

Runnymede St. Edward's Catholic Primary School

Pupil premium strategy statement - 2025 - 2028

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Runnymede St. Edwards Catholic Primary School
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	10.7%
Academic year/years that our current pupil premium strategy plan covers (3year plans are recommended)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2028
Statement authorised by	Kate Peaston (HT) Chantelle Carey (Chair of Governors) Janet Ward (LSIP)
Pupil premium lead	Patricia Minogue
Governor / Trustee lead	Natasha Nwagbara

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1515 per eligible pupil and £23
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£71385
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make accelerated progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Goals

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectations.

The Sutton Trust and Education Endowment foundation (June 2019) and the EEF toolkit play a key role in our spending plans for pupil premium. Collaboration and coaching are key principles of our approach; supplemented

by early intervention, social and emotional learning and metacognition & self-regulation and digital technology – all of which score highly on the EEF Toolkit.

The school believes quality first teaching helps every child to progress along with a desire to learn and improve, which permeates both staff and pupils.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- 1-1 support
- Use of the Tutor Trust Tutors
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium allocation, will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition internally and from EYFS through to transition from primary to secondary.
- Additional learning support.
- Pay for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To allow the children to learn a musical instrument.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Runnymede's values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills contributing to low baselines of attainment on entry to school – Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
5	Limited experiences of life outside immediate environment. Pupils are unable to immerse themselves in their learning due to a lack of experiential learning. Missing these enriching experiences hinders the children's development of knowledge and skills.
6	Attendance and Punctuality - Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 1% lower than for non-disadvantaged pupils. (PP 93.6% non PP 94.6%) Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Self-belief and confidence - Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. X pupils (X of whom are disadvantaged) currently require additional support with social and emotional needs, with X (X of whom are disadvantaged) receiving small group interventions.
8	Social service involvement

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than the national average % of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than the national average % of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Attendance & Punctuality	Ensure attendance of disadvantaged pupils is above 95%. No persistent late marks for disadvantaged children.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments - NFER. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,3,4
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5,7
Teaching Assistants and SLT to take part in the MITA/MPTA	This programme of support ensures schools have had comprehensive training for SLT, teachers and	2,4

programme (Maximising the Impact of Teaching Assistants/Maximising Practice of Teaching Assistants)	LSA's, leaving them in a good position to maximise the impact of learning support assistants which would have a positive impact on outcomes and increase pupil independence.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills – LEXPLORE.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2
Provide continuous staff CPD to ensure all children receive quality first teaching	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings, twilights and INSET.	1,2,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

EY / KS1 Reading Books to ensure the books link to Read Write Inc and accelerate reading	We undertook a review of our reading book scheme with the Local Authority and our Read, Write Inc lead to invest in new resources in Autumn 2021 to ensure the needs of the new curriculum and phonics curriculum could be met. An audit by our Read, Write Inc lead teacher was undertaken in Summer 2021, looking at the quality of reading books used in Phonics, Guided Reading and home reading books. An investment of new books was undertaken to support the EEF research.	1,2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Worker will work with vulnerable pupils to ensure they can access learning.	More frequent behaviour difficulties meaning PP pupils are more likely to reach our highest level of sanction, which impacts on their academic progress. Monitoring of CPOMS will continue to support our work in this area and contribute to an evidence base.	3,4,5
Educational Welfare Services are bought in to support the school. This will involve training and release time for staff to develop and implement new procedures to improve attendance.	Attendance and Punctuality issues. Attendance figures are currently good for Pupil Premium pupils and we would like to maintain this. The EWO services allows us access to support with regard to Attendance services and Punctuality. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Attendance at Breakfast Club and After School Club offered to children who are pupil premium eligible and monitored.	Breakfast clubs reduce the stress of the morning routine for families and children. They can help improve behaviour and attendance. Children have up to an hour before school starts so they can relax, play, eat, exercise and socialise, all without the rush of getting to school. After school club provides child care to families as this allows	3

	them to work. It also gives our children a place to relax, play, eat, exercise and socialise.	
A wide range of cultural, sporting and social opportunities in school and beyond subsidised for Pupil Premium children including school trips, residential trips etc Music – Ukuleles	Cultural capital affects educational inequality because children from privileged backgrounds tend to possess more cultural capital than those from less privileged backgrounds, which gives them an unfair advantage in the educational system. We aim to ensure that this is not the case at Runnymede – all children regardless of background will be involved in all cultural, sporting and social experiences. A large percentage of our pupils only time away from home during the year is on school residential. It is essential for their own wellbeing that they experience different settings before writing about it. All residential are linked to Topics that they are studying. Every child has the right to learn to play an instrument. There is extensive research to suggest playing an instrument increases resilience, helps improve concentration, can relieve stress, improves patience and improves memory.	7

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Play Therapist	Transformations STS
TT Rockstars	Maths Circle LTD
Seedlings	CAMHS

Read Write Inc	Ruth Miskin Training
Power Maths	Pearson
Steps to Read	Literacy Counts

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Residential
What was the impact of that spending on service pupil premium eligible pupils?	Confidence grew and anxiety levels lessened.

Further information (optional) the additional money required will be taken from the schools main budget allocation.