

# St. Paul's CE Primary School Pupil Premium Strategy Statement



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
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	2.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026 2026-2027 2027-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Cath Mann
Pupil premium lead	Belle Perrin
Governor / Trustee lead	Dilani Dassenaik

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17380
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>	£17380

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Paul's we want to equip our children with the knowledge, skills and understanding that will enable them, to achieve highly and develop awareness, compassion and respect for others. The curriculum is both broad and inspiring, designed to offer exciting learning experiences shaped by our Christian vision and values which are at its heart. We strive for academic excellence for all pupils, regardless of their background, and full participation in all our wide-ranging school activities for all pupils.

It is our intent to provide a curriculum which is relevant to the 21<sup>st</sup> Century- one which prepares the children for the world in which they will live and work. We want our children to enjoy personal success, to be enthusiastic learners and develop skills such as resilience and team working which will support their love of learning as they progress through school. Our Pupil Premium Strategy, alongside our wider school improvement plan and equalities plan, is one part of how we seek to redress any inequalities and enable all pupils to achieve highly and experience an inspiring range of opportunities.

We currently have a very small number of pupils eligible for pupil premium funding and these pupils have a wide range of individual and different needs. We track these pupils individually and as a group to ensure all pupils are reaching their potential.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Supporting attainment and progress- reading, writing and maths</b> We track the progress and attainment of all our pupils individually on a termly basis and we compare the progress and attainment of groups of children according to different characteristics including eligibility for pupil premium. Our analysis of both school-based data for all individuals and classes has shown that some individual pupils who are eligible for pupil premium are not attaining as highly as their peers who are not eligible for pupil premium in their reading, writing or maths. This difference has, in some cases, been exacerbated by the school closure periods.
2	<b>Supporting personal development and well-being</b> Our discussions with some pupils and families, have identified social and emotional issues for some families where children are eligible for pupil premium.

	We want to support these pupils' well-being and personal development by ensuring they participate as fully as possible in our wide-ranging extra-curricular and enrichment activities. We have identified that social and emotional difficulties due to complex family situations are a barrier for some pupil premium children. These difficulties have had an impact on the potential attainment and progress of some children.
3	<b>Developing long-lasting reading behaviours</b> Our detailed knowledge of what and how children read when they read for pleasure shows us that some of our pupils who are eligible for pupil premium do not all have access to the same sources of books or book experiences outside school and do not therefore always develop the same love of reading and positive reading behaviours as their non-disadvantaged peers.
4	<b>Multiple barriers to learning.</b> Some disadvantaged pupils also have a SEND or a P/LAC

## 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 reading, writing and maths attainment for individual disadvantaged pupils.	Percentage of pupils eligible for pupil premium meeting the expected standard in English, Maths and Science at KS2 is in line with non-disadvantaged pupils.
Sustained increase in pupil well-being and personal development among all pupils and disadvantaged pupils in particular, through participation in a wide range of enrichment and extra-curricular activities.	Pupils increased development of self-awareness, their ability to identify how they are feeling and demonstrate self-regulation strategies. Pupils eligible for pupil premium to participate in after-school clubs, and all enrichment activities with the school day, including educational/residential trips. Pupils to access therapy when it is needed.
Developing long-lasting positive reading behaviours. Our detailed knowledge of what and how children read when they read for pleasure shows us that our pupils who are eligible for pupil premium do not all have access to the same sources of books or book experiences outside school and do not therefore always develop the same love of reading and positive reading behaviours as their non-disadvantaged peers.	Children in our disadvantaged group demonstrate an ability to make appropriate and engaging books choices for themselves and that they read widely for pleasure and can talk about what they have read. Data from class teachers during assessment week and teacher led assessments.
To ensure that disadvantaged pupils with additional barriers to learning have their individual needs addressed so that they make at least expected progress from starting points in, reading, writing and mathematics and meet	There will be a systematic approach to the case studying of individual pupils who: have a SEN/D IEP are P/LAC and are in receipt of PPG to ensure steps in progress can be

the requirements of the Y1 phonics check and the Y4 multiplication check.	more readily measured in Pupil Progress Meetings.
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## 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: £2400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Developmental Language Disorder refresher training-</b> increased staff knowledge and understanding of supporting pupils with DLD	EEF reports that oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	1, 4
<b>Dyslexia training-</b> teaching staff inset training to increase staff knowledge and understanding of how a dyslexia friendly classroom can support all learners to progress.	EEF states that supporting high quality teaching is pivotal in improving children's outcomes and that effective professional development plays a crucial role in improving classroom practice. Quality first teaching includes teaching methods that support the development of literacy skills for all pupils.	1, 4
<b>Trauma-informed Practice Training.</b>	EEF reports that effective professional development plays a crucial role in improving classroom practice and pupil outcomes. Understanding a pupil's context will inform effective responses to misbehaviour. Every pupil should have a supportive relationship with a member of school staff.	1,2,4

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

Budgeted cost: £13480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to <b>Century</b> - an online learning platform that uses the latest research in learning science, artificial intelligence and neuroscience to underpinned by evidence-based scientific and pedagogical techniques.	EEF reports that to improve learning, technology must be used in a way that is informed by effective pedagogy.	1,3,4
<b>Subscription to IDL</b> - evidence based reading and spelling programme and implementation of morning intervention	EEF reports that high quality targeted support can ensure that children falling behind catch up as quickly as possible.	1,3,4
Provide additional one-to-one <b>phonics, reading and writing sessions</b>	The DfE 2021 Reading Framework includes a range of evidence demonstrating that developing a love of reading, alongside developing reading fluency, is of the highest priority in enabling children to develop vocabulary (for use in speech and writing), to access the wider curriculum and to support well-being.	1,3
<b>Additional teacher and teaching assistant time</b> directed at individual reading sessions, group phonics sessions, individual or small group maths and English booster groups within school time	EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a good impact on pupil progress: EEF Small Group Tuition EEF reports a range of evidence that individual support provided by a TA or teacher is very effective in improving pupil outcomes: EEF One to One Tuition.	1,3,4
Provide <b>booster sessions</b> for disadvantaged pupils (and others) to target specific areas of the curriculum.	EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a good impact on pupil progress: EEF Small Group Tuition.	1,3
Pupils to access <b>1:1 targeted intervention</b>	EEF reports that high quality targeted	1,3,4

from the <b>National Tutoring Programme</b> .	support can ensure that children falling behind catch up as quickly as possible.	
1:1 <b>mentoring</b> or <b>pastoral support</b> with SENCO assistant	EEF reports that mentoring appears to have a small positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	
<b>Regular reading</b> for pupil premium children recorded in reading folder. <b>Rapid reading</b> scheme developed and used with reluctant and lower attaining readers.	EEF reports that high quality targeted support can ensure that children falling behind catch up as quickly as possible.	1, 3, 4
Regular handwriting practice using <b>Unlocking letters and sounds</b> for targeted pupils 1:1 or in a small group.	EEF report that intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1, 4
<b>Writing intervention programme</b> 1:1 or small group to be delivered by teacher of TA	EEF suggest additional small group support which can be effectively targeted at pupils from disadvantaged backgrounds. They recommend teaching writing composition strategies through modelling and supported practice.	1, 4

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued implementation of <b>Zones of regulation</b> established in all classrooms and time allocated each day for a zones of regulation check in.	EEF outlines the importance of teaching children Self-awareness: expand children's emotional vocabulary and support them to express emotions. It also reports the importance of teaching children self-regulation, self-calming strategies and positive self-talk to help deal with intense emotions.	2,4

<p><b>Mental health working party</b> established within school.</p>	<p>The EEF outlines the importance of having a shared vision for Social and Emotional Learning which involves teachers and school staff in the planning.</p>	
<p>Support full participation of disadvantaged pupils in <b>enrichment activities</b> through reserved spaces in staff led <b>music and sport clubs</b>.</p>	<p>DfE Wellbeing for Education Recovery documents report the importance of a range of activities to promote well-being: DfE Wellbeing for Education Recovery.</p>	<p>2</p>

**Total budgeted cost: £ 17380**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We continue to track individual pupil progress and attainment each term, adapting our provision and extra support accordingly

#### **Improved progress for pupil premium pupils**

Using internal data which includes pupil progress meetings, book monitoring, formal and informal assessments.

Analysis of individual data shows 66% of pupils who have attended school for KS1 and KS2 achieved improved outcomes against previous Key stage data.

33% pupils made progress from working towards to the expected standard in reading, writing and maths at KS2 compared to KS1.

All Year 6 pupil premium pupils who do not have SEND have achieved the expected standard in writing and maths in SATs.

75% of Year 6 PP pupils without EAL achieved the expected standard in writing and maths.

#### **Improved curriculum access for pupil premium pupils.**

Targeted pupil premium children invited to attend additional early morning intervention focussed on reading, spelling, handwriting or maths.

Targeted interventions for our PP children personalised to their needs either 1:1 or in small groups with class teacher, teaching assistant or SENCO assistant.

Access to Century for personalised learning for pupils at home to reinforce learning and extend knowledge and understanding.

A regular schedule of book looks and monitoring of planning by subject leaders demonstrate that PP children are being exposed to a broad and balanced curriculum.

A regular schedule of staff CPD to develop confidence and competency within areas of SEND, Trauma Informed Practice and the curriculum.

Pupil progress meetings between class teacher and a member of SLT to discuss pupil progress and what additional intervention could be put in place.

1:1 emotional support intervention offered to pupils in order to develop emotional regulation and readiness for learning.

### **Improved outcomes for pupil premium pupils.**

Of our July 2025 Year 6 leavers, all pupil premium pupils, who do not have an additional SEND need achieved at least the expected standard in writing and maths.

At the end of July 2025 90% of PP pupils in Years 2-5 achieved the expected standard in reading, 60 % achieved the expected standard in writing and 60% achieved the expected standard in maths.

Last academic year, 100% of pupil premium pupils in Years 2-5 without SEND achieved the expected standard in reading and writing and 66% in maths.

### **Social and emotional support to increase concentration and confidence.**

The role of SENCO assistant continues to be developed so that a greater number of pupils have access to social and emotional support.

Zones of regulation has been embedded across the school to support children with recognising their emotions and understanding how to regulate themselves.

Pupils have received support for their Social, Emotional and Mental Health needs through supported time in the garden.

Pupils continue to be supported with their concentration and focus through whole class and individual movement/brain breaks and the daily mile.

## **Externally provided programmes**

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

<b>Programme</b>	<b>Provider</b>
N/A	

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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<b>The impact of that spending on service pupil premium eligible pupils</b>

**Further information (optional)**

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