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 2026-2027

Detail	Data
School name	Runnymede St. Edwards Catholic Primary School
Number of pupils in school (Pre-School to Year 6)	445
Proportion (%) of pupil premium eligible pupils	11.2% (as at August 2026)
Academic year/years that our current pupil premium strategy plan covers (3year plans are recommended)	2025-2028
Date this statement was published	August 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Kate Peaston (HT) Robbie Blackhurst (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	£74,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£74,990

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 residentials. 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% higher in 2024/2025 (94.7%) than for disadvantaged pupils in 2025/26 (PP 93.7%). 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.
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.
Sustained or improved maths attainment for disadvantaged pupils at the end of KS2 for 2027/2028.	KS2 maths outcomes in 2025-2026 show that more than the national average % of disadvantaged pupils met the expected standard. 83% Disadvantaged versus 62% National Non-Disadvantaged and 82% National All pupils 2025-2026.
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 low level incidents a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Attendance & Punctuality is at or above national	Ensure attendance of disadvantaged pupils is above 95%. No persistent late marks for disadvantaged children. No disadvantaged pupils are PA's
To ensure there is no 'Digital divide'	All pupils can access learning technology in and out of school 100% of identified KS2 pupils without a home device are provided with access to school equipment within 2 weeks of identification.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. 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 programme (Maximising the Impact of Teaching Assistants/Maximising	This programme of support ensures schools have had comprehensive training for SLT, teachers and LSA's, leaving them in a good position to maximise the impact of learning support assistants which	2,4

Practice of Teaching Assistants)	would have a positive impact on outcomes and increase pupil independence.	

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

Budgeted cost: £15500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Dream Box Maths Programme to support identified children	The EEF suggests that using structured interventions to provide additional support. Interventions should start early, be evidence-based and be carefully planned. They should include explicit and systematic instruction.	3
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 the RWI training package.	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
Purchase of Reading Plus	The EEF suggests that using structured interventions to provide additional support. Interventions should start early, be evidence-based and be carefully planned. They should include explicit and systematic instruction.	4

EY / KS1 Reading Books to ensure the books link to Read Write Inc and accelerate reading	Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics. Improving Literacy in KS1	1,2

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

Budgeted cost: £36000

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. Removal of barriers to attendance will support vulnerable pupils and families.	3,4,5
Educational Welfare Services are bought in, as and when required, 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 them to work. It also gives our children a place to relax, play, eat, exercise and socialise.	3

A wide range of cultural, sporting and social opportunities in school and beyond subsided 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 residentials. It is essential for their own wellbeing that they experience different settings before writing about it. All residentials 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: £75500

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 2025-2026 academic year.

Pupil premium strategy outcomes

3-year data for end-of-KS2 outcomes show that overall attainment was 92% in reading, writing and mathematics combined, compared with 69% nationally. Reading was 100% (81% nationally), writing 100% (78% nationally) and mathematics 92% (81% nationally).

2025-2026 data for disadvantaged pupils was:

Reading: 100%, national non-disadvantaged 81% and similar schools 73%

Writing: 100%, national non-disadvantaged 79% and similar schools 71%

Maths: 83%, national non-disadvantaged 82% and similar schools 66%

These outcomes provide evidence that disadvantaged pupils are achieving strongly relative to the non- national disadvantaged cohort. Our aim is to continue to achieve the high standards we have seen over the last 3 years.

Attendance 2025-2026

The school's reported attendance figures were 93.7% for pupil-premium pupils (92.4% national), 95.9% for all pupils (94.8% national). Attendance remains a key strategic priority because of its relationship with access to learning and the wider risk of pupils becoming persistently absent. Our school was above average for 2025-2026 and significantly below National PA. We are proud of the work undertaken in this area.

Based on all the information above, the performance of our disadvantaged pupils exceeds expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

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
Beautiful New Beginnings	Beautiful New Beginnings CLC
Read Write Inc	Ruth Miskin Training
Power Maths	Pearson
Steps to Read	Literacy Counts
Reading Plus	Dream Box
Dream Box Maths	Dream Box

Service pupil premium funding (1 x Pupil @ £360)

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.

The additional money required will be taken from the schools main budget allocation.