

Pupil Premium Strategy Statement

St Paul's C of E Primary School

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 in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	St Paul's C of E Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	56/397 14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2024-2027
Date this statement was published	June 2026
Date on which it will be reviewed	June 2027
Statement authorised by	Liz Vautier-Thomas
Pupil premium lead	Sara Bagley
Advocate Lead	Simon Field

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48,235

Part A: Pupil premium strategy plan

Statement of intent

At St Paul's C of E Primary School, we strive to create an environment which gives all children the opportunity to flourish in their journey to the fullness of life. We are totally committed to social equality and improving life chances for potentially vulnerable children.

At St Paul's C of E Primary School, we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender and religion, with equal opportunities for all.

Our current pupil premium strategy works towards its aims in a three-tiered approach:

-Teaching: all staff are trained to deliver a robust, engaging curriculum through quality-first teaching. -

Targeted intervention: all children who need academic or emotional support are provided with it in a timely and effective manner.

-Wider strategies: identified vulnerable children are given non-academic opportunities and experiences to aid with their holistic development.

Areas of our whole school aims that link to the Pupil Premium Strategy are:

1. To extend children's understanding and use of subject specific vocabulary;
2. To improve and broaden children's strategies for reading in all year groups;
3. To further enhance the attainment and progress of children with identified SEND;
4. To develop the reasoning skills of children in Mathematics in order to improve the overall understanding of key concepts.

Our approach is responsive to individual needs, rooted in regular, robust diagnostic assessment. No assumptions about the impact of disadvantage are made. Through a whole school approach, staff take responsibility for pupil outcomes and raise expectations of what can be achieved.

At St Paul's C of E Primary School, we ensure that the needs of all of the pupils are catered for through quality first teaching, whilst targeting all groups of pupil premium for additional tuition and quality interventions.

Pupil premium funding will be allocated following use of evidence informed teaching, assessment data and discussion with colleagues; carefully considering the importance of pupil voice to help the graduated approach of assess, do, review for all interventions.

Challenges

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

Challenge number	Detail of challenge
1	Some of our disadvantaged pupils find the fundamental demands of writing difficult as well as using literary skills independently (EYFS-Y6).
2	Some of our most disadvantaged pupils struggle with retaining the key mathematic knowledge and skills that cumulative build sequentially over time.
3	Some of our disadvantaged children have lower attendance, which can lead to missed learning, gaps in knowledge and reduced confidence in school.

4	Increased social, emotional and mental health needs have been identified for some of our disadvantaged children, impacting upon their ability to engage and become confident and successful learners.
5	Life skills -Some disadvantaged children are struggling with their confidence, resilience, independence and concentration.

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
For all disadvantaged pupils to make at least expected progress from their baseline starting points in Writing.	- Internal assessments show disadvantaged children making expected progress from their baseline - Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children. - Internal moderation when reporting data - Achieve at least national progress scores in KS2 for disadvantaged pupils within Writing External moderation in Yr2 and Yr6
For disadvantaged pupils to have improved attendance so that they attend school regularly, reduce missed learning and are able to fully access the curriculum.	• Attendance for disadvantaged pupils improves over the course of the strategy plan and moves closer to whole-school attendance. • The number of disadvantaged pupils who are persistently absent reduces. • Attendance is monitored regularly and early support is put in place for pupils and families where concerns are identified. • Improved attendance leads to fewer gaps in learning and greater confidence and engagement in school.
For disadvantaged pupils to make at least expected progress from their baseline starting points in Maths.	- Internal assessments show disadvantaged children making expected progress from their baseline - Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children. - Internal moderation when reporting data - Achieve at least national progress scores in KS2 for disadvantaged pupils within Maths
A balanced curriculum established and accessible with an added focus on enrichment and SMSC. Enrichment is rewarding, cohesive and valuable to support knowledge and skills throughout the curriculum.	- Opportunities for all disadvantaged pupils to access enrichment activities and trips. - The curriculum is not narrowed for these pupils and access to all foundation subjects is guaranteed. - Pupil development opportunities including Pupil Volunteer Programme and Councils are accessed by the most vulnerable pupils. - Children will have experienced increased opportunities to develop their skills.

Encourage disadvantaged children to attend extracurricular activities.	- Children will have attended clubs and the extracurricular activities will have an impact on their learning outcomes.
Develop language and oracy skills for the most disadvantaged pupils.	- Implementation of SALT systems in place to baseline and identify significant areas of need. - Then to implement required provision: SALT team for additional input/advice will be actively encouraged. - Training for TA and teachers will demonstrate high quality SALT interventions. - Speech and language outcomes for PP children will improve.

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 approx £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to target disadvantaged children within writing sessions to achieve writing expectations	Individualised instruction +4 Months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/individualised-instruction Small group tuition +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/small-group-tuition	1
To support the delivery of the 'Mastery' approach to maths through Whiterose, staff meeting time, INSETs, observations and book looks. £500.00	Mastery Learning +5months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning Improving Mathematics in the Early Years and Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Improving Mathematics in Key Stages 2 https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/maths-ks-2-3	2
	Meta-cognition +7 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/metacognition-and-self-regulation	
SENDCo – monitors interventions, trains staff and monitors their delivery. Assesses pupils 1:1 to check progress £8,000	SEND in mainstream schools https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/send	1,2,3,4,5

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

Budgeted cost approx. £22,288

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide disadvantaged pupils with SEND additional support in small group learning £1700 for resources.	Collaborative learning +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches Small group tuition +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/small-group-tuition	1,2,3,4,5
Children identified as making below expected progress will receive targeted, time-limited intervention matched to their individual gaps in learning. This will include pre-teaching, same-day intervention, small group support and regular opportunities to revisit key knowledge and skills. Progress will be reviewed through assessment, book looks and pupil progress meetings, with provision adapted where pupils are not making accelerated progress.	EEF guidance shows that targeted academic support can have a positive impact for pupils who are not making good progress. Small group tuition is most effective when it is carefully matched to pupils' specific needs, linked to classroom teaching, delivered by trained staff and monitored regularly.	1, 2

Curriculum licences of schemes that support disadvantaged and pupils with SEND £10,000	Individualised instruction +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/individualised-instruction Small group tuition +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/small-group-tuition	1, 2, 3 4 5
ELSA trained TA/SENDco in place to deliver emotional literacy to disadvantaged pupils. £138	Oral language interventions +6 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/oral-language-interventions Teaching Assistant interventions +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EYFS communication and Language learning +6 months https://educationendowmentfoundation.org.uk/education-evidence/earlyyearstoolkit/communication-and-language-approaches Social and emotional learning +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning	1 4 5
Precision Teaching implemented and monitored by SENDCO team and practitioners in KS2	Small group tuition +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/small-group-tuition Teaching Assistant interventions +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3
Assistant Head Teacher implement maths boosters in Y6 & resources to support the boosters.	Small group tuition +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition Extending school time https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/extending-school-time	2
Forest Schools in EYFS and KS2 to be implemented, covered and monitored.	Meta-cognition +7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Physical activity +1 month https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/physical-activity	4 5
Pastoral Manager to facilitate nurture intervention with targeted children in KS2 and KS1. £4000	Social and emotional learning +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning	4, 5

Educational Psychologist Assessment of pupils 1:1 £1000	Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/primarysel	12345
Outside agencies: Behaviour Support Team, private OT, private SALT. £5000	Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/primary-sel Using Life Skills to Improve Learning https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/digital Oral Language interventions: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/oral-language-interventions	4 5
Interpreter and translation services £450.00	To allow us to translate reports, letters and hold meetings with families where English is not spoken. Much better involvement for these families and means we are giving them the same opportunities as other English speaking families.	1-5

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

Budgeted cost approx. £17,447.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunch Hub Club for targeted children. £1500	Social and emotional +4 months https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/social-and-emotional-learning	4, 5
Extra transition visits for targeted children	Social and emotional +4 months https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/social-and-emotional-learning	4 5
Outdoor Learning opportunities	Physical activity +1 month https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/physical-activity	1234, 5
Subsidy for residential (Y5/Y6) £2540	Previous parental feedback.	4, 5
Teacher led clubs EYFS – Yr6 Outside agency clubs provided for PP children. £2207.00	Arts participation +3 months https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/arts-participation Physical activity +1 month https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/physical-activity	4, 5

Celebration Days e.g. Arts Week Mental Health World Book Day	Arts participation +3 months https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/arts-participation	4, 5
Milk for EYFS /KS1 disadvantaged children £200.00		4
Counselling and Well Being support by professional counsellors (1:1) and Mindfulness Training £3000 (Butterflies)	Mental health of pupils due to home issues or special circumstances. Allows pupils to remain calm and focussed in lessons when emotional needs are being met. Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/primary-sel	4 5
Looked After Child network meetings for Designated teacher to attend (SENCO). Virtual Conferences and updates. £300	Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/primary-sel	1-5
Pastoral Safeguarding Manager – Attendance Focus £7500	Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/primary-sel EEF Parental Engagement research link: https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/parental-engagement	1-5
Uniform costs £50	School Uniform: https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/school-uniform	4

Total budgeted cost: £48,235 approx.

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 to 2026 academic year.

Through the implementation of quality first teaching, targeted academic support staff training and resources, children who are in receipt of Pupil Premium Funding have made excellent progress in reading,

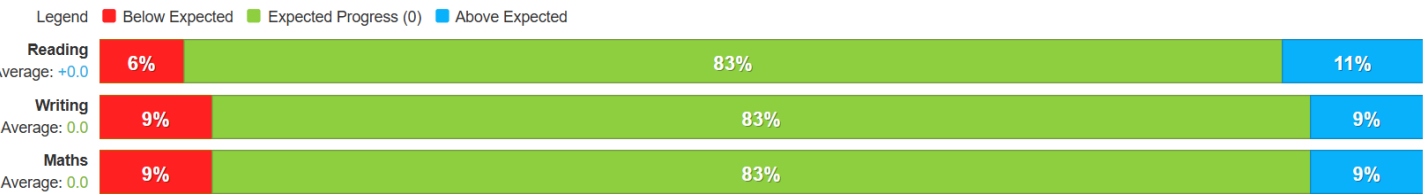
writing and maths. Clear monitoring and tracking of the support children get and require further, allow children to reach their full potential in a safe and secure environment.

For the academic year 2024-2025, 100% of children made expected or greater than expected progress in reading, writing and maths.

For the academic year 2024-2025, 85% of children achieved expected or better than expected attainment in reading. 67% of children achieved age related expectations or higher in writing and 78% in maths.

Progress 2026-2027

Pupils who were identified as making below expected progress were closely monitored through pupil progress meetings, assessment information, book looks and professional discussions with class teachers. Targeted support was put in place through quality first teaching, small group intervention, pre-teaching, same-day intervention and additional opportunities to revisit key knowledge and skills.



As a result, disadvantaged pupils requiring additional support have been able to access learning more confidently and gaps in knowledge have been identified and addressed more quickly. Staff have used regular review points to adapt provision where pupils have not made accelerated progress, ensuring that support remains responsive to individual needs.

This targeted approach has supported improved engagement, increased confidence and stronger progress for pupils who were previously at risk of falling behind. Continuing priorities will include maintaining high expectations, strengthening attendance for identified pupils and ensuring that interventions are regularly reviewed for impact.

58% of our Pupil Premium children were actively involved in the school’s volunteer programme which allowed them to complete activities in school, at home and in the community. As a result of this, children were able to carry out tasks to aid their own emotional development as well as supporting others.

Designated staff members and other outside agencies are highly trained and skilled in supporting children with their emotional health and offer strategies and tools to manage difficult situations.

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
Power Maths	Pearsons

Kapow for Computing, MfL, History and DT	Kapow.com
Twinkl	Twinkl.com
Jigsaw PSHE	Jigsaw.com
Oddizzi	Oddizzi.com
Plazoom	Plazoom.com

Supersonic Phonics	DfE approved
Big Cat Collins Reading Scheme	Pearson

Further information:

~~Pupils entering Reception have lower baseline skills than those from nondisadvantaged groups.~~

Many children in Y2 and Y3 have faced a lack of socialisation which has impacted on their language skills.

Low self-esteem and behavioural issues of identified pupils.

Lack of time to support children at home when family member away.

Lack of opportunity to support homework and reinforcing basic skills at home for some families.

Emotional and behavioural issues for some of our pupils with attachment issues – particularly those from a Looked After background.

Many of our Looked After (or once looked after) pupils, and some from the other groups too, are also on our SEND register so need support to access the curriculum.

An increasing number of families need support and nurture from school. An increasing number of Early Help Assessments have taken place for our families and more staff are taking on the role of Lead Professional.

An increasing number of families request help from school to fund their children on school trips, activities and for extra-curricular tuition. (Less than a normal year due to Covid restrictions.)

An increasing number of families in need come to us for support: school uniform, food bank, IT access.

Pupils with a very low level of language skills and experience leading to more input needed in a small group setting in school.

An increasing number of pupils are experiencing some form of childhood trauma or incidents at home that may lead to them not being emotionally ready to learn in the classroom.