

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
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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.