

## Pupil premium strategy statement – St. Edmund's CofE Primary and Nursery School

This statement details our school's use of pupil 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.

### School overview

| Detail  | Data                            |
|---|---------------------------------|
| Number of pupils in school  | 210                             |
| Proportion (%) of pupil premium eligible pupils                         | 27%                             |
| Academic year/years that our current pupil premium strategy plan covers | 2025–2028                       |
| Date this statement was published                                       | 31 December 2025                |
| Date on which it will be reviewed                                       | July 2026                       |
| Statement authorised by   | Anthony Bandy-Webb, Headteacher |
| Pupil premium lead  | Jo Wells, Deputy Headteacher    |
| Governor  | Ashley Burton                   |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year       | £85,555 |
| Pupil premium funding carried forward from previous years | £0      |
| Total budget for this academic year                       | £85,555 |

### Part A: Pupil premium strategy plan

#### Statement of intent

At St. Edmund's CofE Primary and Nursery School, we are committed to ensuring that all pupils, regardless of background or circumstance, achieve well and flourish academically, socially and emotionally. This

strategy represents a clear evolution from the school's previous Pupil Premium strategy (2021–2024), moving from post-pandemic recovery to greater diagnostic precision.

The strategy is rooted in findings from the Internal School Data Review (ISDR), national and local assessment outcomes, and ongoing formative and summative assessment. High-quality teaching sits at the heart of the strategy, supported by targeted academic interventions and carefully chosen wider strategies, all aligned with the DfE Menu of Approaches and informed by EEF evidence.

### Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Early language and vocabulary gaps in EYFS and KS1.                   |
| 2                | Insecure reading fluency and comprehension.                           |
| 3                | Gaps in mathematical fluency and reasoning.                           |
| 4                | Lower attendance and persistent absence for a small cohort.           |
| 5                | Social, emotional and behavioural needs impacting readiness to learn. |
| 6                | Lower proportion of disadvantaged pupils achieving Greater Depth.     |
| 7                | Reduced access to enrichment and cultural capital.                    |
| 8                | Additional needs of service and previously looked-after children.     |

### 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 early language and vocabulary | Accelerated progress in Communication and Language in EYFS.                    |
| Improved reading attainment            | Increased proportion of disadvantaged pupils meeting age-related expectations. |

|   |   |
|---|---|
| Improved mathematical attainment          | Narrowing attainment gaps between disadvantaged and non-disadvantaged pupils. |
| Improved attendance                       | Year-on-year improvement and reduced persistent absence.                      |
| Improved wellbeing                        | Reduced behaviour incidents and improved pupil voice outcomes.                |
| Increased Greater Depth outcomes          | Rising proportion of disadvantaged pupils achieving Greater Depth.            |
| Improved access to enrichment             | All disadvantaged pupils participate in enrichment activities.                |
| Sustained wellbeing for vulnerable pupils | Positive engagement and progress for service and post-LAC pupils.             |

## Activity in this academic year

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

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

Budgeted cost: £36,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Professional development in reading, maths and adaptive teaching | EEF evidence shows high-quality teaching has the strongest impact on disadvantaged outcomes. | 1, 2, 3                       |
| Instructional coaching and mentoring                             | EEF Effective Professional Development guidance.   | 1, 2, 3                       |
| Use of PiXL for diagnostic assessment and responsive planning    | DfE Menu of Approaches – assessment and technology.  | 2, 3, 6                       |

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

Budgeted cost: £27,000

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

|  |   |      |
|--|---|------|
| One-to-one and small-group tuition informed by PiXL gap analysis | EEF evidence indicates tutoring can provide 4–5 months additional progress. | 2, 3 |
| Early language interventions (NELI, Drawing Club)                | Strong evidence base for oral language development.                         | 1    |
| Structured TA-led interventions                                  | EEF Teaching Assistant Deployment guidance.                                 | 2, 3 |

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

Budgeted cost: £22,555

| Activity  | Evidence that supports this approach                 | Challenge number(s) addressed |
|---|--|-------------------------------|
| Attendance monitoring and parental engagement     | DfE Working Together to Improve Attendance guidance. | 4                             |
| ELSA and nurture provision                        | EEF Social and Emotional Learning evidence.          | 5                             |
| Enrichment activities and residential experiences | EEF evidence on enrichment and arts participation.   | 7                             |

**Total budgeted cost: £85,555**

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

#### Outcomes for disadvantaged pupils

The previous Pupil Premium strategy (2021–2024) focused on post-pandemic recovery. Evaluation shows that this stabilised wellbeing and engagement, but ISDR analysis identified the need for greater diagnostic precision. This informed the development of the 2025–2028 strategy, including the introduction of PiXL.

#### Externally provided programmes

PiXL (The PiXL Club)

Doodle Platforms

#### Service pupil premium funding (optional)

The school has one service child. Funding supports pastoral care, transitions and continuity of learning.