

Pupil premium strategy statement

December 2023 – December 2026 *

Review date – December 2025

School overview

Detail	Data
School name	St Paul's C of E Primary School
Number of pupils in school	325
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Caroline Newell Deputy Head
Pupil premium lead	Caroline Newell
Governor / Trustee lead	Jan Pringle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,010.00
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	£106,010.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At St Paul's C of E Primary School some of the common barriers to learning for our disadvantaged children include: lack of self-esteem, poor self-confidence, attendance and punctuality issues, less support at home, poor language, vocabulary and social communication skills, metacognition and learning needs which may include those with SEND. For some of our children there may also be complex family situations that prevent them from flourishing. The challenges our individual children face are varied and there is no "one size fits all".

Naturally, High Quality Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring/ School Led Tutoring SLT Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils across the curriculum – focusing on basic knowledge and skills linked to reading, writing and mathematics.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this by:

- Ensuring teaching and learning opportunities meet the needs of all the pupils.
- Ensuring appropriate enrichment provision is made for all pupils which includes adequate and appropriate assessment of needs.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Achieving these objectives:

The range of provision the Governors consider making for individuals include:

- Ensuring all children have access to High Quality Teaching and learning support. Therefore, teaching is good or better across school.
- Pupil Premium resources to be used to target children on Free School Meals to at least achieve or exceed age related progress.
- 1-1 support for specialised programmes including those who are socially disadvantaged with SEND and the promotion of mental health and wellbeing.
- Support payment for enrichments including activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom and opportunities to develop their skills and talents outside of school.
- Additional parent meetings to ensure families are involved in sharing targets, progress and achievements and are well equipped to support their child's learning at home.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

Challenges

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

Challenge number	Detail of challenge
1 Attendance	Over the past year, attendance data highlights an improvement in closing the attendance gap for disadvantaged pupils. Attendance among disadvantaged pupils has been 1% lower than their non-disadvantaged peers, reflecting a 1% narrowing of the gap compared to the previous year. Key findings include: • Persistent Absence: 22% of disadvantaged pupils were categorised as persistently absent, a positive reduction of 4% from the previous year. However, this remains significantly higher than the 9% persistent absence rate among their non-disadvantaged peers. • Average Days of Absence: Disadvantaged pupils missed an average of 11.1 days compared to 8.3 days for non-disadvantaged pupils. Our assessments and observations strongly indicate that absenteeism is having a detrimental impact on the progress of disadvantaged pupils. This underscores the importance of targeted interventions to address attendance barriers and support sustained engagement with learning.
2 Reading and Phonics	Our assessments, observations, and pupil voice discussions indicate that disadvantaged pupils face greater challenges with phonics compared to their peers. Pupil feedback further reveals that disadvantaged pupils tend to have a more negative attitude toward reading and are less inclined to read for pleasure. These factors collectively hinder their development as confident and proficient readers. This gap in reading proficiency extends across year groups, with a higher proportion of non-disadvantaged pupils meeting Age-Related Expectations (ARE) compared to their disadvantaged counterparts. Given that reading is a fundamental skill underpinning all areas of our curriculum and a central theme throughout our educational approach, it is imperative to prioritise reading attainment for all children. Closing this gap is essential to ensuring equitable access to learning and supporting the holistic development of disadvantaged pupils.
3 Language	Assessments, observations, and pupil discussions reveal significant gaps in oral language skills and vocabulary development among disadvantaged pupils. These gaps are noticeable from Reception through to Key Stage 2 and are consistently more pronounced in disadvantaged pupils compared to their peers. Such underdeveloped language skills can hinder academic progress and limit access to the broader curriculum, making it essential to address these barriers through targeted support and intervention strategies.

4 Writing	Assessments and observations indicate that a low percentage of disadvantaged pupils are meeting or exceeding Age-Related Expectations (ARE) in writing. This challenge has been identified as a priority within our School Improvement Plan. Pupil voice discussions reveal low levels of engagement with writing among disadvantaged pupils, while observations underscore the need for a clear structure and progression in the teaching of writing skills and knowledge. In response, a structured and progressive approach to teaching writing has been implemented. Our current focus is on embedding this framework across the school to ensure all pupils, particularly disadvantaged learners, are fully immersed in a consistent and supportive writing curriculum. This will help raise engagement and attainment in writing over time.
5 Social, Emotional and Mental Health Support	At St Paul's, our commitment to pupil well-being is central to our approach to learning. As a Thrive school, we integrate Thrive principles throughout our curriculum to ensure all children are emotionally and socially ready to learn. To support our most vulnerable pupils, we provide both 1:1 and whole-class Thrive sessions, addressing their well-being and fostering resilience. In addition, we invest in a counselling service that is available to all pupils, ensuring timely access to professional support when needed. This comprehensive approach aims to remove barriers to learning and create a nurturing environment where all children, particularly those who are disadvantaged, can thrive academically and emotionally.

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/2026 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 reduced by 2% which will bring all pupils attendance in line with each other. the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
Improved progress and attainment of disadvantaged pupils in all year groups	End of KS2 attainment from 2025/2026 demonstrates 75% of disadvantaged pupils at St Paul's achieve combined outcomes.

	End of KS1 phonics screening from 2025/2026 demonstrates an upward trajectory in the number of disadvantaged children passing the phonics test therefore narrowing the gap with non-disadvantaged pupils.
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.
To achieve and sustain improved mental health and wellbeing for pupil premium children.	Sustained high levels of wellbeing from 2025/2026 evidenced by: • qualitative data from pupil voice • pupil and parent surveys • teacher observations • Thrive profiles

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: **£106,010.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase additional resources for the phonics scheme DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. To embed 'Little Wandle Letters & Sounds' – CPD opportunities throughout the school	By ensuring high-quality phonics teaching the government wants to improve literacy levels to: give all children a solid base upon which to build as they progress through school and help children to develop the habit of reading widely and often, for both pleasure and information. Little Wandle is a quality resource. https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes https://www.littlewandlelettersandsounds.org.uk/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Continued investment in writing curriculum: Purchasing training, teaching materials and texts We will fund teacher release time to embed key elements of guidance in school and to access the English Hub resources and CPD.	Children should be given the opportunity to develop their speaking and listening skills and understanding of language, be taught strategies to plan and monitor their writing, and be given opportunities for extensive and effective writing practice which has been modelled and supported. EEF: Improving Literacy in Key Stage 1 EEF: Improving Literacy in Key Stage 2 Additional time out of class for English Lead to facilitate training, monitoring and assessment of the teaching and learning of reading and writing across school.	3 4

Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	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 and writing: There is evidence that suggests children in high levels of deprivation are language deprived. We do feel this impacts on our disadvantaged pupils. http://thinkingtalking.co.uk/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://global.oup.com/education/content/dictionaries/key-issues/word-gap/?region=uk	3 4
Improve the quality of social and emotional (SEL) learning. 1:1 Thrive sessions to be timetabled for afternoons by a qualified TA and the Significant Adult.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF Social and Emotional Learning.pdf	5

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

Budgeted cost: **£106,010.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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
Full time intervention Learning Assistant providing targeted support across the school for bespoke targets across the curriculum.	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 Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3, 4,
Additional writing sessions targeted at disadvantaged pupils including the bottom 20%, who require further teaching to narrow the gap in attainment.	Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4

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

Budgeted cost: **£106,010.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Engage with parents and Education Welfare Consultant promote positive attendance.	1
Whole staff Thrive training on supporting mental health and wellbeing of children and young people. The aim of this training is to embed a whole school approach to understanding mental health, identifying need early and effectively supporting children who have been identified. Continued investment in Jigsaw (PHSE scheme) and staff training. Mental Health Lead to be trained. Support for families that need Early Help intervention.	https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn. The latest edition of the whole school or college approach, updated for November 2023 by Public Health England (PHE) and the Department for Education, defines the areas to be considered to enable good mental health and wellbeing practice. Relationships Education (Primary)	1, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	ALL

Total budgeted cost: £ £106,010.00

Part B: Review of outcomes in the previous academic year 2023 - 2024

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Last academic year saw our highest number of children in receipt of pupil premium. This may be as a result of changes in circumstances for many families due to Covid-19 and an increased number of families arriving from countries in conflict, as well as an improved awareness of the support and parent engagement.

Mental health and well-being is a priority for St Paul's. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We trained an additional member of the team in Thrive and this has had a significant positive impact on individual children as evidenced in their individual plans. Pupil voice highlighted that 85% of the school felt that they were encouraged to look after their emotional and mental health. Those children that ticked sometimes, rarely or never did not leave a comment so this is difficult to act on. PP children are showing greater confidence in understanding and talking about SEMH – this was evidenced in a pupil voice specifically aimed at PP children. All children participated in Forest School activities throughout the year providing the opportunity to develop a range of social and interpersonal skills. Jigsaw, an RSE scheme, is now embedded throughout the school. Pupil and staff voice identified the positive impact this has had on children with being able to talk about and identify emotions and strategies that can support individuals in these cases.

50% of PP children at the end of Key Stage One have made good or better progress in reading, 50% in writing and 73% in maths and are all accessing a full curriculum. A contributory factor to this is specific targeted interventions delivered by phase teaching assistants and a full time intervention Learning Assistant. A large percentage of children who have not made the expected progress are newly arrived and have made steady steps of progress through their targeted intervention. Attendance has impacted on a small percentage of these not making expected progress – measures remain in place with Warwickshire's Attendance Team to address this.

End of KS2 progress shows that 89% of PP children made expected or better progress in reading, 78% in writing and 67% in maths with 67% making better than expected progress in reading and only slightly lower in writing and maths. Average attendance for PP children across KS2 was 94% which shows a 1% increase from the previous academic year. Children / families attaining below their expected age and making less than expected progress fall into the persistently absent category. Measures continue to be put in place with Warwickshire's Attendance Team and Early Help is open for these

families to ensure they are receiving the necessary support in order for them to engage fully with school life.

The opportunities fund has allowed 50% of PP children to take up music lessons, 100% of PP children attended residential and school trips, before and after school care was provided for individual PP children and 90% of PP children accessed at least one extra-curricular activity in the academic year.

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
White Rose Maths	White Rose Maths
Spelling Shed	EdShed
Mathletics	Mathletics
TT Rockstars	TT Rockstars
Data Tracking System	Sonar

Further information (optional)

In addition to the strategies outline in this report, there are other activities that we implement to support disadvantaged pupils. Children who have been identified by staff for counselling are given the opportunity to attend sessions with a trained counsellor. This is in line with our intended outcome to achieve and sustain improved mental health and wellbeing for pupil premium children. In addition to counselling, we also provide welfare support where needed through the utilisation of Supermarket voucher schemes or support from local businesses. As well as welfare support, families are offered financial support for school trips to ensure their children are provided with equal opportunities. This is in line with our intended outcome to provide Increased opportunities for enrichment, activities and basic life skills for pupil premium students.