

Pupil premium strategy statement – St Paul’s C of E Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	162
Proportion (%) of pupil premium eligible pupils	44% (72)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	May 2025 September 2025 January 2026 May 2026 September 2026 February 2027
Statement authorised by	
Pupil premium lead	Joseph Aron and Angela Batchelor
Governor / Trustee lead	Fr John Carruthers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161, 400
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£17, 400
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>	£178, 000

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all pupils, regardless of their background or any challenges they may face, to make strong progress and achieve high standards across every subject. This aligns closely with our vision: *“We arise, shine, and become who God wants us to be.”*

Our pupil premium strategy is designed to support disadvantaged pupils in reaching this goal, including ensuring that those already achieving highly continue to make progress. High-quality teaching remains at the core of our strategic plan, as it is the most effective way to narrow the attainment gap for disadvantaged pupils while also benefiting the entire school community.

The outcomes we seek reflect our commitment to improving and sustaining attainment for non-disadvantaged pupils alongside the progress of their disadvantaged peers.

Our approach is grounded in a thorough understanding of pupils’ needs through robust assessments, avoiding assumptions about the effects of disadvantage. The strategies we employ work together to enable all pupils to thrive. To ensure success, we will:

- provide appropriate challenge for disadvantaged pupils in the work they undertake.
- intervene early as soon as a need is identified.
- adopt a unified school-wide approach where all staff take responsibility for the outcomes of disadvantaged pupils, raising 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	Assessments, observations, and discussions with pupils indicate that there are gaps in writing skills between pupil premium and non-pupil premium children. Currently, 55% of pupil premium children are meeting age-related expectations in writing , compared to 73% of non-pupil premium children . Furthermore, 86% of non-pupil premium children made good progress in writing last year , while 79% of pupil premium children made good progress, showing a widening gap in writing attainment. These gaps are evident from Nursery through to KS2.

2	In the last academic year, there was a significant gap in maths attainment between pupil premium and non-pupil premium children. 79% of non-pupil premium children met expectations in maths , compared to 64% of pupil premium children , resulting in a 15% gap in achievement. This highlights the ongoing challenges faced by disadvantaged pupils in reaching expected standards in mathematics.
3	In the last academic year, there was a notable difference in reading attainment between pupil premium and non-pupil premium children in our school. 85% of non-pupil premium children met expectations in reading , compared to 70% of pupil premium children , reflecting a 15% gap in achievement. This gap is indicative of the challenges faced by disadvantaged pupils, particularly in relation to their access to reading resources and support outside of school.
4	Attendance data from September 2023 to the present shows a discrepancy between the attendance rates of pupil premium and non-pupil premium children in our school. The attendance rate for pupil premium children is 95.16% , while the attendance rate for non-pupil premium children is 96.84% . Our overall school attendance since the start of last year is 96.01% . According to government data from gov.uk, the current national average attendance rate for children in primary state schools is 95.4% . This highlights a small gap in attendance between our pupil premium and non-pupil premium pupils, with the overall school attendance exceeding the national average.

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
1. Improved writing attainment among disadvantaged pupils	Our aim is to narrow the gap in writing results between pupil premium and non-pupil premium children. By 2027/28, we strive for more than 75% of disadvantaged pupils to meet the expected standard in writing outcomes.
2. Our goal is to secure and maintain higher attendance rates for all pupils, with a particular focus on our disadvantaged pupils.	Maintain consistently high attendance through to the 2027/28 academic year, evidenced by: An overall absence rate for all pupils at or below 3%, with attendance rates for disadvantaged pupils matching or exceeding those of their non-disadvantaged peers, in line with or surpassing national averages.

	The percentage of pupils classed as persistently absent below 5%, with the rate for disadvantaged pupils being comparable to or better than their peers and the national average.
3. Increased reading attainment for disadvantaged pupils.	We aim for the gap in phonics results between pupil premium and non-pupil premium children in KS1 to close. Our long-term aim for the 2027/28 academic year is for over 80% of disadvantaged pupils to meet the expected standard in reading.
4. Improved maths attainment among disadvantaged pupils	Our aim is to improve maths outcomes for disadvantaged pupils, with a target of more than 75% meeting the expected standard by 2027/28.

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, 212**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Integrating and expanding the use of the Read Write Inc. Phonics programme to strengthen phonics instruction for all pupils, incorporating targeted interventions tailored to EYFS needs.	Our reading and phonics data clearly highlight the ongoing effectiveness of the Read Write Inc programme, showcasing its sustained impact on improving outcomes for pupils. Phonics approaches have a strong evidence base, demonstrating a positive effect on word reading accuracy, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-	3

opportunities provided by White Rose		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£84, 972**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of a programme using the Read, Write Inc Phonics approach to develop listening, storytelling, and vocabulary skills among disadvantaged pupils with relatively low spoken language abilities.	<p>Oral language interventions can significantly enhance pupils' language skills. Strategies that emphasise speaking, listening, or a combination of both have been shown to positively influence attainment.</p> <p>Evidence strongly supports the positive impact of oral language interventions on pupils' language skills and overall attainment. The Education Endowment Foundation (EEF) reports that these interventions, particularly those focusing on speaking and listening skills, result in an average of six months of additional progress over the course of a year. Such programmes also tend to improve classroom dynamics and reduce behavioural issues. The effectiveness is enhanced when the activities are tailored to a child's developmental stage and include explicit vocabulary extension and structured questioning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 3
Additional phonics sessions using the Read, Write Inc programme, specifically aimed at disadvantaged pupils who need extra	Phonics approaches have a well-documented evidence base, particularly supporting younger and disadvantaged pupils. Research shows that systematic phonics instruction is particularly beneficial for disadvantaged pupils, enabling faster progress in reading and decoding skills, as well as closing attainment gaps. Targeted interventions delivered regularly—such as sessions up to four times per week over 12 weeks—have demonstrated consistent success, especially when embedded within a comprehensive literacy strategy.	1,3

<p>support to strengthen their phonics skills.</p>	<p>Studies also highlight that synthetic phonics, which explicitly teaches letter-sound relationships, is more effective than other methods, such as whole-language approaches. These benefits are amplified for children from lower socio-economic backgrounds or those for whom English is an additional language.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £37, 873

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Incorporating the principles of good practice outlined in the DfE's <i>Improving School Attendance</i> guidance. This includes providing training and release time for staff to develop and apply new attendance procedures, as well as maintaining collaboration with an external Education Welfare Officer (EWO) to enhance attendance outcomes.</p> <p>Office manager dedicates percentage of her role to monitoring and improving attendance.</p>	<p>The DfE guidance is based on insights gathered from schools that have successfully achieved substantial improvements in reducing both absence and persistent absentee rates.</p> <p>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p>	<p>4</p>

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Total budgeted cost: £178, 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Phonics and Early Years

The Read, Write Inc. phonics programme continues to support strong phonics outcomes. In the 2023/2024 academic year, 64% of Year 1 pupils achieved the phonics standard, with no gap between pupil premium (PP) and non-pupil premium (non-PP) children. In Year 2, 85% of pupils met the standard, again with no gap between PP and non-PP children. This parity highlights the effectiveness of targeted support in closing the gap in phonics attainment.

In the Early Years, 82% of children achieved a Good Level of Development (GLD). Notably, pupil premium children outperformed their non-pupil premium peers, showcasing the positive impact of targeted interventions and support in closing gaps early in education.

Attendance

The school's current attendance rate is 96.01%, a significant improvement compared to previous years and above the national primary school average of 95.4%. Pupil premium children have an attendance rate of 95.16%, compared to 96.84% for non-pupil premium children. Although this represents a small gap, the overall attendance reflects the school's robust systems and commitment to ensuring high attendance.

Attainment Gaps

Gaps in attainment between pupil premium and non-pupil premium pupils are evident across subjects:

- **Writing:** Currently, 55% of pupil premium children meet ARE in writing compared to 73% of non-pupil premium children. Last year, 86% of non-pupil premium children made good progress in writing, while only 79% of pupil premium children achieved the same, indicating a widening gap. These gaps persist from Nursery through to KS2.
- **Reading:** In the last academic year, 85% of non-pupil premium children met ARE in reading, compared to 70% of pupil premium children, reflecting a 15% gap. This highlights the need for additional support and resources for disadvantaged pupils.
- **Maths:** Similarly, 79% of non-pupil premium children achieved ARE in maths, compared to 64% of pupil premium children, showing another 15% gap in achievement.

Summary

While the school has demonstrated strengths in phonics, Early Years outcomes, and attendance, the attainment gaps for disadvantaged pupils across writing, reading, and maths are areas requiring focused interventions. Plans are in place to address these challenges, ensuring equitable progress and outcomes for all pupils.

Externally provided programmes

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

Programme	Provider
Mathletics	3P Learning
TT Rockstars	Maths Circle Ltd
White Rose Maths Premium Subscription	White Rose Maths
Literacy Tree Subscription	The Literacy Curriculum
Literacy Leaves Subscription	The Literacy Curriculum
Read, Write Inc phonics (including spelling)	Ruth Miskin Training
Tapestry	Early Years Foundation Stage Forum
Oxford Owl	Oxford University Press
Nessy	Nessy Learning Ltd
Language Angels	Language Angels Ltd