

St Edwards Catholic Primary Pupil Premium Strategy 2025-26

Pupil Premium Budget: £43,935

Percentage of Pupil Premium Children: 28%

At St. Edward's our Pupil Premium strategy is driven by our belief in the dignity and worth of every child. We recognise that some pupils face barriers to learning as a result of economic disadvantage or other vulnerabilities. Our intent is to use Pupil Premium funding strategically to remove these barriers, narrow attainment gaps, and enable all children to make excellent progress from their individual starting points.

We aim to:

1. **Provide equity of opportunity** by ensuring disadvantaged pupils have access to the same enriching experiences, resources, and support as their peers.
2. **Raise academic achievement** through high-quality teaching, targeted interventions, and a culture of high expectations.
3. **Support the whole child**, nurturing well-being, confidence, and resilience through pastoral care grounded in our Catholic ethos.
4. **Engage families and the wider community** to build strong partnerships that foster aspiration, belonging, and lifelong learning.

Our Approach

Our approach is evidence-informed and rooted in the Education Endowment Foundation (EEF) guidance. It focuses on three key areas:

- **Quality First Teaching:** Ensuring all pupils benefit from excellent teaching and curriculum design that meets their diverse needs.
- **Targeted Academic Support:** Delivering small-group or one-to-one interventions to accelerate progress where gaps exist.
- **Wider Strategies:** Addressing non-academic barriers such as attendance, well-being, and access to enrichment opportunities.

We monitor impact regularly through pupil progress meetings, data analysis, and pupil voice, adapting our approach as needed.

Our Commitment

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In partnership with our governors, parents, and parish community, we are committed to ensuring that every child feels valued, supported, and empowered to achieve their God-given potential. Through prudent and purposeful use of the Pupil Premium, we aim to cultivate a school culture where **“every child matters and every child can succeed.”**

Ultimate objectives for disadvantaged pupils

- Close the attainment gaps between disadvantaged pupils and their peers in early language, phonics, reading, writing and mathematics so that by the end of KS2 disadvantaged pupils make at least expected progress and the proportion reaching national standards rises substantially (e.g. raise Y6 combined from 47% toward national/ambitious local targets).
- Ensure disadvantaged pupils leave St Edwards with strong spoken language, vocabulary and reading comprehension so they can access the full curriculum and benefit from cultural and enrichment opportunities.
- Improve pupils' social, emotional and behavioural wellbeing so barriers to learning are reduced and attendance/engagement increase.
- Broaden cultural capital (arts, visits, music, outdoor learning and team sport) so disadvantaged pupils gain knowledge, aspiration and experiences that support curriculum learning and aspiration.

How this strategy works towards those objectives

- We use an evidence-led set of approaches organised under the DfE Menu of Approaches (Tier 1: High-quality teaching; Tier 2: Targeted academic support; Tier 3: Wider strategies).
- Interventions are chosen on the basis of the Education Endowment Foundation (EEF) evidence (phonics, oral language, small-group/one-to-one tuition, social & emotional learning, arts participation) and tailored to St Edwards' context (4 mixed-age classes; 28% PP/FSM; 18% SEND; 10% EAL; small school community on the Mersey).
- We prioritise: early language and EYFS provision; a systematic synthetic phonics programme with rigorous assessment and catch-up; high-quality CPD for staff; targeted small-group/one-to-one tuition for pupils who fall behind; and an integrated wider strategy of pastoral support and enriched cultural opportunities.
- Implementation will be monitored by SLT and the governing body through termly reviews of progress measures, attendance, engagement and qualitative feedback.

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Key principles of the strategy

- Evidence-led: choose approaches with the strongest relevant evidence (EEF Toolkit + quality evaluations).
- Early and sustained: prioritise early language and EYFS, and sustained delivery of phonics and reading.
- Whole school + targeted: high-quality classroom teaching first, plus carefully monitored targeted support for pupils who need more (tutoring/structured interventions).
- Capacity-building: invest in staff CPD and coaching to ensure sustainability.
- Measurable: clear success criteria and termly measurement of impact; adjust rapidly where interventions are not working.
- Pupil-centred and inclusive: strategies are adapted for pupils with SEND and EAL, and we ensure disadvantaged pupils benefit from enrichment.

Evidence note (sources used to design this plan)

- EEF: Phonics (systematic synthetic phonics is effective, average +5 months) – [Education Endowment Foundation: Phonics](#)
- EEF: Oral language interventions (high impact, ~+6 months) – [Education Endowment Foundation: Oral language interventions](#)
- EEF: Small-group & one-to-one tuition (moderate impact for moderate/high cost) and evidence from Tutor Trust trials – [Education Endowment Foundation: Small group tuition](#) and [EEF - Tutor Trust evaluation](#)
- EEF: Social and Emotional Learning (SEL) (moderate impact) – [Education Endowment Foundation: Social and emotional learning](#)
- EEF: Arts participation (promising for cultural capital; evidence base developing; targeted programmes should be evaluated) – [Education Endowment Foundation: Arts participation](#)
(Each activity in the implementation plan below cites the most relevant EEF page(s).)

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2. Challenges

| Challenge Number | Detail of challenge |
|------------------|--|
| 1 | Early language and communication: a central need is to further develop early language skills (speech and language may be delayed due to limited early social engagement). Evidence: assessments, observations and transition information EYFS-Y6 show weaker oral vocabulary and spoken language for a substantial proportion of disadvantaged children. |
| 2 | Phonics and early reading: disadvantaged pupils show greater difficulties with phonics than peers, hindering early decoding and reading fluency. Evidence: half-termly RWI phonics assessments show lower scores for PP pupils. |
| 3 | KS1 reading, writing and mathematics on entry: children enter school below age expectation in mathematics, reading and writing (notably phonic knowledge and access/familiarity with books). Evidence: EYFS/KS1 assessment data and transition conversations indicate gaps. |
| 4 | Limited cultural capital and enrichment: pupils have limited opportunities outside school to develop cultural capital (arts, museums, theatre, music, outdoor learning, team sports). Evidence: pupil questionnaires and family discussions. |
| 5 | Social, emotional and pastoral barriers: increased requests for pastoral support, social/emotional issues affecting disadvantaged pupils' attainment and attendance. Evidence: questionnaires, referrals and observed needs in school. |

3. Intended Outcomes

| Intended Outcome | Success Criteria |
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| <p>1. Improved early language and oracy across EYFS and KS1 (Challenge 1)</p> | <p>- By end of Year R: proportion reaching Good Level of Development (GLD) maintained/improved from current 76% with targeted increase for PP children (aim: PP GLD gap reduced by at least 50% within 2 years). - Evidence of stronger oral vocabulary and narrative skills in teacher assessments and EEF-recommended oral language checklists each term. (Measure: termly standardised oral language checks / EEF recommended tools.) – Evidence: EEF oral language interventions (high impact) Education Endowment Foundation: Oral language interventions.</p> |
| <p>2. Increased phonics accuracy and fluency for disadvantaged pupils (Challenge 2 & 3)</p> | <p>- 90%+ of pupils in current Years 1-3 making expected progress in phonics each half term; gap between PP and non-PP phonics scores reduced by 50% within 12 months. - Phonics screening / RWI assessments show accelerated progress for targeted pupils (monitoring: half-termly RWI checks). – Evidence: systematic synthetic phonics, EEF Phonics summary (+5 months) Education Endowment Foundation: Phonics.</p> |
| <p>3. Higher reading comprehension and Y6 combined outcomes (Challenge 2 & 3)</p> | <p>- Y6 combined attainment for disadvantaged pupils increases from 47% to a locally agreed target (e.g. +15 percentage points in 3 years). - Termly reading comprehension monitoring (NGRT or validated tests) shows closing gap. Reading fluency and comprehension interventions demonstrate measurable impact. – Evidence: oral language + phonics + reading comprehension strategies (EEF) Education Endowment Foundation: Oral language interventions, Education Endowment Foundation: Phonics, Education Endowment Foundation: Reading comprehension strategies.</p> |
| <p>4. Increased cultural capital and participation in arts/outdoor learning (Challenge 4)</p> | <p>- Every pupil has access to at least two cultural experiences (museum/arts/theatre/forest school or music performance) per year; PP pupils attend at equal rates to others. - Measured improvements in engagement, vocabulary related to the arts and curriculum knowledge after visits/units (termly evaluations). – Evidence: EEF review and recommendations; arts programmes should be planned and evaluated Education Endowment Foundation: Arts participation.</p> |

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| <p>5. Improved social, emotional and behavioural outcomes; sustained attendance and engagement (Challenge 5)</p> | <p>- Reduction in behaviour incidents and pastoral referrals for PP pupils by 30% within 12 months. - Attendance for PP pupils improved to match or exceed local averages (monitor termly). - Measured improvements on SEL tools (termly) and fewer requests for external crisis intervention. — Evidence: EEF Social and Emotional Learning (SEL) interventions show moderate impact on attainment and behaviour Education Endowment Foundation: Social and emotional learning.</p> |
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4. Activity in This Academic Year

Note: each activity below is explicitly placed within the DfE Menu of Approaches tiers (Teaching = Tier 1; Targeted Academic Support = Tier 2; Wider Strategies = Tier 3). For each activity the “Evidence that supports this approach” column cites high-quality EEF evidence or EEF-commissioned reviews.

4.1 Teaching (Tier 1) – whole-school approaches, CPD, curriculum and assessment

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>1. Maintain and strengthen a validated, systematic, school-wide SSP (synthetic systematic phonics), delivered with fidelity (daily RWI or equivalent 20-30 minute sessions in EYFS/KS1 + decodable readers). Provide termly moderation and half-termly RWI assessments to inform class grouping.</p> | <p>EEF - Phonics: systematic, explicit synthetic phonics is consistently effective for early readers (average impact +5 months); implementation fidelity and matched level teaching emphasised. Education Endowment Foundation: Phonics</p> | 2, 3 |
| <p>2. Develop EYFS/KS1 language-rich curriculum and a planned oracy programme across the school (structured talk activities, book talk, vocabulary instruction). Train all</p> | <p>EEF - Oral language interventions: high impact (~+6 months), especially in early years and primary; structured, curriculum-linked talk and vocabulary work</p> | 1, 2, 3 |

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| <p>staff (EYFS→KS2) in oral language strategies and book-based dialogic activities.</p> | <p>recommended. Education Endowment Foundation: Oral language interventions</p> | |
| <p>3. High-quality reading curriculum: daily story times, planned exposure to rich texts across the curriculum, ensure decodable and rich picture texts are accessible; whole-class shared reading and reading comprehension strategy lessons (explicit comprehension instruction).</p> | <p>EEF - Reading comprehension strategies and link with phonics/oral language: comprehension instruction and vocabulary are important alongside phonics. Education Endowment Foundation: Reading comprehension strategies plus [Phonics] and [Oral language] references above.</p> | 2, 3 |
| <p>4. CPD and coaching programme for staff: structured professional development on SSP delivery, oral language approaches and classroom reading/comprehension strategies; release time for coaching and peer observation.</p> | <p>EEF - Effective Professional Development guidance and the Teaching and Learning Toolkit emphasise CPD and coaching to secure high-quality teaching which benefits disadvantaged pupils (see EEF resources on PD and implementation). Education Endowment Foundation: Effective Professional Development / Implementation guidance (implementation guide).</p> | 1, 2, 3 |
| <p>5. Early identification and assessment: robust termly baseline and progress checks in EYFS/KS1/KS2 (RWI phonics trackers, oral language screen, reading fluency/comprehension). Use assessment to adjust teaching and target interventions quickly.</p> | <p>EEF - Toolkit guidance on targeted use of assessment to identify pupils for tuition/interventions; phonics & oral language evidence indicate targeted identification + matched teaching is effective. Education Endowment Foundation: Phonics, Oral language interventions</p> | 1, 2, 3 |

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4.2 Targeted Academic Support (Tier 2) tutoring, small groups, structured interventions

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>6. Small-group and 1:1 catch up for phonics and reading (RWI keep-up, Fresh Start / Fresh Start-style structured reading tuition for older lower-attainers). Tutoring delivered by trained staff/qualified TAs with regular monitoring; groups of 1-3 for intensive sessions (short, frequent blocks).</p> | <p>EEF - Small-group tuition (moderate impact, average +4 months) and one-to-one tuition (moderate impact, higher cost); EEF trials (e.g. Tutor Trust) demonstrate small-group tuition can be effective when structured and properly trained. Education Endowment Foundation: Small group tuition, EEF - Tutor Trust evaluation</p> | <p>2, 3</p> |
| <p>7. Structured oral language catch-ups (small group targeted oral language programmes) for Reception and Year 1 pupils with delayed spoken language—3+ sessions per week for 8-12 weeks, linking to classroom content.</p> | <p>EEF - Oral language interventions: strong evidence of impact, particularly when frequent and linked to curriculum; one-to-one or small group delivery increases effect. Education Endowment Foundation: Oral language interventions</p> | <p>1</p> |
| <p>8. Targeted maths small-group tuition (diagnostic pre-assessment; targeted conceptual and procedural teaching; manipulatives & visual models). Use staff and validated small-group approaches (weekly blocks) and monitor half-termly.</p> | <p>EEF - Small group tuition is effective for maths when targeted on specific gaps; EEF trials of tutoring models show gains in maths are achievable. Education Endowment Foundation: Small group tuition, EEF news on tutoring</p> | <p>3</p> |
| <p>9. Short, evidence-based fluency / decoding interventions for Years 2-4 (daily short sessions, decodable practice, non-word practice where appropriate).</p> | <p>EEF - Phonics and targeted interventions for decoding show positive returns for lower-attaining readers;</p> | <p>2, 3</p> |

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small-group high-quality teaching + targeted catch-up recommended. [Education Endowment Foundation: Phonics](#)

4.3 Wider Strategies (Tier 3) attendance, wellbeing, enrichment, parental engagement

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>11. Whole-school Social, Emotional and Mental Health (SEMH) provision: embed SEL curriculum (lessons and integrated practice), trained pastoral lead, targeted small SEL/ Thrive groups, nurture approaches where needed. Provide staff training and regular measurement with validated SEL/Thrive tools.</p> | <p>EEF - Social and Emotional Learning (moderate impact on attainment & behaviour; ~+3-4 months) and EEF guidance on Nurture approaches. Education Endowment Foundation: Social and emotional learning, [Nurture evidence summary / NurtureUK reference] (see EEF guidance and nurture summaries).</p> | 5 |
| <p>12. Attendance and family support: targeted family outreach for persistent absence, early help, free school meals rollout support and breakfast club for vulnerable pupils, transport/subsidy for enrichment where needed.</p> | <p>EEF guidance and wider DfE guidance indicate that breakfast clubs, family engagement and targeted attendance work reduce absence and improve readiness to learn (see EEF guides on parental engagement/attendance). Education Endowment Foundation: Parental engagement / implementation guidance</p> | 5 |
| <p>13. Cultural capital programme: planned programme of in-school arts weeks, visiting artists, subsidised visits to museums/theatre/Orchestra/music workshops, whole-school performances, and Forest School/outdoor</p> | <p>EEF - Arts participation: evidence base developing; integrated, curriculum-linked cultural learning is promising and should be evaluated locally; EEF recommends testing and measuring arts programmes for</p> | 4 |

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| <p>learning days targeted to ensure PP pupils attend. Each visit links explicitly to curriculum learning and vocabulary pre/post teaching.</p> | <p>disadvantaged settings. Education Endowment Foundation: Arts participation and EEF/RSA cultural learning partnerships announcement. Also see Durham review of arts education for wider outcomes (EEF-commissioned review). Durham University review (EEF commissioned)</p> | |
| <p>14. Enrichment & engagement: free or subsidised extra-curricular clubs (music tuition, choir, sports teams), residential/outdoor experiences and termly whole-school celebration events to raise aspiration and engagement. Link to PP funding policy so PP uptake is recorded.</p> | <p>EEF - Small-group tuition & arts participation evidence indicates targeted opportunities and subsidised access help disadvantaged pupils engage; enrichment should be planned and evaluated so it supports learning and wellbeing. Education Endowment Foundation: Small group tuition, Education Endowment Foundation: Arts participation</p> | 4, 5 |
| <p>15. Parent/carer workshops (reading together, phonics, language-rich home activities), home reading packs, lending library and support for access to books at home (bookstart/targeted book distribution).</p> | <p>EEF - Parental engagement and oral language support: parental involvement in home literacy strongly supports early language and reading outcomes; combined with school provision these approaches are low cost and effective. Education Endowment Foundation: Parental engagement / Oral language interventions</p> | 1, 2, 3 |

Monitoring, evaluation and accountability for each activity

- Each intervention has named lead (SLT or named teacher); half-termly monitoring of progress and attendance by phase coordinator and termly impact reports to governors.
- Use specific measures: RWI half-term phonics checks, NGRT or other validated reading comprehension tests termly, EYFS GLD monitoring, maths standardised checks, SEL surveys and behaviour logs.

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- Review cycle: termly SLT progress meetings; mid-year external/peer review of PP strategy; annual public PP strategy & impact published on the school website.

Resources and staffing (summary)

- Reallocate pupil premium to fund: 1) lead teacher time for phonics & reading coordination; 2) trained TA hours for targeted small groups; 3) targeted tutoring; 4) CPD budget (SSP training, oral language; 5) enrichment and subsidised visits & clubs; 6) resources for decodable books, classroom talk resources and EYFS language materials.

Appendix — Evidence links (all cited in the activity tables above)

- Phonics (EEF Teaching & Learning Toolkit) — Education Endowment Foundation: Phonics. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>
- Oral language interventions (EEF Teaching & Learning Toolkit) — Education Endowment Foundation: Oral language interventions. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>
- Small group tuition (EEF Teaching & Learning Toolkit) — Education Endowment Foundation: Small group tuition. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>
- Tutor Trust evaluations and EEF trials on affordable tutoring — Education Endowment Foundation: Tutor Trust projects and evaluation summaries. <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/tutor-trust-primary>
- Social and Emotional Learning (EEF Toolkit) — Education Endowment Foundation: Social and emotional learning. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>
- Arts participation / EEF review and Durham commissioned review — Education Endowment Foundation: Arts participation. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation> ; Durham University (EEF-commissioned) review: Impact of arts education on outcomes (EEF commissioned review). https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf
- EEF Implementation / Effective Professional Development guidance (practical guidance for schools on implementing evidence-informed approaches and maximising impact) — [EEF Implementation and Guidance resources] <https://educationendowmentfoundation.org.uk/tools/guidance-reports/>

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Notes and contextual detail for St Edwards Catholic Primary

- This plan is tailored for small school context (4 mixed-age classes): group sizes, timetabling and staffing reflect the mixed-age model; targeted small group work can be delivered by TAs who receive focused training and coaching from the phonics/reading lead.
- For EAL & SEND: adapt oral language interventions (more modelling, visuals, language frames) and phonics pacing; consult Sencos and external SALT where required. EEF oral language guidance highlights one-to-one or small group delivery and matching to current development stage as higher impact [Education Endowment Foundation: Oral language interventions](#).
- OFSTED framework note: as the school follows the OFSTED inspection framework, this strategy aligns with OFSTED expectations for closing gaps and documenting impact. Ensure termly impact records are available for inspection and governors' challenge.

Review timeline and targets (summary)

- Immediate (this term): confirm SSP fidelity review; schedule CPD for phonics & oral language; identify first cohort for targeted catch-up (phonics and language) and set baseline measures.
- Termly: review progress data (phonics, reading, maths, attendance, SEL measures), adjust interventions, publish interim report to governors.
- Annual: public PP strategy & impact evaluation published; evaluate cultural capital programme and tutor outcomes; refresh priorities and budget allocation.

Final note

This strategy uses the DfE Menu of Approaches model and is explicitly grounded in the EEF evidence base most relevant to the school's barriers (phonics, oral language, small-group tuition, SEL and arts participation). The SLT will own implementation, with governors reviewing impact at least termly.