

# Pupil Premium Strategy Statement 2023-2026

## St Edward's Catholic Academy

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 the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	23.6% (50 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 - 2026
Date this statement was published	15/7/2024
Date on which it will be reviewed	July 2025
Statement authorised by	Kay Methven
Pupil premium lead	Nashim Prabatani
Governor / Trustee lead	Dani Eyre/Patricia Chapman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£74,000</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At St Edward's Catholic Academy we envisage providing quality first teaching and an inclusive education, rooted in the values and virtues of our Catholic Faith, where all pupils reach their full potential in all areas of the curriculum and wider school life, irrespective of their background or challenges they face.

St Edward's Catholic Academy is a one form entry Primary School in the town of Swadlincote, in the heart of England: an area of very low social movement and aspirations.

Within our school, there are many barriers to learning for disadvantaged children, with varying challenges faced within their school and home lives. As a Leadership Team we ensure that all staff know and understand the barriers and challenges our disadvantaged pupils face.

Our school is a vibrant learning community, where pupils, families, staff and governors work in close partnership.

We believe that every individual is unique and made in God's own image. We aim to instil and foster a life-long love of learning for every child, in a happy and caring environment that bears witness to our Gospel values.

We create opportunities to develop independence, confidence and collaboration, recognising that everyone has their own unique talents. We also believe that a close partnership between families and school is the key to success.

We have high expectations for every child and work closely with children and their families to develop self-esteem, resilience and wellbeing, so that all pupils thrive.

We strongly believe our enriched curriculum is our children's opportunity to improve their life chances. We aim to provide the knowledge and skills needed for everyone to aspire and achieve great things.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate the attainment and progress made by pupils eligible for PP is not consistently as good as that made by non-PP by the end of KS2 in reading. Disadvantaged children generally have greater difficulties with phonics, fluency and comprehension than their peers.
2	Assessments and observations indicate the attainment and progress made by pupils eligible for PP is not consistently as good as that made by non-PP by the end of KS2 in writing. Assessments, observations and discussions with children and their families indicate under-developed oral language skill and vocabulary gaps amongst many disadvantaged pupils. These are most evident in EYFS and Key Stage one. .
3	Assessments and observations indicate the attainment and progress made by pupils eligible for PP is not consistently as good as that made by non-PP by the end of KS2 in maths. Disadvantaged children generally have greater difficulties with arithmetic, including times tables and the understanding around reasoning.
4	Our assessments, observations and discussions with children and families have identified social and emotional issues for many children. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have increased significantly. The ongoing RAAC situation and the partial school closure and movement at St Edward's has contributed to this rise in wellbeing concerns. Many of our PP children do not have the rich and varied life experiences as non-PP children seem to have, meaning knowledge of the world and vocabulary acquisition is limited.
5	Our overall attendance for 2023/2024 is 93.7% for non-PP pupils compared to 91.3% for PP pupils. Both statistics are below the national target and so whole school attendance and persistent absence is a focus. Our assessments and observations, along with research, indicate the negative impact non-attendance has on disadvantaged attainment and progress.

## 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 reading attainment for PP children at the end of KS2.	PP pupils achieve their FFT Targets. KS2 Reading outcomes in 2024/2025 show that more than 60% of PP pupils met the expected standard, with 30% meeting the GDS standard.
Improved writing attainment for PP children at the end of KS2.	PP pupils achieve their FFT Targets. KS2 Writing outcomes in 2024/2025 show that more than 60% of PP pupils met the expected standard, with 30% meeting the GDS standard.
Improved maths attainment for PP children at the end of KS2.	PP pupils achieve their FFT Targets. KS2 maths outcomes in 2024/2025 show that more than 70% of PP pupils met the expected standard, with 30% meeting the GDS standard.
To achieve and sustain improved wellbeing for all children in our school, particularly disadvantaged children.	Sustained high levels of wellbeing from 2023/2024 demonstrated by: <ul style="list-style-type: none"> <li>- Qualitative data from pupil voice, pupils and parent surveys and teacher observations.</li> <li>- A significant increase in participation in enrichment activities, particularly among disadvantaged children.</li> <li>- Pupils are happy and confident learners, keen to come to school and show resilience to tackle a range of activities</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance in 2024/2025 demonstrated by: <ul style="list-style-type: none"> <li>- The overall absence rate for all pupils being no more than 5%</li> <li>- There will be no significant gap in attendance for our disadvantaged pupils.</li> <li>- The percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no lower than their peers.</li> </ul>

## 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.

### Evaluation of PP Strategy 2024/2025:

**Green** - objectives that have been a focus for the year and impact has been monitored

**Yellow** - objectives that have started to be implemented but need further focus and monitoring in 2025/2026

## Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £16,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure quality First Teaching for all pupils by providing CPD to further improve Teaching and learning with a particular emphasis on pedagogy.</p> <p>Ensure quality first teaching for pupils with SEND</p> <p>2024/2025 CPD for all TAs on SEND</p> <p>CPD for teachers and TAs on White Rose maths.</p> <p>Focus for 2025/2026 on pedagogy.</p> <p>Fund Subject Lead release time to embed key elements and monitor and evaluate implementation and impact of White Rose.</p> <p>Subject Lead to access Maths Hub</p> <p>2025/2026 Maths Lead on Maternity leave. SLT to cover and continue to monitor maths</p> <p>CPD for all staff to introduce new whole approach of using Grammarsaurus to teach reading and writing</p>	<p>EEF Guide to Pupil Premium. Tiered approach. Teaching is the top priority, including CPD</p> <p>Sutton Trust – quality first teaching has a direct impact on student outcomes.</p> <p>EEF – Five-a-day for SEND  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-send-how-does-it-transform-the-ta-role?utm_source=/news">https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-send-how-does-it-transform-the-ta-role?utm_source=/news</a></p> <p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children">https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf">https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf</a></p> <p>Improving Literacy. Supporting oral language development. EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

<p>Additional TA support in EYFS and KS1 to increase support with the acquisition of early language and deliver the Word Aware Programme.</p> <p>No additional TAs due to staffing levels</p> <p>To fund SLT and teacher release time to plan and deliver CPD and monitor and evaluate.</p> <p>Struggle due to staffing levels and DHT covering all PPA</p> <p>Establish and develop high quality adult/child and child/child interactions and conversations throughout the school.</p> <ul style="list-style-type: none"> <li>- Lunchtime buddies</li> <li>- Paired classes/reading</li> <li>- Adult initiated conversations with disadvantaged pupils</li> <li>- Questioning</li> <li>- Retrieval</li> </ul> <p>Continue to enhance our language rich learning environments</p> <p>Introduce planned and targeted Walkthrus to enhance inclusive practice and participation in lessons.</p> <p>Keep up to date with relevant research</p> <p>SLT keep up to date and pass this to staff</p> <p>Improve the quality of Social and emotional (SEL) learning</p> <ul style="list-style-type: none"> <li>- SEL approaches embedded through PSHE/RSE curriculum</li> </ul> <p>Ongoing</p>	<p>Deepening knowledge through vocabulary training:  <a href="https://impact.chartered.college/article/beck-deepening-knowledge-through-vocabulary-learning/">https://impact.chartered.college/article/beck-deepening-knowledge-through-vocabulary-learning/</a></p> <p>Language for behaviour and emotions (Word Aware):  <a href="https://www.routledge.com/Language-for-Behaviour-and-Emotions-A-Practical-Guide-to-Working-with-Children/Branagan-Cross-Parsons/p/book/9780367331832">https://www.routledge.com/Language-for-Behaviour-and-Emotions-A-Practical-Guide-to-Working-with-Children/Branagan-Cross-Parsons/p/book/9780367331832</a></p> <p>Walkthrus:  <a href="https://www.walkthrus.co.uk">https://www.walkthrus.co.uk</a></p> <p>EEF guidance in improving mathematics in EYFS, KS1 and KS2</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £32,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (one to one and group sessions)	<a href="https://educationendowmentfoundation.co.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.co.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1 2 3 4
Additional reading sessions targeted at educationally disadvantaged pupils who require further support (one to one and group sessions)	Language for behaviour and emotions (Word Aware): <a href="https://www.routledge.com/Language-for-Behaviour-and-Emotions-A-Practical-Guide-to-Working-with-Children/Branagan-Cross-Parsons/p/book/9780367331832">https://www.routledge.com/Language-for-Behaviour-and-Emotions-A-Practical-Guide-to-Working-with-Children/Branagan-Cross-Parsons/p/book/9780367331832</a>	
TAs to deliver ELSA programme to help pupils to learn to understand their emotions and respect the feelings of those around them.	Lexia: <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-lexia-reading-core5-what-does-the-research-tell-us?utm_source=/news/eef">https://educationendowmentfoundation.org.uk/news/eef-blog-lexia-reading-core5-what-does-the-research-tell-us?utm_source=/news/eef</a>	
Implement Word Aware language intervention for increased vocabulary development Ongoing		
Continuation of LEXIA reading Core5 Programme daily	Small group tuition: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
Class TAs deployed to provide additional 1:1 or small group intervention to pre- teach and rehearse retrieval and fluency Class TAs are for the majority of the time used to support SEND. Class teacher to take responsibility for pre-teaching and planning retrieval.		
Use of Century programme for retrieval and gap filling to increase attainment and progress 2024/2025 used well in Y6 to fill gaps and for retrieval. 2025/2026 all classes to use Century	The School of Research Science (SRS) <a href="https://www.century.tech/news/how-the-school-of-research-science-is-using-century-to-improve-their-">https://www.century.tech/news/how-the-school-of-research-science-is-using-century-to-improve-their-</a>	



effectively	<a href="#">results/</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide 1:1 and small group Rainbows counselling, ELSA support and Lego Therapy sessions for disadvantaged pupils led by skilled/trained TAs within school (including at lunchtimes)</p> <p>Cultural capital and 'Wow moments' planned and resourced to enhance the curriculum to provide an equal playing field for disadvantaged pupils</p> <p>Partially fund the school's nurture provision so that we can continue with this provision for a number of disadvantaged pupils</p> <p>Subsidise visits and clubs – including residential day visits, breakfast and after school and extra-curricular clubs, enabling all pupils to have access to a range of club s and cultural activities.</p> <p>Addition school uniform and PE kits purchased to ensure PP pupils do not feel disadvantaged at school compared to their peers.</p> <p>Based on our experiences and the families we have, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>Embed the principles of good practice</p>	<p><a href="https://www.elsanetwork.org/elsa-network/other-research/">https://www.elsanetwork.org/elsa-network/other-research/</a></p> <p><a href="https://cornerstoneseducation.co.uk/developing-cultural-capital-in-your-primary-school/">https://cornerstoneseducation.co.uk/developing-cultural-capital-in-your-primary-school/</a></p> <p><a href="https://www.nurtureuk.org/research-evidence/">https://www.nurtureuk.org/research-evidence/</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data">https://assets.publishing.service.gov.uk/government-uploads/system/uploads/attachment_data</a></p>	<p>3</p> <p>4</p>

<p>set out in the DFE guidance for attendance</p> <p>Individually track attendance for PP pupils and persistent absentees</p> <p>Follow the School/Trust Attendance Policy</p>		
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## **Total budgeted cost: £74,000 for the academic year 2024/2025**

### **Part B: Review of the previous academic year**

## **Outcomes for disadvantaged pupils**

### **Analysis from 2024/2025 data shows that:**

EYFS – 100% of disadvantaged pupils achieved GLD

Year 1 Phonics – 86% (6 out of 7) of disadvantaged pupils passed the phonics test at the end of Y1

End of KS1 attainment and progress for disadvantaged pupils was in line with their peers and National Averages for all subjects

End of KS2 attainment for disadvantaged was slightly below their peers and National Averages, apart for GDS in reading where it was in line with peers and National Average. Progress was in line with their peers, with some disadvantaged making good progress and meeting or exceeding their FFT targets.

All other disadvantaged pupils in Years 1, 3, 4 and 5 attained at or above National Averages in all subjects.

ELSA and Lexia programmes have had a positive impact on wellbeing, attainment and progress across all year groups.

The implementation of the Grammarsaurus curriculum to teach reading, writing and SPaG has also had a positive impact. This was confirmed in the Ofsted Inspection January 2025.

The White Rose curriculum for maths has been implemented. However the pedagogy for teaching this needs to be monitored carefully.

### **Analysis from 2023/2024 data shows that:**

KS1 Pupil Premium pupils' attainment and progress was broadly in line with their peers and National Averages for all subjects.

KS2 Pupil Premium pupils' attainment and progress was below the National average and below their peers. This was largely due to the majority of PP pupils also having SEND.

This year tracking of PP pupils against their FFT targets has become more rigorous, with interventions against barriers identified discussed regularly at Pupil Progress meetings.

The school has used summative and formative assessments from last year to identify gaps in PP pupils learning and teaching is planned around these.

## Review of 2022/2023 Pupil Premium Strategy:

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
Quality first teaching for all	Monitor, coach and support Teaching and learning. CPD	Mid. Change of staffing for this academic year will change impact for 2023/24	Continued due to staffing and leadership changes
Curriculum Design	Particular focus on cultural capital and assessment	Mid Fully planned curriculum with knowledge and progression for all subjects and all year groups	Continued due to wanting to develop curriculum further (as have done for geography and history) to include revisits and links to other areas of learning
TARGETED ACADEMIC SUPPORT			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
Raise attainment and progress by end of KS2	Additional teaching support and TA support for year 6  FFT targets and tracking	Low Additional teaching and tracking did not happen due to DHT being on secondment. Year 6 teacher left April 2023	Continue as KS2 SATs results 2023 were below national
SEND pupils needs met	Additional support SENDCo out of class support	Low SENDCo very little time out of class which resulted in lack of time for referrals and funding applications	Continue. Since Sept 2023 SENDCo has had 2 days a week out of class which has resulted in lots of successful SEND referrals and applications being accepted.
			Continue as other pupils have been identified for support
EYFS pupils to improve language and communication skills	Speech and language support. TA support and CPD for staff. EYFS began NELA programme but never completed or evaluated	Low NELA programme not completed or evaluated No TA CPD	Continue with staff training on NELA and full implementation and evaluation of programme. Introduce ELSA and train 2 members of staff
WIDER STRATEGIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
SEMH support	Nurture Positive play	Mid Nurture programme ran successfully Nurture replaced positive play	Continue provision as it is much needed and worked well for the pupils last year

Additional support for pupils not reading at home	TA support	Low No additional support in school given. Books were sent home but accelerated reading programme was not purchased. £5000 carried forward to 2023/24	Continue and purchase accelerated reading scheme and resources to use effectively
Conceptual thinking and aspirations is enhanced	Trips, residentials, wow moments Pupils supported to access learning . Financial support	High Successful	Continue due to cost of living crisis
Increase attendance	Tracking Letters and meetings	Low Attendance not tracked closely enough and letters not consistently sent out. No meetings held	Continue and be more rigorous
Cultural capital	Dome projector, screen and laptop	Low Purchase failed due to war in Ukraine £10000 carried forward to 2023/2024	Do not continue
Encourage reading at home and embed the love of reading	Purchase accelerated reading scheme and books	Low Scheme not purchased. Love of reading and reading for pleasure was a priority with many pupils attending the local library and reading at home.	Continue Purchase and implement scheme

## Externally provided programmes

Programme	Provider
White Rose Maths	White Rose Hub
Grammarsaurus	Grammarsaurus
Sounds-Write	Sounds-Write Ltd

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
No Service Pupil Premium funding received
<b>The impact of that spending on service pupil premium eligible pupils</b>