



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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 CE Primary School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	38.6
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Jane Tyers
Pupil premium lead	Michelle Thomas
Governor / Trustee lead	Anthea Darlington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (24/25)	£ 90,808
Recovery premium funding allocation this academic year	£ 4,821
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 22,238
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	£117,867



Part A: Pupil premium strategy plan

Statement of intent

Our intention at St. Paul`s C of E Primary School is that all pupils, irrespective of their background or the challenges they face, are able to maximise their potential and achieve their personal goals. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals. We intend for all PP students to play a full and successful part in the academic and wider school community. To achieve this we aim:

1. To ensure that all PP students participate in the academic and wider curriculum to the same extent as their peers

Over 50% of all the children that attended afterschool sports clubs were Pupil Premium children. Enrichment activities are timetabled throughout school to ensure that all children have opportunities to experience and have knowledge of a wider curriculum. The new curriculum `Dimensions` which has been purchased, ensures that all children have equal access to a wider curriculum from Nursery to Year 6. All classes are encouraged to take part in school trips, many of which are subsidised to allow for maximum participation.

2. To ensure that PP students make consistently good progress year on year.

Quality first teaching is at the heart of St. Pauls, allowing all children to access well planned and delivered lessons. Children who need extra support are highlighted for interventions, and these are revisited constantly to ensure every child gets the support they need. Children with SEND and their teachers are supported by the SENDCO and given Individual Educational Plans to support their learning. St. Pauls has introduced a new tracking package which all staff have been trained to use. Teachers can see immediately if a child's results have dipped and start instant interventions. The package filters by numerous groupings and allows teachers up to date information on the children.

3. To address and remove the barriers faced by our PP students e.g. literacy, poor attendance, lack of social capital, etc.

A dedicated Children and Families Officer provides invaluable practical and emotional advice to those in need. Parents appreciate this and say staff regularly go 'above and beyond'. Reflecting the vision, the school provides resources such as food parcels when needed. Likewise, time is dedicated to supporting pupils with low attendance by collecting them from their homes.. A set of shared values has ensured that staff work together to effectively improve attendance this in turn has had a positive effect on Reading in KS2. Children in KS1



are supported by staff in school and the English hub who provide up to date intervention strategies for children in need. Leaders are committed to maintaining links with the different secondary schools, which pupils move onto. This ensures that vital help continues even when pupils leave St Paul's.

4. To achieve our objectives the school uses the tiered approach to teaching as recommended by the Education Endowment Foundation with Quality First teaching being at the heart of our approach. This approach will be supported by academic interventions and wider non-teaching strategies. Underpinning our strategy is the development of high quality-teaching CPD, alongside the recruitment / retention of high-quality teaching staff.

Our strategy aim at St. Paul's C of E Primary School is integral to our whole school development plan with regards to educational recovery, most significantly in a whole school approach of targeted support for pupils whose education has been the most disrupted during Covid.

Our approach is directly linked and responsive to common challenges and individual needs. It will be well planned and as a direct response to ongoing assessments.

To ensure this is effective, we will:

- Ensure that all staff in school are aware of who the disadvantaged children are in their class and target the children accordingly, providing sufficient challenge. That all staff take responsibility for the children in their class and raise expectations. All staff have lists and are aware of PP children in their class. These are updated regularly (each half term). In sight tracker provides up to date information.
- As a staff we will provide early intervention, when a need arises and source the appropriate support. Intervention groups are provided and booster sessions for Year 6. Children in Reception and KS1 have phonics daily where the children are assessed regularly and have appropriate intervention. 1-1, another bite of the cherry , keep up not catch up.
- We will work with the Children's and Families Officer to increase attendance percentages and with the SENDCO to ensure the correct professional help is sought for children that need it e.g. mental health support and SEND support. Children's and families officer has been funded and had training to support children with mental health. EMTAS has been funded to support children's language. A dedicated SALT professional screens EYFS to ensure early intervention and SENCO has sought specialist support to identify children who have been identified as needing an EHCP.



Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments and observation suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>On-going assessment has ensured movement in phonics groups and specific children targeted for support. A dedicated TA was provided to support children in Year 2 and to ensure they had support before retaking their phonics to ensure that maximum success was achieved. This was also applied in Year 1 where a supply was purchased to allow a TA to give 1-1 support to children in need.</p>
2	<p>Punctuality and attendance. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>
3	<p>Assessments (through SALT and Wellcomm Screening) and observations, indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Consistent 1-1 interventions in WELCOMM Ensured that 80% of children were at the expected level in Nursery.</p>
4	<p>Our ongoing assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>

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 reading attainment among disadvantaged pupils.	Reading Data will show a rise in the attainment of disadvantaged children, with more disadvantaged children meeting the expected standards.



<p>2. Raised attendance through ongoing dialogue with parents and external agencies</p>	<p>Attendance will be improved across the school. Sustained high attendance will mean that all children achieve the school target of 96% attendance.</p>
<p>3. Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This will be evident through ongoing Wellcom Assessments in Early Years and when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. WELLCOMM results showed a significant rise to 80%</p>
<p>4. Knowledge gaps of disadvantaged children will be addressed and disadvantaged children will make good progress</p>	<p>Assessments and data will show an upward trend for disadvantaged children with more disadvantaged children meeting the expected standards in Maths, Reading and Writing. This is ongoing</p>

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: £12,427

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for all staff in the delivery of our phonic scheme and the purchase of a further subscription to the DfE validated Systematic Synthetic Phonics programme RWI along with additional resources and support from our English Hub to secure stronger</p>	<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>	<p>1 Ongoing training for all staff. A consistent and robust approach to our teaching of phonics was acknowledged by OFSTED</p>



<p>phonics teaching for all pupils.</p>		
<p>To ensure Quality first Teaching and Learning with a focus on evidence based strategies to support this. A programme of lesson observations by SL T and subject leads who will provide developmental feedback, identify training needs and to share best practice.</p>	<p>DFE guidance on Teacher Standards states that 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'.</p>	<p>4 A monitoring timetable has been set up for subject leads and SLT to ensure a robust cycle of observations and support for all staff. Support from a professional mentor ensures that ECTs have had quality support.</p>

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

Budgeted cost: £ 65,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use Wellcomm screening tool and Big, Little Book of Activities and ideas daily in EYFS to develop good understanding and listening skills, whilst improving vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. To use the skills of EMTAS (Ethnic Minority and Traveller Service) to support disadvantaged children who are new to the country to support their oral language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3 80% of children in Nursery were working at age related</p>



<p>Engaging with the School based Tutoring Programme to provide a blend of tuition, mentoring and 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>	<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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p> <p>Children in Year 6 received 1-1 tuition</p> <p>88% of PP children achieved expected in reading.</p> <p>75% in reading.</p> <p>More support is needed for writing</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,241

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for the Children`s and Families officer to develop and implement new procedures. To enable them to engage and liaise with LEA teams to have a cohesive approach across the city.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>2</p>

Total budgeted cost: £ 97,774



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 2020 to 2021 academic year.

Our internal assessments during 2023/2024 suggested that the performance of disadvantaged pupils had improved on previous years. In Year 6 disadvantaged children achieved equivalent of the other children. Our aim is to support more children in gaining greater depth.

Our GLD IN EYFS was low compared to National at 50% our target is to ensure that Reception Children are Year one ready to ensure that they maximise their protentional throughout school.

Year 1 phonics percentage was 80%. Children at risk of falling behind were targeted with 1- 1 sessions. Working with the English Hub ensured that all children were targeted appropriately ensured that they maximised their potential. 100% of children in Year 2 passed their phonics screening.

Our insight tracker ensures that all assessments are robust and accurate and highlight key groups including Pupil Premium.

Attendance and Punctuality has been highlighted, particularly with children in the EYFS, Staff are working diligently with the Children's and Families Officer to improve attendece.

Externally provided programmes

Programme	Provider
Phonics	Read, Write Inc



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Impact Statement 2023-24

Statutory Assessment Data for disadvantaged pupils

	School		National		Difference
Reception GLD 4 pupils	50%		61%		-11%
Y1 Phonics 5 pupils	40%		68%		-28%
Y2 Phonics	82%		LA data 63%		+19%
KS2 SATS (EXP+)	Reading	64%	Reading	62%	+2%
	Writing	64%	Writing	59%	+5%
	Maths	64%	Maths	59%	+5%
	GPS	57%	GPS	59%	-2%

Diminishing Differences Report

The data below demonstrates the difference between disadvantaged and non-disadvantaged pupils from statutory assessments in academic year 2023-24. The data demonstrates that from low starting points the disadvantaged pupils make progress to close the gap, especially evident in Reading and Writing. Additionally, the comparison across Key Stages demonstrates further that the gap closes further as the children progress through school.

GLD	Summer 24	
Non disadvantaged	55%	
Disadvantaged	25%	-30%

As demonstrated from this data, barriers explained in this strategy state that pupils begin their education at St Paul's with significantly low starting points and the school works to narrow and diminish these gaps across KS1 and KS2.

Y1 Phonics	Summer 24	
Non disadvantaged	81%	
Disadvantaged	40%	-41%



KS2 Reading		Summer 24	
Non disadvantaged	18	66%	
Disadvantaged	11	64%	-2%

Nationally the gap for reading is -17%

KS2 Writing		Summer 24	
Non disadvantaged	18	66%	
Disadvantaged	11	64%	-2%

Nationally the gap for writing is -19%

KS2 Maths		Summer 24	
Non disadvantaged	18	66%	
Disadvantaged	11	64%	-2%

Nationally the gap for maths is -20%

In our school 64% of disadvantaged pupils achieved the expected standard in reading, writing, maths combined (high school ready)

In our school 61% of non-disadvantaged pupils achieved the expected standard in reading, writing, maths combined (high school ready)

The national average for all pupils was 61%

Pupil premium strategy outcomes

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

Externally provided programmes

Programme	Provider
Phonics	Read, Write Inc
Speech and Language support	SALT