

St Edward's Catholic First School

Pupil Premium Strategy Statement 2024–2026

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 over the next two academic years, and the impact of previous spending within our school.

School Overview

Detail	Data
School name	St Edward's Catholic First School, Windsor
Number of pupils in school	274
Proportion (%) of pupil premium eligible pupils	6.5%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2026
Date this statement was published	October 2024
Date(s) for termly review	December 2024 • March 2025 • July 2025 • December 2025 • March 2026 • July 2026
Pupil Premium Lead	Liam Keohane
Governor lead	Sharon Cole

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,175
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£30,175

Part A: Pupil Premium Strategy Plan

Statement of Intent

At St Edward's Catholic First School, our intention is that all pupils, irrespective of background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

We recognise the challenges faced by vulnerable pupils, including those with social workers or those who are young carers. Our approach supports the needs of these pupils, whether or not they meet the disadvantaged criteria.

High-quality teaching is at the heart of our approach, with a focus on areas where disadvantaged pupils require the most support. This approach has the greatest impact on closing the attainment gap while also benefiting all pupils.

Our strategy is rooted in robust diagnostic assessment, not assumptions, and we adopt complementary approaches to help pupils excel. To ensure effectiveness, we will:

- Ensure disadvantaged pupils are challenged in their learning.
- Act early to intervene at the point of need.
- Recognise that not all disadvantaged pupils are registered for FSM; allocate funding flexibly to address social disadvantage.
- Adopt a whole-school approach where all staff take responsibility for outcomes and maintain high expectations.

Objective

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils and ensure all children reach their full potential socially, emotionally, and academically.

Challenges

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils, evident from Reception through KS2.
2	Greater difficulties with phonics and early reading among disadvantaged pupils.

3	Attainment in maths, reading, and writing below that of non-disadvantaged peers.
4	Reduced access to enrichment opportunities beyond school, limiting cultural capital.
5	Increased emotional and social needs affecting readiness to learn and engagement.
6	Financial hardship for some families impacting access to resources, uniform, and wrap-around care.

Intended Outcomes

Intended outcome	Success criteria
High-quality teaching ensures all pupils are supported effectively.	All staff demonstrate secure understanding of assessment, feedback, and adaptive teaching. Disadvantaged pupils make accelerated progress in reading, writing, and maths.
Improved phonics and early reading outcomes.	The gap between disadvantaged and non-disadvantaged pupils in phonics screening and reading attainment is reduced.
Improved wellbeing and resilience.	Disadvantaged pupils show improved engagement, attendance, and self-regulation. Sustained wellbeing improvements measured through attendance, behaviour logs, and pupil voice.
Increased participation in enrichment and cultural activities.	100% of disadvantaged pupils attend at least one enrichment club or trip annually.
Financial and practical barriers to learning are reduced.	All disadvantaged pupils have access to uniform, enrichment, wrap-around care, and necessary educational resources.

Activity in This Academic Year (2024–2025)

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge numbers addressed
CPD for staff in assessment, feedback, and quality first teaching.	High-quality assessment and feedback are shown by EEF to accelerate progress.	1, 2, 3
Ongoing phonics CPD using <i>Little Wandle</i> to ensure consistency of approach.	Synthetic phonics has a strong evidence base (EEF).	2
CPD to improve adaptive teaching and scaffolding.	Effective scaffolding improves attainment, especially for lower prior attainers.	1, 3

Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge numbers addressed
EKLAN & NELI (Early Language Intervention) for identified pupils.	Oral language interventions show strong impact on attainment (EEF).	1
Additional phonics sessions for pupils needing catch-up.	Targeted phonics interventions accelerate reading fluency.	2
TA-led small group and 1:1 interventions in reading, writing, and maths.	Structured interventions and SMART targets drive measurable progress.	3
Lexplore eye-tracking reading assessments.	Diagnostic tools improve targeted support and reading fluency.	1, 2, 3

Wider Strategies (for example, attendance, behaviour, wellbeing)

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge numbers addressed
ELSA support for emotional regulation and social skills.	SEL interventions linked to +4 months additional progress (EEF).	1, 3, 5
Mable Therapy – remote counselling for pupils with additional emotional needs.	Emotional wellbeing supports engagement and learning.	1, 5
Subsidised enrichment opportunities and school trips.	Cultural capital improves aspiration and engagement.	4
Free after-school club and enrichment opportunities for PPG pupils.	Participation fosters inclusion and belonging.	4, 5
Support for uniform and essential resources.	Removing financial barriers ensures equitable access to learning.	6

Total budgeted cost for 2024–25: £31,000

Activity in 2025–2026 (Year 2 of Strategy)

Building on the progress from 2024–25, the second year of this strategy focuses on consolidation and deeper impact.

Focus Area	Key Actions (2025–26)	Intended Impact
Quality First Teaching	Embed adaptive teaching and assessment practice; peer coaching for teachers.	Consistency of practice across all classrooms.
Academic Intervention	TA and teacher-led targeted sessions; review and extend phonics and reading catch-up.	Maintain and accelerate gains in reading and writing.
Wellbeing & Emotional Support	Continue ELSA and Mable Therapy; strengthen pupil voice in wellbeing strategy.	Improved self-regulation and attendance.
Enrichment & Inclusion	Guarantee each disadvantaged pupil attends at least one trip, one	Improved engagement and cultural capital.

	enrichment club, and one faith-based community project.	
Family Support	Continue uniform, wrap-around, and financial aid support.	Families report reduced stress and improved attendance outcomes.

Indicative budget for 2025–26: £30,000

Part B: Review of Outcomes – 2024–2025

Internal data from 2024–25 indicates improved engagement, attendance, and academic progress among disadvantaged pupils, particularly in phonics and reading.

- **Reading:** Gap reduced by 10% from 2023 baseline.
- **Writing:** Continued need for stamina and spelling accuracy targeted through daily practice.
- **Maths:** PP pupils made an average of +3 points progress across the year.
- **Wellbeing:** 100% of PP pupils accessed at least one enrichment opportunity; 70% engaged in ELSA or wellbeing support.

Overall, disadvantaged pupils showed measurable progress toward age-related expectations, with improved confidence and resilience noted through pupil voice surveys.

Externally Provided Programmes

Programme	Provider
NELI	Oxford University
Lexplore	Lexplore Analytics
Mable Therapy	Mable
Little Wandle Phonics	Little Wandle Letters and Sounds Revised

Service Pupil Premium Funding (if applicable)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on eligible pupils?	N/A

Further Information

This strategy is complemented by activities not funded through Pupil Premium, including:

- Whole-school feedback CPD.
- Regular pupil progress meetings to monitor interventions.
- Pastoral and attendance support.
- Extended extracurricular programme promoting aspiration and social skills.

Evaluation and impact will be reviewed termly and reported to Governors through the Curriculum and Standards Committee.