

St Paul's C.E. Primary School

Pupil premium strategy statement

Year 1 – 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the **2024 to 2025** academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Paul's C.E, Primary
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	18% (40)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025 to 2026/2027 Year 1 2024-2025
Date this statement was published	November 2024
Date on which it was reviewed	September 2025
Statement authorised by	The Governing Board
Pupil premium lead	Ms R. Knipe (Headteacher)
Governor lead	Mrs M McKay (Chair of Curriculum)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,309.00
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£78,309.00

Part A: Pupil premium strategy plan

Statement of intent

At St. Paul's 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 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.

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 Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Social, Emotional and Mental Health (SEMH) - Assessments, observations, and discussions with pupils indicate some pupils are facing social, emotional and mental health difficulties. It is evident that this is im-

	pacting on their attainment from Reception through to KS2 and in general and is more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers, performing on average 25% below their non-disadvantaged peers.
3	Internal assessments indicate that Reading and Maths attainment among disadvantaged pupils in some cohorts is significantly below that of non-disadvantaged pupils.
4	Attendance and punctuality - Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and their social and emotional development.

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																				
<p>1. Improve pupil's attainment by supporting and addressing their Social, Emotional and Mental Health needs.</p>	<p>Assessments and observations indicate significantly improved mental health and attainment among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including data, pupil voice, engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p><u>Starting Point 2024-27</u></p> <table border="1"> <thead> <tr> <th><i>End of KS data combined</i></th> <th><i>Sept '24</i></th> <th><i>July '25</i></th> <th><i>July '26</i></th> <th><i>July '27</i></th> </tr> </thead> <tbody> <tr> <td><i>Year R GLD (All)</i></td> <td><i>70%</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>Year 2 R/W/M (All)</i></td> <td><i>66%</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>Year 6 R/W/M (All)</i></td> <td><i>74%</i></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>(Less than 10 disadvantaged pupils in each class)</p>	<i>End of KS data combined</i>	<i>Sept '24</i>	<i>July '25</i>	<i>July '26</i>	<i>July '27</i>	<i>Year R GLD (All)</i>	<i>70%</i>				<i>Year 2 R/W/M (All)</i>	<i>66%</i>				<i>Year 6 R/W/M (All)</i>	<i>74%</i>			
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<p>2. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers, performing on</p>	<p>KS1 PSC outcomes in 2025/ show that more than 79% of disadvantaged pupils met the expected standard.</p> <p><u>Overall target 2025 Y3 – 83%</u></p> <p><u>Starting Point 2024-27</u></p> <table border="1"> <thead> <tr> <th><i>Phonics</i></th> <th><i>July'24</i></th> <th><i>July'25</i></th> <th><i>July'26</i></th> <th><i>July'27</i></th> </tr> </thead> <tbody> <tr> <td><i>Year 1 (all)</i></td> <td><i>77%</i></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	<i>Phonics</i>	<i>July'24</i>	<i>July'25</i>	<i>July'26</i>	<i>July'27</i>	<i>Year 1 (all)</i>	<i>77%</i>													
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<p>4. Attendance and punctuality - Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils including disadvantaged pupils being no more than 4% reduce proportion of pupils in receipt of the pupil premium classed as persistent absentees <p><u>Starting point 2024-2027</u></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 20%;"><i>Attend-ance</i></th> <th style="width: 15%;"><i>Jul 24</i></th> <th style="width: 15%;"><i>Jul 25</i></th> <th style="width: 15%;"><i>Jul 26</i></th> <th style="width: 15%;"><i>Jul 27</i></th> </tr> </thead> <tbody> <tr> <td><i>ALL (229)</i></td> <td><u>95.21%</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>D pupils (40)</i></td> <td><u>90.93%</u></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>(Less than 10 disadvantaged pupils in each class)</p>	<i>Attend-ance</i>	<i>Jul 24</i>	<i>Jul 25</i>	<i>Jul 26</i>	<i>Jul 27</i>	<i>ALL (229)</i>	<u>95.21%</u>				<i>D pupils (40)</i>	<u>90.93%</u>																		
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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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils particularly in	Evidence indicates that high quality teaching of phonics, maths and language is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.	1,2,3

<p>phonics and writing: Specifically, the development of Subject Leaders and their impact on the improvement in the subject knowledge of all staff.</p>	<p>Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. • Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers. 	
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning: Specifically, in training all staff in approaches to support children with SEMH needs.</p>	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit and guidance reports. • The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD. • The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design', and more here. 	1,2,3
<p>Mentoring and coaching: Particularly to develop Early Career Teachers.</p>	<p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example,</p>	1,2,3

	<p>whether they are going to be adopting a mentoring or coaching approach. Supporting resources:</p> <ul style="list-style-type: none"> The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy: Phonics, Reading and Maths structured interventions for Reception and Year 6.	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources:</p> <ul style="list-style-type: none"> The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. The EEF has dedicated web pages on effective approaches to support literacy and numeracy. 	1,2,3
Activity and resources to meet the specific needs of disadvantaged pupils with SEND: Particularly, the use of technology and group activities to support pupils with SEND.	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources:</p> <p>The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND</p>	1,2,3
Teaching assistant deployment and interventions: Specific interventions are planned for through pupil progress meetings.	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher,</p>	1,2,3 4

	<p>including providing targeted interventions. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. • The EEF Toolkit has a strand on teaching assistant interventions. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13,309

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs: Through bespoke nurture sessions for groups and individuals.</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. <p>The EEF Toolkit has a strand on social and emotional learning and behaviour interventions</p>	<p>1,2,3 4</p>
<p>Supporting attendance and building positive parental partnerships: Through a dedicated attendance lead who targets specific parental engagement strategies as required.</p>	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources:</p> <p>The EEF guidance report on 'Working with Parents to Support Children's Learning'</p>	<p>4</p>

	includes a focus on offering more intensive support, which can include approaches to support attendance	
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Total budgeted cost: £78,309.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Challenge 1: Improve pupil's attainment by supporting and addressing their Social, Emotional and Mental Health needs.

Success criteria: Assessments and observations indicate significantly improved mental health and attainment among disadvantaged pupils (less than 10 in each class).

Starting Point 2023-24

<i>End of KS data combined</i>	<i>September '23</i>	<i>July '24</i>
<i>Year R (All)</i>	<i>70%</i>	<i>70%</i>
<i>Year 2 (All)</i>	<i>67%</i>	<i>66%</i>
<i>Year 6 (All)</i>	<i>82%</i>	<i>74%</i>

Comment:

This data shows consistent approaches to supporting our pupils with their SEMH needs. The data is very much cohort specific and SEMH needs do vary from class to class. The Autism in school's project that we are involved in has impacted on the provision we have in place to support our pupils.

Three-year Overall Summary – Children with SEMH needs are being better supported by trained and informed staff. This will continue in 2024-25 as we have continued to see a rise in children needing additional support with their SEMH needs.

Challenge 2: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers.

Success criteria: KS1 PSC outcomes in 2024/5 show that more than 79% of disadvantaged pupils (less than 10 in each class) met the expected standard.

Overall target 2024 Y3 – 83%

Starting Point 2021-24

<i>Phonics</i>	<i>Dec '21</i>	<i>July '22</i>	<i>July '23</i>	<i>July'24</i>
<i>Year 1 (all)</i>	<i>69%</i>	<i>80%</i>	<i>90%</i>	<i>79%</i>
<i>Year 2 (all)</i>	<i>86%</i>	<i>97%</i>	<i>93%</i>	<i>97%</i>

Comment:

This data shows that the target set was met in Y1 and exceeded in Y2.

Three-year Overall Summary – Phonics data over the three years has been at or better than national standards. As we work closely with families to support the teaching of phonics and it can be very cohort specific, so we will continue to offer additional support for our most disadvantaged pupils to maintain high outcome as their peers.

Challenge 3: Internal assessments indicate that writing attainment among disadvantaged pupils in some cohorts is significantly below that of non-disadvantaged pupils.

Success criteria: Improved progress from starting points year on year

Starting Point 2023-24

<i>Writing</i>	<i>September '23</i>	<i>July '24</i>
<i>Year 2 (All)</i>	<i>80%</i>	<i>76%</i>
<i>Year 6 (All)</i>	<i>70%</i>	<i>93%</i>

Comment:

The data shows that pupils are meeting and exceeding national average expectations in writing.

Three-year Overall Summary – Writing outcomes have continued to improve over a three-year period for our disadvantaged pupils (less than 10 pupils in each cohort). Current assessment data indicates that further support is required next year for maths and reading.

Challenge 4: Attendance and punctuality - Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Success criteria: Sustained high attendance from 2024/25 demonstrated by:

- the overall absence rate for all pupils including disadvantaged pupils being no more than 4%
- reduce proportion of pupils in receipt of the pupil premium classed as persistent absentees

Starting point 2021-2024

<u>Attend-</u> <u>ance</u>	<u>Dec 21</u>	<u>July 22</u>	<u>Jul 23</u>	<u>Jul 24</u>
<u>ALL (229)</u>	<u>93.4%</u>	<u>93%</u>	<u>94.62%</u>	<u>95.21%</u>
<u>D pupils</u> <u>(49)</u>	<u>88.19%</u>	<u>88.89%</u>	<u>89.56%</u>	<u>90.93%</u>

Comment:

Significant efforts have been made to improve rates of attendance, figures from 2023-24 indicate that we are achieving overall targets close to 96%. The gap between disadvantaged and non-disadvantaged is narrowing to less than 5%.

Three-year Overall Summary –Year on year our attendance is improving, yet we would like to close the gap between all pupils and our disadvantaged pupils and therefore will continue with this target next year.

Externally provided programmes

Programme	Provider
NTP	Tutor Trust

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Establishing 'Emotionally Friendly School Status' The programme aims to evidence the support offered to both pupils and staff on the school's approach to their mental and physical wellbeing.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. Including - Mental health week
- RRSA
- Forest School

Planning, implementation, and evaluation

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.