

Pupil premium strategy statement – St Edward’s 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 last academic year.

School overview

Detail	Data
Number of pupils in school	900
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Chris Barnett
Pupil premium lead	Ian Henry
Governor / Trustee lead	John Maguire

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£126,850

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is to level the playing field for disadvantaged pupils, ensuring they have equal access to the opportunities, experiences, and outcomes as their peers. We aim to remove barriers that hinder progress, close attainment gaps, and break cycles of disadvantage by raising aspirations, engaging families, and providing essential resources and support.

Our current Pupil Premium strategy works towards these goals through a multi-strand approach aligned with DfE and EEF guidance. It focuses on three key areas:

1. **High-Quality Teaching** – the most powerful lever for improvement. We invest in evidence-based professional development, embed the EFA framework, and ensure our teachers are well-equipped, up-to-date, and supported to deliver outstanding learning for all pupils.
2. **Targeted Academic Support** – precise interventions informed by data to address gaps swiftly and effectively, ensuring pupils achieve aspirational destinations.
3. **Wider Strategies** – tackling non-academic barriers through improved attendance, behaviour support, trusted adult relationships, strong parental engagement, access to extracurricular opportunities and provision of essentials such as food, study spaces, and homework resources.

Challenges

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

Challenge number	Detail of challenge
1	Attainment. Despite the attainment gap reducing, some of our Pupil Premium students still perform less well than non-pupil premium students.
2	Attendance. The attendance of some of our Pupil Premium students in every year group is not as strong as our non-pupil premium students.
3	Literacy. This remains a challenge for some of our Pupil Premium students with reading ages below the age expected range for many students at this stage.

4	Behaviour. The proportion of Pupil Premium students who have received suspensions from the school is disproportionately higher than those without Pupil Premium. This is also true of the number of behaviour points accrued.
5	Lack of Opportunity. Our Pupil Premium students, by nature of the fact that the majority are FSM, do not have the same opportunities as non-Pupil Premium students and this is evidenced by the fewer number that attend trips, extracurricular clubs and lessons.

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
To improve the outcomes for Pupil Premium students	Pupil Premium outcomes to be in line with non-pupil premium students.
To improve the attendance of Pupil Premium students.	Pupil Premium students' attendance to be in line with non-pupil-premium students.
To improve the reading ages of Pupil Premium students	Reading ages for Pupil Premium students to increase from current position. Attainment in English to increase for pupil premium students.
To reduce the number of behaviour points, suspension and exclusion figures	The numbers of behaviour points, suspension and exclusion figures will decrease from their starting point.
To ensure that Pupil Premium students have access to resources and opportunities to take part in extracurricular activities.	All Pupil Premium students have funded or part funded resources. Increase in number of Pupil Premium students attending school visits and extracurricular clubs.

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: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>To ensure high quality teaching through the adoption and implementation of the Embedding Formative Assessment Programme (EFA) from the SSAT.</p> <ul style="list-style-type: none"> • Train staff over 2 years (with 8 inputs each year) to identify, develop and embed strategies within the classroom. Support and monitor impact termly. Track progress of Pupil Premium students through this programme. 	<p>EEF states that students in the EFA schools made the equivalent of two additional months' progress in their Attainment 8 GCSE score. This result has a very high security rating. The additional progress made by children in the lowest third for prior attainment was greater than that made by children in the highest third.</p>	<p>1 Attainment</p>
<p>To provide oversight of the Pupil Premium agenda, supported by key stakeholders from within the staff.</p> <ul style="list-style-type: none"> • SLT member to have oversight of Pupil Premium. • Named governors informed and invested in the Pupil Premium agenda. • Pupil Premium Team established to monitor progress and evaluate the impact of provision for Pupil Premium students. 	<p>John Dunford (Former National Pupil Premium Champion) notes that "Evaluating the effectiveness of interventions and make adjustments as necessary" is vital in effectively supporting Pupil Premium students.</p>	<p>1 Attainment</p>
<p>To ensure that quality and informed teaching aids the progress of Pupil Premium students.</p> <ul style="list-style-type: none"> • All staff to receive regular updates and training about the performance of PP students. • Pupil Premium to be an integral part of the subject review process. 	<p>EEF studies show that effective use of strategies such as feedback and metacognition can have a profound effect upon progress.</p>	<p>1 Attainment</p>

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To establish clear literacy, oracy and numeracy strategies with discreet focus on disadvantaged students.</p> <ul style="list-style-type: none"> • Establishment of key strategies with focus on Pupil Premium students which will be reviewed regularly. • Assessment of the progress of Pupil Premium students within these strategies. • Creation of Foundation Literacy Course at KS4 	<p>EEF evidence states that reading comprehension strategies and oral language interventions have very high impact based on extensive studies.</p>	<p>1. Attainment 3. Literacy</p>

<p>To monitor and mentor Pupil Premium students with HPA so that they are aspirational about future choices.</p> <ul style="list-style-type: none"> Increased percentage of Pupil Premium students involved in the EDGE programme. Identified cohort of Pupil Premium students to receive mentoring and guidance at Key Stage Four. 	<p>EEF evidence states that mentoring can add up to two months progress in learning.</p>	<p>1. Attainment 5. Lack of Opportunity</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting disadvantaged students' engagement in school by supporting extracurricular activities.</p> <ul style="list-style-type: none"> Financial support to be offered on request for help with Uniform, Equipment and resources, accessing trips and visits and also supporting Music lessons. 	<p>The EEF Evidence Brief says that "Extracurricular activities are an important part of education. These approaches may increase engagement in learning".</p>	<p>5. Ensure all students have equal opportunity</p>
<p>To establish a personalised curriculum for Key Stage (KS) 4 pupils who are unlikely to be successful within the school curriculum or have become disengaged with school.</p> <ul style="list-style-type: none"> Full register of internal alternative provision established and impact analysed. External alternative provision providers formally visited. Bespoke packages of support in place for Pupil Premium students at risk of PEX. Key person support in place for Pupil Premium students that have become disengaged. 	<p>EEF evidence states that behaviour interventions can have a positive impact on progress of up to four months.</p>	<p>4. Behaviour</p>
<p>To improve the attendance of Pupil Premium students and reduce the number of them that are considered to be persistently absent.</p> <ul style="list-style-type: none"> Continued employment of attendance manager to monitor attendance of Pupil Premium students and lead on interventions. Bespoke approach to Pupil Premium attendance researched and implemented. Alternative Provision packages available to support Pupil Premium students who are persistently absent. 	<p>OFSTED best practice states Pupil Premium funding should be used to provide "well-targeted support to improve attendance, behaviour or links with families".</p>	<p>2. Attendance</p>

<ul style="list-style-type: none"> • To improve disadvantaged pupils' mental health, emotional wellbeing and social skills. • Full register of internal alternative provision established and impact analysed. • External alternative provision providers formally visited. • Bespoke packages of support in place for Pupil Premium students at risk of PEX. • Key person support in place for Pupil Premium students that have become disengaged. • Specialised support in place for LAC students. • In-house counselling and emotional support available for Pupil Premium students if needed. • Variety of interventions to be in place (for example Shine) to be offered as support for Pupil Premium students. 	<p>EEF evidence states that Social and Emotional learning can aid progress by up to four months.</p>	<p>4. Behaviour</p>
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Total budgeted cost: £ 127,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

St Edward’s School continues to have excellent staff retention and with a small turnover of staff each year. Additionally, subject specialist teachers are in place in all departments.

Inspection Data Summary Report (IDSR) as of December 2025

Overall A8

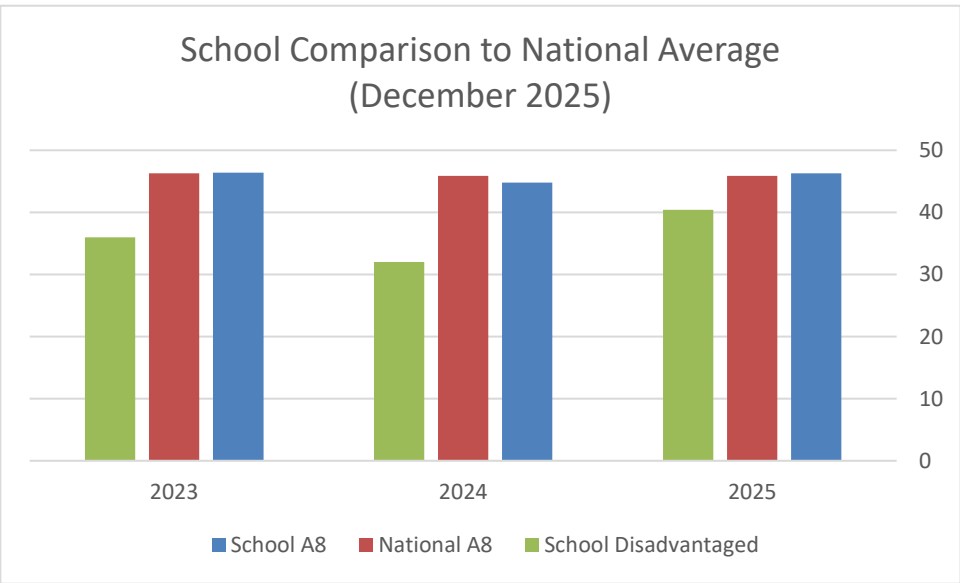
All pupils - Overall A8

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2025	175	46.3	45.9	Close to average (non-sig)	No sig change	-
2024	177	44.8	45.9	Close to average (non-sig)	No sig change	-
2023	178	46.4	46.3	Close to average (non-sig)	Not available	-

► [Chart](#)

Disadvantaged pupils - Overall A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	29	40.4	34.9	Above (non-sig)	50.3	-9.9	Narrowing	-
2024	34	32.0	34.6	Close to average (non-sig)	50.0	-18.0	Widening	-
2023	26	36.0	35.0	Close to average (non-sig)	50.3	-14.3	Not available	-



Many of our Pupil Premium students have been supported through 1:1 and small group intervention to support them with literacy, numeracy, career paths and wellbeing.

All Pupil Premium students have been supported with uniform & sports clothing and ingredients for Food Technology to aid full participation.

All Pupil Premium students have been supported in participation with extracurricular activities and visits including the retreat to Kintbury and Salisbury Cathedral and reward visits like Thrope Park, which has seen an increase in Pupil Premium students attending.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
1:1 Mentoring	KICK
Life Coaching	Helen Morgan
Shine Emotional Intelligence Development	Shine Trust
Residential Retreat	St Cassian's De La Salle
Thrive Mental Health and Wellbeing Programme	Thrive Coach