



Pupil Premium Strategy Report 2024-25

Number of eligible Pupils	28 @ £1,480 per pupil
Total Grant Received	£41,440.00

Barriers to educational achievement identified in previous Strategy Report

In previous Strategy Reports, the following barriers were identified to optimum achievement by our PP pupils:

- Below-average entry points in GLD and oral language skills for Early Years pupils, with adverse impact on reading and general progress through school;
- Behaviour for learning – pupils with specific socio-emotional needs, resulting in low-level disruption and adverse impact on teaching and learning;
- Limited or no access to extra-curricular activities and memorable experiences through trips, participation in physical activities;
- Lateness;
- Poor Parental engagement, including support with homework and attendance at parent workshops and information evenings;
- Additional issues and response directly attributable to COVID-19. The aftermath of this pandemic includes increased mental health, Speech and language, and other developmental issues in our pupils. As pupil needs increase, there is a widening of a funding shortfall, as needs continue to tax available funding.

Key Expenditure areas of the PPG allocation

Expenditure	Target areas
Additional teaching staff cover to provide support and PP cover throughout the school	Phonics, Language development and behaviour management
Funding for extra-curricular sessions, with particular emphasis on PPG and FSM pupils who otherwise cannot access paid enrichment clubs.	Personal, mental wellbeing and socio-emotional development
Additional learning resources – iPads etc.	English, Maths, ICT, Literacy
Supplement for school visits and residential trips	PSHE
Additional HLTA support for ICT and Maths	ICT, English and Maths
Additional targeted Specialist support: SaLT, Behaviour Support, Re-Engagement Unit, support, TA and Apprentice TA	PSHE
Ongoing CPD for staff to ensure sustained targeted support to pupils	English, Maths and ICT
Dedicated staff to support parents – Pastoral and personal CPD	PSHE – parents and pupils



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Rationale for Expenditure

PPG pupils require accelerated progress in the three main curriculum areas of Maths, English and Reading, as well as support in their personal socio-emotional development. Parents also require support to enable them manage both their personal emotional demands and to offer appropriate support to their children. In addition, Speech & Language remains the highest specialist intervention identified among our pupils, even those who are ineligible for the PPG. An experienced teacher with strong language skills provides ongoing support to the Nursery and Reception classes, ensuring targeted support for the language needs in the EYFS. The SENCo also provides ongoing support with behaviour skills and small-group work with pupils.

Evidence shows that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. We continue to support all teachers to provide Quality First teaching across the school. Dedicated small group areas – the Hub and Sensory Room – also help to meet the needs of children outside of the classroom.

Post-COVID, there has been a systematic increase in the number of young children with developmental delays, SaLT and cognitive needs, as well as mental health support needs. The most at risk pupils are those with compound needs – FSM/PPG, EHCP, SEN and EAL. We continue to support all pupils through access to a wide and deep curriculum, including the Arts comprising Music, Art & DT and ICT. There is a move towards individual abilities – encouraging each child to be the best that they can be, as it is apparent that success differ from child to child.

Area of Spend	Reason for choice of approach and intended outcomes	Actions to monitor impact
Development and continuing CPD for Middle Managers and HLTAs who take on specific areas of responsibility	<ul style="list-style-type: none"> • Children benefit from strong quality-first teaching, with improved language and other outcomes; • Improved confidence for pupils and teachers; • Learning tasks are tailored to specific pupil needs, closing gaps in understanding; • Class-based staff have more time for whole-class teaching. 	<ul style="list-style-type: none"> • Regular review of PP group and targeted children at Progress Meetings; • Ongoing monitoring and communication with class teachers on individual pupil progress; • Regular monitoring and feedback by SENCo on children with multiple disadvantage.
Access to Music and The Arts sessions	<ul style="list-style-type: none"> • Social skills are developed by children working with the music teacher on various equipment and aspects of Music; • Children understand the role of Music in Catholicity; • Development of a nature area for the most vulnerable children. 	<ul style="list-style-type: none"> • Regular analysis of impact on children during progress meetings, and teacher appraisals; • Presentations at annual Nativity, Christmas Bazaar and regular Church Mass attendance; • Children benefit from the calming impact of getting



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Area of Spend	Reason for choice of approach and intended outcomes	Actions to monitor impact
	<ul style="list-style-type: none"> • More able children benefit from greater breadth of education and mastery of instruments. 	<p>close to nature, in our Eco garden, and planned Forest School.</p>
Funding of universal free breakfast throughout the school	<ul style="list-style-type: none"> • Improved attendance and punctuality; • Pupils are unrushed in the mornings and can spend time with their peers before lessons begin; • The free universal breakfast removes any stigma and ensures that pupils start the day on a full stomach and are ready to learn. 	<ul style="list-style-type: none"> • Monitoring of pupil behaviour at start of day; • Encourage staff and parents to partake in the breakfast to further break any stigma; • Teachers look out for signs of fatigue or hunger in the mornings, and refer pupils to the breakfast team.
Additional learning resources – iPads etc.	<ul style="list-style-type: none"> • To ensure that every child has access to ICT learning resources; • Pupils enjoy using the resources to complete tasks and play games, whilst learning crucial online safety skills. 	<ul style="list-style-type: none"> • Pupil work is evidenced through Book Looks and uploaded presentations; • Incidents of non-adherence to online safety guidelines are few and far between.
Supplement for school visits and residential trips.	<ul style="list-style-type: none"> • No pupil is left behind because of inability to meet financial cost of trips; • Pupils develop social skills, independence, team-work and perseverance through participation in various visits and trips. 	<ul style="list-style-type: none"> • All eligible pupils have equal and fair access to available trip subsidy; • Funding criteria are pre-approved by the Headteacher to ensure equality of opportunity.
Additional HLTA support for ICT and Maths	<ul style="list-style-type: none"> • A dedicated teacher runs the ICT Club as part of the school's Extra-Curricular offer to further enhance pupil ICT skills; • Maths remains a focus for targeted intervention throughout the classes, resulting in improved outcomes. 	<ul style="list-style-type: none"> • The dedicated teacher works with the ICT Engineer to ensure that resources are up to date and effective; • Maths progress is scrutinised in the regular Progress Meetings with the Headteacher.
Additional targeted Specialist support: Early Help, SaLT, Behaviour Support, Attendance Officer, and	<ul style="list-style-type: none"> • Some PP pupils require specialist intervention to achieve the desired progress; 	<ul style="list-style-type: none"> • Regular monitoring of specialist provision by the SENCo; • SENCo and Headteacher agree on desired outcomes



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Area of Spend	Reason for choice of approach and intended outcomes	Actions to monitor impact
Office Manager oversight	<ul style="list-style-type: none">• Support can be provided at very short notice by the specialist providers;• Multi-disciplinary support and collaboration can be quickly mustered to ensure minimal loss of learning.	and benchmark attainment against these.

Pupil Premium Funding and its impact on eligible pupils remains a regular agenda item for the Resources Committee of the Governing Body.

Impact and progress towards these intended outcomes will be measured at the Pupil Progress Meetings with the Headteacher.

This Strategy is reviewed regularly and reported to the Governing Body annually.

Forecast for 2024/25 financial year

The funding rates for the 2024/25 academic year is £1,480 per eligible pupil. With an estimated 28 eligible pupils, the forecast funding is £41,44.00. This will be reported to governors at the end of the 2024/25 financial year.

Please see attached for detailed breakdown and analysis of interventions.

Appendix 1

FSM, Pupil Premium & Student Characteristics Report

February 2025

1. Overview

This report presents an analysis of **Free School Meals (FSM)**, **Pupil Premium (PPM)**, and **Student Characteristics** across year groups at St Edmund's Catholic Primary School. It provides insights into areas of greatest need and recommendations for targeted support.

2. Summary of FSM and Pupil Premium Numbers by Year Group

Year Group	FSM Students	Pupil Premium Students
Year 1	4	4
Year 2	6	4
Year 3	4	3
Year 4	6	4
Year 5	10	8
Year 6	5	5
Total	35	28

Key Findings

- **FSM and Pupil Premium Overlap:** While all FSM students are eligible for Pupil Premium, not all PPM students currently receive FSM due to the **Ever 6 rule**, which continues funding for six years after FSM eligibility ends.
- **Highest FSM & Pupil Premium Needs in Year 5:** Year 5 has the highest FSM (10) and Pupil Premium (8) numbers, indicating a need for **additional support strategies**.
- **Under-Identification in Year 3?** FSM students (4) outnumber Pupil Premium students (3), suggesting some families **may not be claiming PPM** despite eligibility.

3. Student Characteristics by Year Group

Year Group	Total Students	% FSM	% Minority Ethnic	% EAL	% SEN
Year 1	24	17%	75%	17%	29%
Year 2	27	22%	67%	37%	11%
Year 3	29	14%	86%	69%	14%
Year 4	29	21%	79%	38%	14%
Year 5	23	43%	48%	30%	30%
Year 6	24	21%	79%	50%	29%
Total	206	17%	68%	39%	16%

Key Findings

Appendix 1

- **FSM & SEN Correlation in Year 5:** Year 5 has the **highest FSM rate (43%)** and the **highest SEN rate (30%)**, indicating the need for **extra academic and pastoral support**.
- **EAL Concentration in Year 3:** **69% of students in Year 3 speak English as an Additional Language (EAL)**, requiring **additional literacy support**.
- **Year 6 Transition Considerations:** **21% FSM, 79% minority ethnic background, and 50% EAL** suggest the need for **extra transition support** to secondary school.

4. Strategic Recommendations

✓ Prioritise Year 5 for Academic & Pastoral Support

- Highest FSM and SEN rates indicate **additional tutoring, pastoral care, and intervention programs are needed**.

✓ Improve Pupil Premium Uptake in Year 3

- FSM numbers are higher than PPM, suggesting **some eligible families have not applied**. Conduct **awareness campaigns** to ensure full funding allocation.

✓ Strengthen EAL Support in Year 3 & Year 6

- Literacy interventions, small-group sessions, and bilingual support staff **should be prioritised** for these year groups.

✓ Track Impact of FSM & PPM Initiatives

- Ensure targeted funding is used **effectively to close the attainment gap** between FSM and non-FSM students.

5. Conclusion

- The school has **35 FSM students and 28 Pupil Premium students**.
- **Year 5 requires the most immediate support**, given high FSM and SEN numbers.
- **FSM, Pupil Premium, and Student Characteristics data should inform funding allocation and intervention strategies**.

This report should guide future discussions on targeted interventions and funding strategies for maximum student impact.
