading and phonics.	Year 1 and 2 pupils will achieve in line with national measures or above in phonics screening.
Disadvantaged pupils will achieve well in reading, writing and maths in Key Stage 2	Year 6 pupils will achieve in line with national measures or above in reading, writing and maths at the end of KS2
Disadvantaged children will have experience of wider opportunities across the curriculum to build on their cultural capital.	Children are engaged and interested in their learning and outcomes are good.

## Activity in this academic year (2024-2025)

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching - Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Following of a DfE validated Systematic Synthetic Phonics programme of Little Wandle to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: EEF +5 months gain	1
Fluency Bee programme for all pupils in Years 1-2 to support maths fluency.	Feedback EEF +5 months gain	1
High quality whole class teaching through effective use of feedback and assessment for learning strategies	Feedback +6 months gain	1,4,5
CPD – Dyslexia training for all teaching and support staff	Feedback +6 months gain	1,4,5

### Targeted academic support (for example, tutoring, one-to-one support structured interventions) - Budgeted cost £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality interventions across reading, writing and maths to all year groups to raise attainment	Teaching Assistant Interventions <b>EEF +4 months gain</b>	<b>1,4,5</b>
Additional Little Wandle phonics Intervention in FS, Y1 and Y2	EEF +5 months gain	1,4,5
Additional Fluency Bee maths interventions for pupils in Year 3/4	EEF +5 months gain	1
Strategies to improve readiness for learning	Social and Emotional Learning EEF +4 months	3

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

Budgeted cost: £3280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling – person centred therapy	EEF +3 months gain	3
Wider-curricular and enrichment activities	Arts Participation +3	2,3
Wellbeing Dog for pupils who need additional emotional support.	Arts Participation +3	2,3
Emotional support at lunchtime with a dedicated LSA.	EEF +3 months gain	3

**Total budgeted cost:** £47,280

## Part B: Review of outcomes in the previous academic year (2023 - 2024)

### Activity last academic year (2023-2024)

This details how we spent our pupil premium **last academic year**.

#### Teaching - Budgeted cost: £11,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Following of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: EEF +5 months gain	2
High quality whole class teaching through effective use of feedback and assessment for learning strategies	Feedback +6 months gain	1,2,3,4
Wider-curricular and enrichment activities	Arts Participation +3	3,5

#### Targeted academic support (for example, tutoring, one-to-one support structured interventions) - Budgeted cost: £31,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality interventions across reading, writing and maths to all year groups to raise attainment	Teaching Assistant Interventions <b>EEF +4 months gain</b>	<b>1,2,4,5</b>
Additional phonics Intervention in FS, Y1 and Y2	EEF +5 months gain	1
Homework Club Year 5 and 6	EEF +5 months	4
Strategies to improve readiness for learning	Social and Emotional Learning EEF +4 months	3

#### Wider strategies (for example, related to attendance, behaviour, wellbeing) - Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling – person centred therapy	EEF +3 months gain	3

**Total budgeted cost: £ 44,710**

## Pupil premium strategy outcomes

Aim	Outcome - July 2024
Disadvantaged pupils will achieve well in early reading and phonics.	Year 1 and 2 pupils achieved in line with national measures or above in phonics screening.
Disadvantaged pupils will achieve well in reading, writing and maths in Key Stage 2	Year 6 pupils achieved in line with national measures or above in reading, writing and maths at the end of KS2
Disadvantaged children will have experience of wider opportunities across the curriculum to build on their cultural capital.	Children are engaged and interested in their learning and outcomes are good. Children enjoyed a wide variety of enrichment activities.

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. The pupil premium grant has helped raise attainment through funding high quality interventions and programmes of support, and ensuring that pupil premium grant (PPG) children have an outstanding provision.

The school evaluates the impact of support at least termly through our pupil progress meetings. Evaluation focuses on academic gains and how the child's self-confidence has developed as a consequence of the additional support.

Pupils eligible for pupil premium are clearly identified and teachers highlight personalised approaches to help support each individual child. Teachers review this on a termly basis and put in place support where a child is not on track to reach the expected standard by the end of a Key Stage.

Teachers meet regularly with members of the SLT to discuss their children and agree next steps. The Curriculum and Achievement Committee regularly monitor the attainment and progress of the pupil premium grant whilst the Finance Committee monitor the expenditure of the premium. The ultimate impact can be measured by the attainment and progress of PPG children.

Please note below the comparative attainment of all children in Year 6 in July 2024 who achieved the expected level, compared to the achievement of pupil premium pupils in Year 6.

### Year 1 Phonics Check – July 2024

Year 1 Phonics Check	Percentage of all Year 1 that met the expected standard	Percentage of pupils eligible for Pupil Premium that met the expected standard
2024 Check	94% School 79% Nationally	67% School  *Only 3 pupils were eligible for PP and only one with SEND did not pass the check.  68% Nationally

### End of Key Stage 2 Teacher Assessment – July 2024

Subject	Percentage of all Year 6 that met the expected standard	Percentage of pupils eligible for Pupil Premium that met the expected standard
Reading	75% School 74% Nationally	100% School 63% Nationally
Writing	81% School 72% Nationally	100% School 59% Nationally
Maths	75% School 73% Nationally	67% School 59% Nationally
R/W/M Combined	62% School 60% Nationally	67% School 46% Nationally

### Externally provided programmes – None Provided

*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*