

St Paul's C of E Primary School

Life in all its fullness

Pupil Premium Strategy

2024 – 2027

'Life in all its fullness' John 10:10

- *We nurture a passion for wisdom so everyone can realise their full potential*
 - *We respect and love everyone as individuals*
 - *We celebrate and serve our diverse community*

The three core Christian values of wisdom, love and welcoming community, form the basis of work in our school community

Pupil premium strategy statement – St. Paul's CE 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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
School name	St. Paul's CE Primary School
Pupils in school	24/25 154 25/26 144
Proportion of disadvantaged pupils	24/25 - 20% 25/26 - 21%
Academic year or years covered by statement	2024-27
Publish date	December 2024 Republished December 2025
Review date	July 2026
Pupil premium lead	Helen Darrell
Governor lead	Simon Jarvis

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	24/25 £46,560 25/26 - £49,945
Recovery Premium	
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	24/25 £46,560 25/26 - £49,945

Statement of Intent

St. Paul's is an aspirational school where learning, laughter and lives flourish. We aim to nurture "life in all its fullness." John 10:10.

At St. Paul's it is our intention to ensure that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points. We endeavour to understand every child's strengths and needs, making the best use of time and resources to move learning forwards.

Our Pupil Premium strategy sits at the heart of a whole school effort, with all staff understanding the strategy and their role within it.

Pupil premium meetings took place between SLT and teachers to identify and discuss specific areas of need and the key challenges to pupil achievement.

The EEF's Guide to the Pupil Premium (2019) has informed the spending of our Pupil Premium to maximise the benefit for the children at St. Paul's.

The report recommends schools take a tiered approach to Pupil Premium spending. Teaching is the top priority, including professional development, training and support for early career teachers.

Targeted support for struggling pupils is also a key component of our Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills Lower level of oral language across the curriculum. Many of our pupils are word poor, which is a limiting factor on enabling them to articulate and share their subject/concept understanding.
2	Maths data indicates that in comparison to their peers disadvantaged pupils' attainment is lower and will require further support. This includes calculation and key foundational knowledge.

3	Writing data indicates that in comparison to their peers disadvantaged pupils' attainment is lower and will require further support. This includes handwriting and fine motor skills.
4	Gaps in key foundational skills in core subjects.
5	Attendance and punctuality issues Attendance data indicates that attendance for those eligible for PP, as a cohort, is lower than that of those who are non - disadvantaged.
6	Social and Emotional needs Many of our pupils have complex social and emotional needs, including mental health. They require additional support and guidance in developing learning behaviours. These challenges particularly affect disadvantaged pupils, and can adversely impact on their attainment.

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.
Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths. The gap between the progress and attainment of PP and non-PP children is closed.	Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catch-up' or exceed prior attainment standards. Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by SLT. Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. Support staff and class teachers support learning effectively using AfL strategies to identify and address learning gaps and misconceptions.

	Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data. 85% Pupil Premium children to make at least 6 points progress in all areas Each term the school will measure the gap between Pupil premium and non pupil premium children to ensure that the gap is diminishing.
Key foundational knowledge is identified and embedded.	Assessments and observations indicated children transition from EYFS to KS1 well - both academically and in respect to their wellbeing and learning behaviours. The curriculum identifies the key knowledge all children require in order to make the next step in their learning. Subject leaders can articulate the foundational knowledge needed in their subjects.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: - the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being closed. - the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being in line with that
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils which is demonstrated by good learning behaviours.	Sustained high levels of behaviours for learning demonstrated by: Qualitative data from pupil voice, pupils and parent surveys and teacher observations Qualitative data from behaviour logs.

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.

Budgeted cost: £24,960

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality staff CPD	On-going, high-quality CPD is essential to implementing the EYFs principles and to provide a broad and engaging curriculum that focuses on vocabulary acquisition and skill development. Research enables teachers to reflect on what they would like to change, explore what others are doing in that field and experiment. Teachers improve teaching and learning through classroom-based research. Action Research	1,2,3,4
Monitor and review staff assessments to ensure gap analysis takes place and next steps identified	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
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,3
Monitor and review the teaching of systematic phonics across the school Embed the school's new phonics programme (Little	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills,	2

Wandle) in Reception and Key Stage 1	particularly for children from disadvantaged backgrounds (EEF) Phonics Toolkit Strand Education Endowment Foundation EEF	
Monitor and review the implementation of a behaviour curriculum in conjunction with the behaviour policy - teaching learning behaviours alongside managing misbehaviour.	EEF research makes 6 recommendations for supporting behaviour. For instance, one recommendation is that schools use simple approaches as part of their regular routine, such as teachers taking the time to greet each pupil personally at the door of the classroom. Evidence suggests this can have a positive impact on pupils' behaviour in the lesson. https://educationendowmentfoundation.org.uk/news/new-eef-report-6-recommendations-for-improving-behaviour-in-schools?utm_source=/news/new-eef-report-6-recommendations-for-improving-behaviour-in-schools&utm_medium=search&utm_campaign=site_search&search_term=behav	6
Quality first teaching - Teachers deliver the foundational knowledge required to provide children with the essential knowledge needed to succeed in all areas of the curriculum. Subject leaders have identified these small steps of learning.	Research is clear that high-quality early education establishes the foundations for later success, including academic achievement, good health and well-being. While high-quality education benefits all children, it is especially important for those whose early learning has been limited. This may include children who come from disadvantaged backgrounds and those whose language and communication are delayed https://www.gov.uk/government/news/a-strong-foundation-in-reception-and-key-stage-1-sets-children-up-for-success https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school	4

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

Budgeted cost: £19,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions (Little Wandle Rapid Catch-up) targeted at disadvantaged pupils who require further phonics support.	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
Monitor and review the implementation of structured intervention programmes. Following pupil progress meetings, pupils are identified and a structured programme is put into place.	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. Teaching Assistant interventions	4
Continue to analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by HT and PP Lead through termly Pupil progress meetings Regular monitoring of targeted interventions	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable.'	2,3,4
Face to face tuition in school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	4

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

Budgeted cost: £2,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one counselling for specific pupils to support their social, emotional and behavioural needs.	Research shows that Primary school children have long-term mental health benefits from counselling in school. Mental health research	6
Designated Attendance Lead to conduct half-termly monitoring of attendance and lateness. Designated Attendance Lead to work with families where attendance or lateness is a concern or where pupils are at risk of lower attendance or lateness. Strategies to promote good attendance are implemented.	Research shows that there is a direct correlation between attendance and success in schools. Government findings 2016	5
Offer more opportunities for parents to come into school, through planned events such as parent coffee mornings and subject specific events to increase parental engagement.	Research demonstrates that Informal sessions delivered in a non-threatening and non-judgmental way are seen to be the most effective in increasing parental attendance and engagement. :Parental engagement	1,2,3,4,5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review: - Priorities

Priority	End of Year Review (Reviewed in September 2025 for previous academic year)	End of Year Review (July 2026)	End of Year Review (July 2027)			
Oral language skills Lower level of oral language across the curriculum. Many of our pupils are word poor, which is a limiting factor on enabling them to articulate and share their subject/concept understanding.	Pairing and sharing assemblies in place. We continue to target these areas and will be inviting parents in next academic year to give the children purpose and audience. Staff have been observed modelling back correct language.					
Maths data indicates that in comparison to their peers disadvantaged pupils' attainment is lower and will require further support. This includes calculation and key foundational knowledge.	LA support package has been bought in to upskill subject leader, support monitoring and upskill class teachers. At the end of 24–25 TW introduced 10 minute maths and the implementation of this programme is being closely monitored. Current whole school data trends are: <table><tr><td>Year group</td><td>23/24</td><td>24/25</td></tr></table>	Year group	23/24	24/25		
Year group	23/24	24/25				

	1	-	80%				
	2	61.1%	59.1%				
	3	61.9%	66.7%				
	4	66.7%	68.2%				
	5	60%	66.7%				
	6	58.1%	60%				
	Note: We are mindful that our cohorts change and therefore figures may differ between years.						
		23/24	25/26			23/24	25/26
	Maths	39.3%	42.1%			64.3%	63.2%
		-2.8	+1.1				
Last academic year the gap shifted and there is now a positive trend in maths.							
Maths support to continue 25/26.							

Writing data indicates that in comparison to their peers disadvantaged pupils' attainment is lower and will require further support. This includes handwriting and fine motor skills.	LA support package has been bought in to upskill subject leader, support monitoring and upskill class teachers. General feedback from English advisor is positive.				
	Current whole school data trends:				
	Year group	23/24	24/25		
	1		45%		
	2	50%	36.4%		
	3	38.1%	50%		
	4	50%	77.3%		
	5	35%	44.4%		
	6	48.4%	43.3%		

	<table><tr><td></td><td>23/24</td><td>25/26</td><td>23/24</td><td>25/26</td></tr><tr><td>Writing</td><td>28.6%</td><td>33.7%</td><td>50%</td><td>54.7%</td></tr><tr><td></td><td colspan="2">-5.1</td><td colspan="2">-4.7</td></tr></table> The gap has closed by 0.4% English support to continue 25/26. SIP priority.		23/24	25/26	23/24	25/26	Writing	28.6%	33.7%	50%	54.7%		-5.1		-4.7			
	23/24	25/26	23/24	25/26														
Writing	28.6%	33.7%	50%	54.7%														
	-5.1		-4.7															
Gaps in key foundational skills in core subjects.	Subject leaders have identified foundational knowledge across all subject areas and these are highlighted in the progression maps. Staff meeting time used effectively to support workload and collaborate on this topic. LV (LA advisor) delivered CPD to support subject leaders with positive outcomes to subject leader deep dives that were completed. Reading data suggests there is a widening gap in skills. In response, for the academic year 25/26 we are implementing the following: - New reading records which are being																	

	monitored for home engagement - Lexia trial - PP 1-1 reading <table><tr><td></td><td>23/24</td><td>24/25</td><td>23/24</td><td>24/25</td></tr><tr><td>Reading</td><td>35.7 %</td><td>41.1 %</td><td>46.2 %</td><td>62.9 %</td></tr><tr><td></td><td colspan="2">-5.4</td><td colspan="2">-16.7</td></tr></table>		23/24	24/25	23/24	24/25	Reading	35.7 %	41.1 %	46.2 %	62.9 %		-5.4		-16.7			
	23/24	24/25	23/24	24/25														
Reading	35.7 %	41.1 %	46.2 %	62.9 %														
	-5.4		-16.7															
Attendance and punctuality issues Attendance data indicates that attendance for those eligible for PP, as a cohort, is lower than that of those who are non - disadvantaged.	As per DfE Monitor your school attendance report - 1. The attendance of your pupils eligible for free school meals was 92.3%, which is more than 11 out of 20 similar schools. 2024-25 FSM = 92.3% Non-FSM = 94.5%																	
Social and Emotional needs Many of our pupils have complex social and emotional needs, including mental health. They require additional support and guidance in developing learning behaviours. These challenges particularly affect disadvantaged pupils, and can adversely impact on their attainment.	Pupils who have been identified through behaviour analysis have the following support: - Acorn - Risk management plan - SEND support The children with the above support and are on the PP list have made expected progress and reduced incidents of behaviour.																	

Note: Run following reports at the end of each academic year

- Pupil Characteristic Attainment overview

Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds Revised	Collins
Nessy Lexia Core 5	Nessy Learning Lexia - EEF trial
White Rose Maths	The White Rose
External tuition	Protocol