

# Pupil premium strategy statement – St. Paul’s Primary 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	160
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sheridan Upton (HT)
Pupil premium lead	Sheridan Upton
Governor / Trustee lead	Mel Collins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99, 420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£99,420

# Part A: Pupil premium strategy plan

## Statement of intent

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy which is fully aligned to our School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, which effectively coordinate use of Pupil Premium and wider school improvement strategies for maximum impact on pupil outcomes.

The principles around which our strategy is aimed are:

- Ethos of attainment for all through a mastery approach
- Ensuring behaviour and attendance is good
- High quality teaching for all by incorporating OPAL (Ordinarily Available Provision for All)
- Meeting individual needs
- Deploying staff effectively
- Impact driven and responsive to evidence
- Ambitious leadership

## Challenges

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

Challenge number	Detail of challenge
1	Many of our reception Pupil Premium (PP) pupils start school with poor oracy skills and have not always been exposed to rich language and early reading experiences at home. This can have an impact on their ability to express themselves and engage in early phonics and reading activities.
2	Some PP pupils demonstrate poor acquisition of phonics understanding and application. The correct pronunciation of phonemes is not always modelled at home and these pupils often have gaps in their phonic knowledge. This has a knock-on impact on their ability to read fluently.
3	Many PP pupils are not supported with their reading at home and do not always have a home environment where reading opportunities are not readily available or/and modelled. As a result, pupils are not always enthusiastic about their reading, lack confidence which affects their fluency and comprehension.
4	Many PP pupils, and particularly those on the Special Educational Needs (SEN) register, have poor basic skills in writing. This limits their progress in writing across the curriculum.
5	Some PP pupils have experienced some degree of chaos or trauma (including Domestic Violence), historically or currently. This affects their readiness for learning, their resilience and perseverance when perceiving challenge. A few of these pupils arrive in school unregulated and find it hard to settle to their learning.
6	Attendance and punctuality for some PP pupils causes concern and stops them being in school regularly to follow the planned sequence of the curriculum. A few of these pupils experience absences from school for minor reasons.
7	Some PP pupils suffer from poor and inconsistent sleep patterns, diet and lack regular exercise. This can result in poor mental and physical health and a difficulty with engaging in their learning.

## 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
<b>Established oracy-rich curriculum in EYFS and KS1 with high quality teaching of phonics and early reading</b>	<ul style="list-style-type: none"> <li>• An increased % of PP pupils achieve expected standard or better in Communication, Language and Literacy (CLL), Reading and phonics in EYFS.</li> <li>• The % of PP pupils achieving expected levels in the Phonics Screening Check (PSC) has increased to close the gap on their peers in Y1</li> <li>• The % of PP pupils achieving expected levels or better in reading have increased to close the gap on their peers in Y2.</li> <li>• Y2 phonics outcomes in line or better than national for PP pupils.</li> </ul>
<b>Standards in reading for all PP pupils increase to at least in line with non-PP pupils</b>	<ul style="list-style-type: none"> <li>• By the end of KS1, the gap between PP and non-PP pupils identified at end of FS2 in reading has decreased.</li> <li>• By the end of KS2, there is no gap between PP and non-PP pupils % achieving expected standard in reading.</li> <li>• All PP pupils express positive attitudes towards reading and report that they choose to read more frequently by end of Y2 and Y6.</li> </ul>
<b>Standards in writing increase for all PP pupils to at least the same attainment levels as non-PP pupils</b>	<ul style="list-style-type: none"> <li>• By the end of KS1, the gap between PP and non-PP pupils identified at end of FS2 in writing has decreased.</li> <li>• By the end of KS2, there is no gap between PP and non-PP pupils % achieving expected standard in writing.</li> <li>• By end KS2, there is no gap between PP and non-PP pupils % achieving expected standard in writing.</li> <li>• By end KS2, the % of PP pupils achieving GDS has increased from % achieving GDS at KS1.</li> </ul>
<b>Staff receive effective Continuous Professional Development (CPD) enabling them to provide effective support and strategies to manage the social and emotional needs of children who have experienced trauma.</b>	<ul style="list-style-type: none"> <li>• Pupils demonstrate positive attitudes towards school and self – as a result their engagement in learning leads to increased rates of progress in R, W and M.</li> <li>• Pupils settle quickly into their learning and are well-organised as evidenced by staff and senior leaders.</li> <li>• Parents report that they have been well-supported by the school. School staff report parents have increased their engagement with their children's learning.</li> </ul>
<b>Appropriate strategies are implemented to remove anxieties about attending school.</b>	<ul style="list-style-type: none"> <li>• PP pupils have attendance rates above the national average and punctuality rates have improved.</li> <li>• All PP pupils arrive at school on time, calm and ready to learn, resulting in good engagement in their learning from the start of the day.</li> <li>• During the day, PP pupils are able to use a range of strategies to support the regulation of their emotions and respond well to staff requests.</li> <li>• All PP pupils have a positive attitude towards their learning and the wider curriculum. They are ambitious and aspirational.</li> <li>• Internal school records demonstrate that PP pupils have become more engaged in the full offer of school life.</li> </ul>

## Activity in this academic year – 2024/2025

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: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reducing class sizes by maintaining current class structure.	Smaller class sizes allow teachers to work more intensively with smaller groups and improve the quality and quantity of feedback the pupils receive. Evidence suggests +2 months impact: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	1, 2, 3
Robust implementation of our Synthetic Systematic Phonics programme – including ongoing staff training, resourcing and effective timetabling. In addition, 'Keep Up' and 'Catch Up' strands of the programme are fully implemented.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Our chosen programme is Little Wandle and we ensure all staff new to KS1 are well-supported to ensure consistent high quality provision.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2, 3
Helicopter Stories implemented to provide pupils with the experience of spoken language in EYFS	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a>	1, 2, 3, 4
EYFS and Y1 staff CPD Cracking Communication – EEF project	Communication and language approaches typically have a very high impact and increase young children's learning by seven months. <a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</a>	1,2,3
TA hours funded to support pupils through work in class to support quality first teaching	Identified gaps in learning of pupils, specifically PP pupils. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,2,3,4
Implementation of Fluency Reading in KS2	Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle decoding words, understanding the structure of language used, or understanding particular vocabulary, which may be subject-specific. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,2,3,4

To provide CPD for staff in the EEF Five a Day strategies for high quality teaching	Five specific approaches—the ‘Five-a-day’—are particularly well-evidenced as having a positive impact. Teachers will develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf?v=1718021937">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf?v=1718021937</a>	1,2,3,4
Increase accuracy and confidence in arithmetic through the implementation of Fluency in 5 for all chn (Y1-6)	Ensure that teaching builds on what children already know  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Summary_of_Recommendations.pdf?v=1732624347">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Summary_of_Recommendations.pdf?v=1732624347</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1732623397">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1732623397</a>	1,2,3,4
Ensure gaps in Maths are identified in a timely manner through the Implementation of Pre- and post-unit assessments	Use assessment to build upon pupils’ existing knowledge and understanding.  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1732623397">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1732623397</a>	

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

Budgeted cost: £39,055

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support to deliver phonics ‘Keep Up’ and ‘Catch Up’ programmes.	Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average. Short, regular sessions over a set period of time (up to ten weeks) appear to result in optimum impact. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 2, 3
Ensuring Teaching Assistants are fully trained to deliver targeted interventions.	The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 2, 3
TA hours funded to support pupils through work in class to support quality first teaching	Identified gaps in learning of pupils, specifically PP pupils. The average impact of the deployment of teaching assistants is about +4 months’ progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	
Little Wandle SEND Training and targeted support	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in areas. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	

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

Budgeted cost: £ 13365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Support Advisor (PSA) to provide targeted support with routines, expectations and behaviour management	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	5, 6, 7
PSA to deliver 'Patchwork' programme to strengthen relationships between pupil and parent/carer.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	5, 6, 7
Mental Health Support Teams to support pupils	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5, 6, 7
OPAL Development, Forest School Provision and Sports Mentoring programme	There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	5, 6, 7
ELSA Training and delivery	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5, 6, 7
PSA to deliver 'Freedom for Children' programme for chn who have experienced Domestic Violence.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5, 6, 7
PSA clinics for parents	Parental engagement has a positive impact on average of 4mths additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	

Weekly Therapy Dog provision	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
Increased Early Help Signposting for parents	<p>Parental engagement has a positive impact on average of 4mths additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	

**Total budgeted cost: £99,420**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<b>Established oracy-rich curriculum in EYFS and KS1 with high quality teaching of phonics and early reading</b>	<ul style="list-style-type: none"><li>• Helicopter Stories continues to have an impact on the development of our pupil's language and vocabulary acquisition. This theatre-based approach is proven to have a huge impact on oracy development and this can be evidenced in the stories that the children created. There was a noticeable difference from the beginning of the year where children in EYFS were writing list stories, and the end where you can see extended sentences. Giving them the freedom to tell stories without the pressure of writing them down allows the children to be creative and takes away the limiting factor of not yet having the skills to write at length.</li><li>• Our new SSP programme, Little Wandle, places a high emphasis on acquisition of new vocabulary. It uses language rich texts as part of Reading Practise sessions and Lesson 1/3 each week works specifically of word reading and vocab skills. This is then embedded through the other two sessions.</li></ul> <p>These two initiatives have had a huge impact on PP progress.</p> <p>EYFS</p> <ul style="list-style-type: none"><li>• 50% of our PP children premium children achieved GLOD compared to 53% non- PP.</li><li>• 100% of PP achieved 100% in speaking and Comprehension compared to 84% and 74% for non-PP.</li><li>• Word reading was a barrier to achieving GLOD for 50% of PP in EYFS but Keep Up provision is supporting them to close the gap.</li></ul> <p>Year 1</p> <ul style="list-style-type: none"><li>• 91% of PP pupils in Y1 achieved the standard to pass the Phonics Screening Check compared to 67% non-PP</li></ul>																								
<b>Standards in reading for all PP pupils increase to at least in line with non-PP pupils</b>	<ul style="list-style-type: none"><li>• To implement and embed our new SSP (Systematic Synthetic Phonics) scheme effectively, we designed a robust training schedule for all staff, including those not directly involved in its delivery. This ensures that the approach and ethos of the scheme are maintained consistently, even as pupils progress beyond it.</li><li>• The Catch Up and Keep Up elements of the SSP are now being utilised school-wide to support pupils at risk of falling behind. Last year, five pupils in KS2 accessed the Catch Up programme—four of whom were PP—and all have successfully completed it, transitioning to our KS2 reading scheme.</li><li>• We have also spent considerable time identifying and addressing barriers to reading success for KS2 pupils. One key challenge we identified is that reading speed is affecting their ability to access materials and demonstrate knowledge in test situations. To address this, we are exploring schemes tailored for KS2 that focus on improving reading fluency while aligning with the consistent phonics-based approach established in KS1.</li></ul> <table><tr><td></td><td>PP</td><td>Non-PP</td></tr><tr><td>EYFS</td><td>50%</td><td>55%</td></tr><tr><td>Y1</td><td>50%</td><td>50%</td></tr><tr><td>Y2</td><td>61%</td><td>30%</td></tr><tr><td>Y3</td><td>80%</td><td>77%</td></tr><tr><td>Y4</td><td>50%</td><td>80%</td></tr><tr><td>Y5</td><td>45%</td><td>59%</td></tr><tr><td>Y6</td><td>83%</td><td>42%</td></tr></table> <p>This demonstrates that where we have implemented the new SSP in KS1 we have reduced the gap between PP and no non-PP with outcomes for PP pupils in Y2 exceeding those for non-PP. The data in KS1 is low as we are still supporting children to develop their comprehension through Reading Practise groups but this is not yet as embedded as phonics instruction is. There will be additional coaching for staff around Reading Practise and how to ensure children make rapid progress over the next academic year.</p> <p>The gap in UKS2 is still wide. We intend to address this by bringing in a new reading scheme next year.</p>		PP	Non-PP	EYFS	50%	55%	Y1	50%	50%	Y2	61%	30%	Y3	80%	77%	Y4	50%	80%	Y5	45%	59%	Y6	83%	42%
	PP	Non-PP																							
EYFS	50%	55%																							
Y1	50%	50%																							
Y2	61%	30%																							
Y3	80%	77%																							
Y4	50%	80%																							
Y5	45%	59%																							
Y6	83%	42%																							



<b>Standards in writing increase for all PP pupils to at least the same attainment levels as non-PP pupils</b>	The school continues to utilise The Write Stuff approach for writing. To enhance this, we developed a comprehensive whole-school progression document outlining the progression of PAG (punctuation, grammar, and spelling) skills for each year group. Staff were then provided with targeted CPD sessions to support the effective implementation of these changes. Additionally, we transitioned away from exclusively using The Write Stuff for non-fiction writing. Instead, we mapped out opportunities for purposeful writing that connects to other areas of the curriculum. This shift was driven by feedback from pupil interviews and observations during learning walks, which highlighted a desire among students for more meaningful and integrated writing experiences. Our aim was to boost engagement by enabling students to link their learning across subjects and write with a clear purpose. These changes were delivered close to the end of the academic year and we are yet to see a clear impact on outcomes.		
	Writing Data		
		PP	Non-PP
	EYFS	50%	53%
	Y1	9%	50%
	Y2	46%	40%
	Y3	80%	77%
	Y4	30%	70%
	Y5	36%	47%
	Y6	33%	100%
<b>Staff receive effective Continuous Professional Development (CPD) enabling them to provide effective support and strategies to manage the social and emotional needs of children who have experienced trauma.</b>	<ul style="list-style-type: none"><li>• Staff received CPD for meeting SEN needs through IEP reviews and setting new targets.</li><li>• The vast majority of pupils settle quickly into their learning and are well-organised as evidenced by learning walks.</li><li>• Our Parent survey demonstrates positive attitudes towards school with almost all parents recommending our school.</li></ul>		
<b>Appropriate strategies are implemented to remove anxieties about attending school.</b>	<ul style="list-style-type: none"><li>• No significant gap between PP and non-pp attendance rates.</li><li>• Children with EBSA, including those at risk of EBSA, are well-supported by dedicated staff and access to our school therapy dog.</li><li>• During the day, PP pupils are able to use a range of strategies to support the regulation of their emotions and respond well to staff requests.</li></ul>		

## 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
White Rose Scheme of Work	White Rose
TT Rockstars	TT Rockstars
Edshed	Edshed
Twinkl	Twinkl
Little Wandle	Little Wandle
Little Wandle Fluency	Little Wandle
Letter Join	Letter Join