

Pupil premium strategy statement – St Paul’s C of E 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	410
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2024/2025-2027/2028
Date this statement was first published	19/11/2024
Date of interim reviews	19/11/2025, 19/11/2026
Date of final review	19/11/2027
Statement authorised by	Louise Kaye
Pupil premium lead	Claire Blackmore
Governor / Trustee lead	Julia Claiden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£179,050
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year <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>	£2,699,098

Part A: Pupil premium strategy plan

Statement of intent

At St Paul's Primary School, we intend that all pupils, irrespective of their background or the challenges they face; are included in all aspects of school life, enjoy school, achieve to the best of their potential and make good progress in all subjects.

The intention of our pupil premium strategy is to support disadvantaged pupils to achieve that goal by removing social, emotional and academic barriers to learning. We include the progress of those who are already high attainers.

While planning for pupils who are in receipt of pupil premium funding, we also consider the challenges faced by all vulnerable pupils, such as those who have a social worker and young carers, regardless of whether they are disadvantaged or not.

Our approach is primarily rooted in quality first teaching, with a focus on areas in which disadvantaged pupils require the most support and ensuring all pupils are challenged in the work they are set. 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.

We supplement our high quality teaching with carefully considered more targeted approaches for pupils who need more support. These approaches include targeted intervention on a one to one and small group basis. We select these approaches carefully, through ensuring only high quality, research-led approaches are taken and through the use of diagnostic assessments and robust teacher assessment to ensure the approaches we use meet the needs of individuals.

In summary, we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve; whilst acting early with any additional interventions to ensure needs are met as soon as practically possible after identification.

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions suggest that the wellbeing of disadvantaged pupils has been more negatively impacted by the school closures and the pandemic than their peers. There has been a significant increase in the number of referrals made to the inclusion team regarding the wellbeing of pupils, particularly those that are disadvantaged. There is significant number of children who currently require additional support with social and emotional needs, and are receiving one to one or small group interventions.
2	Assessments, observations and general conversation show a deficit in the quality of oracy and the use of vocabulary. This is particularly prevalent amongst disadvantaged pupils.
3	Our attendance data consistently indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Internal data demonstrates that attainment in writing for disadvantaged pupils, who do not have special educational needs, is lower than for pupils who are not disadvantaged. This is supplemented by observations and assessments of all pupils, that show that disadvantaged pupils find it more challenging to apply the phonic knowledge they have acquired in both reading and writing.
5	Internal data demonstrates a very slight difference in the progress of disadvantaged pupils in maths (1% lower) and this is limited to specific year cohorts, where the proportion of pupils with SEN is significantly higher.
6	On entry to Reception, many of our disadvantaged pupils arrive below age-related expectations compared with other pupils.

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 wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from Boxall profile, student voice, student and parents surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among 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 attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • Improved attendance figures for all pupils. • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.
Improved reading and writing attainment among disadvantaged pupils.	Outcomes across KS2 for reading and writing in 2025/26 show that the percentage of disadvantaged pupils meeting the expected standard is at least in line with national average.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Outcomes across KS2 for maths in 2025/26 show that the percentage of disadvantaged pupils meeting the expected standard is at least in line with national average.
Improved attainment across core subjects for disadvantaged pupils who start at lower levels when they join our school	Increased percentages of disadvantaged pupils making better than expected levels of progress

Activity in this academic year

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: £ 10,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD to ensure that the Wellbeing Curriculum is embedded throughout the school. The Wellbeing curriculum includes use of Emotion Coaching, Zones of Regulation, Story Writing Project.	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(ed-ucationendowmentfoundation.org.uk)</p> <p>Zone of Regulation is a recognized approach to understanding, managing and regulating feelings and emotions and is based on extensive research. Having monitored the wellbeing of children, it was identified that emotional dysregulation was primary factor in poor mental health. https://zonesofregulation.com/research/</p> <p>Storybook project is a high quality, research based programme https://story-project.co.uk/about-us/research/</p>	1
Continued CPD (including funding of teacher release time & purchase of resources) for staff to ensure that dialogic activities are embedded across the curriculum.	<p>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</p>	2, 6
Purchase of a Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4, 6
Continued CPD (including funding of teacher release time) to continue to enhance our maths teaching and curriculum planning in line with DfE and EEF guidance. We will engage with NE Hants and Surrey Maths Hub to complete the Teaching for Mastery Programme.	<p>There is strong evidence that CPD focusing on retrieval practice, making links with prior knowledge and the use of questioning and formative assessment have considerable impact on pupils' progress in Maths (and other subjects).</p> <p>Retrieval Practice benefits and making links with previous knowledge Agarwal, P. K., Finley, J. R., Rose, N. S., & Roediger, H. L. (2017).</p> <p>Deans for Impact (2015). The Science of Learning</p> <p>Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). What makes great teaching? Review of the underpinning research. Durham University: UK</p> <p>Our CPD is precisely planned, based on high quality research including the above.</p>	5

	<p>We have also referred to specific research in Mathematical development including:</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	<p>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</p>	2,4,5,6

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

Budgeted cost: £ 122,403

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted SEMH intervention to support the wellbeing of pupils, particularly disadvantaged – Nurture, Therapeutic Story Writing, Early Morning Club, Expressing Emotions through Art and ELSA	<p>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):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>The Nurture Group Network believes that schools are an excellent setting for promoting and improving children's emotional wellbeing, building resilience and establishing and promoting good mental health and wellbeing. We recommend that to do this, schools need to embed nurturing principles, either through use of nurture groups or by becoming 'nurturing schools', and through use of the Boxall Profile to assess and monitor wellbeing.</p> <p>https://committees.parliament.uk/writtenevidence/76808/pdf/#:~:text=5%20Long%2Dterm%20mental%20health,than%20remaining%20in%20their%20mainstream</p> <p>Through the International Journal of Nurture in Education and our own research reports and projects, we gather and promote research on the impact of nurture principles and provision, so that every child is ready and able to learn. https://www.nurtureuk.org/research-evidence/</p> <p>The evidence-base shows Therapeutic Storywriting Groups develop pupils' emotional wellbeing and improve academic literacy skills.</p> <p>https://therapeuticstorywriting.co.uk/research/research-tsw-groups#:~:text=The%20results%20showed%20that%20the,supported%20listening%20and%20speaking%20skills</p> <p>Our updated evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1</p> <p>https://educationendowmentfoundation.org.uk/projects-and-</p>	1

	<p>evaluation/projects/magic-breakfast#:~:text=EEF%20Summary&text=Our%20updated%20evaluation%20found%20that,pupils%20in%20Key%20Stage%202.</p> <p>Art therapy in schools has enabled some children to articulate their emotions, while also having an enjoyable time during sessions, resulting in them being able to engage more when back in class. https://schools.sla-online.co.uk/Article/152957#:~:text=Art%20therapy%20in%20schools%20has,more%20when%20back%20in%20class.</p> <p>There is a growing body of evaluative research endorsing the beneficial contribution of ELSA to the emotional wellbeing of school pupils is represented, an increasing amount of it at doctoral level. https://committees.parliament.uk/writtenevidence/75740/pdf/</p>	
School-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>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)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2,4,5,6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	<p>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)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	5

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

Budgeted cost: £ 45,987

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on Opal, Nurture, Therapeutic Story Writing, Primary Equity Programme, Forest Schools, Wilder Schools.	<p>The Primary Equity Programme is delivered by SAFE and the content of the programme is based on leading evidence-informed research. The programme is lead by the Lead Advisor for Underserved Learners for HFL Education and author of 'The A-Z of Diversity & Inclusion', Rachel Macfarlane – with the focus on schools developing a culture of equity rather than equality, and to ensure that all learners have a sense of belonging at school, positively impacting attendance and behaviour. This series of four face-to-face sessions will cover family engagement, addressing unconscious bias, growing status and self-efficacy of underserved learners and effectively using data to ensure inclusion.</p> <p>The Forest School Ethos is a child- centred inspirational learning process that offers opportunities for holistic growth. The program supports play, exploration and supported risk taking. There is strong evidence to suggest this process helps learners to develop socially, emotionally, spiritually, physically and intellectually. Through hands-on experiences.</p> <p>https://forestschoollassociation.org/what-is-forest-school/</p> <p>(see above re Nurture & Therapeutic Story Writing)</p>	1
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.	DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
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: £ £179,050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupils have continued to make good progress across the curriculum.

External data indicates that disadvantaged pupils who do not have a SEN, generally do as well as non-disadvantaged pupils academically. Over 70% of our disadvantaged pupils in Year 6 last year met the expected standard in Reading and Writing and 65% met the expected standard in Maths. These figures are in line with our overall figures. For disadvantaged pupils who did not have SEN, 100% met the standard in Reading and Maths and all but 1 pupil met the standard in Writing. Additionally, 22% of our disadvantaged pupils achieved a Greater Depth in Reading and 11% achieved a Greater Depth in Maths and Writing.

Internal data indicates that the progress of disadvantaged pupils broadly matches those of pupils who are not disadvantaged and slightly more pupils who are disadvantaged made better than expected progress over the year than those who are not disadvantaged.

This good progress is the result of both good teaching in the classrooms and high-quality targeted interventions, as detailed below.

Our phonics programme and targeted interventions have continued to ensure that all children make good progress with their phonics. Last year 100% of disadvantaged pupils in Year 1 met the threshold, compared to 93% of all Year 1 pupils. Of those in the Year 2 cohort, 93% had met the threshold by the end of the year, meaning that nearly all pupils entered KS2 having the appropriate phonics knowledge. The 4 pupils who hadn't achieved the threshold, all had SEN or EAL and only 1 was additionally PP.

Staff have received further CPD to support the wellbeing initiatives over this last year, including CPD to support the introduction of Nurture as part of our wellbeing offer, disseminated training from The Primary Equity project and ongoing 'refresher' CPD on other wellbeing initiatives. Positive relationships with staff have continued to develop with disadvantaged pupils and their families, especially by the Family Support Worker and the Inclusion Support Assistant. Approximately 25% of the school's pupils attended an additional SEMH intervention. All of these initiatives have had a beneficial effect on pupil and family wellbeing.

Opal Play, Forest Schools and Wilder Schools have continued to prove hugely successful with consistently positive feedback from pupils, staff, parents and other stakeholders.

After a successful first year of this plan, we remain committed to the same outcomes for this next year, however the funding allocations have changed. Last year, we spent significantly more of the funding on CPD, than we have allocated this year. This enabled us to ensure that staff were able to provide high quality provision. This

year, less of the funding has been allocated to CPD and this has enabled us to allocate more funding towards targeted provision for pupils.

Progress towards our Intended outcomes

Intended outcome	Success criteria
1 To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Qualitative data confirms pupils have benefitted from the continuation of Opal Play, Zones of Regulation and the Story Project. Data and feedback confirms that 100% of pupils who had additional emotional intervention last year had improved wellbeing. Good progress was made towards this target last year and already further progress is being noted with the implementation of new programmes, such as Nurture. The introduction of the Boxall Profile this year will enable quantitative data to support the findings for the review of this year's work towards the plan.
2 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.
3 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance data tell us that disadvantaged groups' attendance remains lower than attendance for our pupils overall, despite considerable work to address this. However, there were improvements over the year in attendance for vulnerable pupil groups.
4 Improved reading and writing attainment among disadvantaged pupils.	96% of disadvantaged pupils have made at least expected progress in Reading and Writing across the year and 9% and 11% respectively made better than expected progress. Continued good progress is required to increase the percentage of disadvantaged pupils working at the expected standard.
5 Improved maths attainment for disadvantaged pupils at the end of KS2.	Outcomes from 2024/25 tells us that 100% of our disadvantaged pupils made at least expected progress over their time at St Paul's. 67% of our disadvantaged pupils met the expected standard in Maths at the end of KS2 and that all pupils who didn't reach the standard had SEN.
6 Improved attainment across core subjects for disadvantaged pupils who start at lower levels when they join our school	96% of disadvantaged pupils have made at least expected progress in Reading and Writing across the year; 90% of disadvantaged pupils have made at least expected progress in Maths across the year.

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
Twinkl phonics	Twinkl

Further information

The Head Teacher and Inclusion Lead completed SAFE's Primary Equity Programme last year to support the school's work on striving to ensure that all pupils are enabled to achieve high standards. This included work on identifying all vulnerable pupils, not just those with the 'disadvantaged' label; identifying any unconscious bias that exists to ensure that all school staff have high expectations for all and continuing to review and refine our school approaches. This was an extremely useful programme which fed into our CPD for staff last year and has enabled us to confidently identify and focus on those pupils who are most vulnerable to ensure that they have the best learning experience possible at St Paul's.