Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Paul's CE
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	43.39%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	October, 2025
Date on which it will be reviewed	Sept, 2026
Statement authorised by	Clive Hale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,165.00
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£107,165.00

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *Our ultimate objectives are to decrease the learning gaps and to ensure equality of opportunity for our disadvantaged learners that gives them the improved opportunity to succeed within the school environment as their peers.*
- *Our current strategy ensures access to good quality learning, inclusion and education opportunity for all our disadvantaged pupils*
- *The key principles of the strategy are to keep very much in mind the opportunity for disadvantaged pupils as a significant group of our pupil population.*

Challenges

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

Challenge number	Detail of challenge
1	Access to resources/support for developing confidence with maths
2	Access to stimulus for writing and reading
3	Enrichment and engagement in activity
4	Persistent absence

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
Focus on using maths resources and mastery, standards in maths across the school improve, assessment data at the end of Keystages and years will indicate success.	Disadvantaged pupils will achieve a higher, comparable progress score than their non-disadvantaged peers
Whole school focus on reading, standards in reading across the school improve, children will more eagerly engage with reading and demonstrating a love of reading, assessment data at the end of Keystages and years will indicate success	Disadvantaged pupils will achieve a higher, comparable progress score than their non-disadvantaged peers
All pupils get equal access to class trips and visits related to the curriculum, children get access to afterschool activity	Monitoring of attendance of school trips and of clubs and afterschool provision- indicates access for disadvantaged pupils equal to or near that of other pupils.

Disadvantaged pupils who have presented with persistent absence are supported to attend school more regularly.	Less disadvantaged pupils present with persistent absence. 2 less than the previous year (6 children).

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 – Maths Fluency and writing/reading.

Budgeted cost: *£ 19,289.70 = 18%*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on using maths resources and mastery, standards in maths across the school improve, assessment data at the end of Keystages and years will indicate success.	Raising standards across the whole school Developing and improving teacher knowledge More effective first teaching	180
Whole school focus on reading and encouraging a love of reading in order to also improve standards in writing across the school, assessment data at the end of Keystages and years will indicate success.	Raising standards across the whole school Developing and improving teacher knowledge More effective first teaching	180

Targeted academic support Individual and small group work, individual well-being and mental health.

Budgeted cost: *£81,445.40 = 76%*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual and small group work- Literacy and Maths development and individual well being/mental health One to One intervention SENCO One to One intervention support staff Small group/1:1 interventions- additional learning opportunities - recovery	Progress observed in pupil outcomes as a result of specialist teaching and intervention programmes Additional learning support outside of the school day- creating more time for learning Use of specialist and expert knowledge for specific intervention and support	180 15 10 27

Education psychology services and external services Art therapy (1x per week for 30 weeks) Homework Club 10 weeks (3x per year)		5 8 (x3)

Wider strategies – Cultural Capital and persistent absence

Budgeted cost: £ *6,429.90= 6%*

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils get equal access to class trips and visits related to the curriculum, children get access to afterschool activity No child misses the opportunity of a trip unless it is the express wish of the parents that they do not attend. Talk with families. Targeting of pupils to attend clubs and holiday programmes	Curriculum entitlement Non-payments of trip contributions Non- confirmation of intention to attend trips Opportunity to extend and broaden curriculum outside of school time with meaningful and engaging activity	180
Decrease in the amount of persistent pupil absence EWO registration monitoring AH's to register monitoring Meetings with parents- to discuss support needs for school attendance Visits to the home Consider a reward for the pupil for significantly improved attendance	Regular contact and relationships with families. Families being supported. Taking responsibility for actions and decisions. Improved attendance increasing opportunity for access to learning and therefore improved outcomes from learning.	13

Total budgeted cost: £ *107,165.00*

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 2024 to 2025 academic year.

Attainment (2025 end of year assessment at final keystage)

Number of children meeting the end of the year group expectation																
		Reading					**Writing**					**Maths**				
Year	Number of pupils	End of year Target	All pupils	PP/FSM (11)	PP non SEN (2)	SEN (3)	End of year Target	All pupils	PP (pp)	PP non SEN (2)	SEN (3)	End of year Target	All pupils	PP (PP)	PP non SEN (2)	SEN (3)
Y6	30	81%	90%	100%	100%	3/3	81%	97%	100%	100%	3/3	85%	97%	100%	100%	3/3

Progress (2025 end of year assessment at final keystage)

Number of children who have made at least expected progress since Summer term 2023 (4 with no previous assessment)												
	Reading				Writing				Maths			
Year	All pupils	PP	PP non SEN	SEN	All pupils	PP	PP non SEN	SEN	All pupils	PP	PP non SEN	SEN
Y6	25/26	10/11	2/2	2/2	26/26	11/11	2/2	2/2	25/26	10/11	2/2	2/2

Pupil Premium - Attainment - 2024/25

School Data

		Reading			Writing			Maths		
Year	No.	All	PP	PP non SEN	All	PP	PP non SEN	All	PP	PP non SEN
REC GLD	25	72%	72%		72%	72%		84%	81%	
Y1	30	58%	50%	63%	46%	50%	50%	63%	70	88%
Y2	24	67%	70%	75%	50%	40%	50%	71%	60%	75%
Y3	30	73%	66%	78%	63.4%	58.3%	78%	63.3%	41%	56%
Y4	30	68%	55%	67%	64.3%	46%	56%	71%	63%	78%
Y5	20	63%	87.5%	83.3%	52.6%	62.5%	66.7%	58%	75%	67%
Y6	29	97%	100%	100%	86%	82%	100%	90%	100%	100%

Total =187 **Total PP or FSM = 33%** **Free school meals** = 71/187 38%

Using the school data the light green shading indicates where pupils with PP with no other underlying disadvantage (in this case Special Educational Needs), are achieving better in terms of expected Age Related Expectations.

From the assessment data at the end of 2025 83% of the assessment comparisons are showing better achievement in reading, writing and maths from Year 1 - 6.

Results for our Year 6 cohort are very strong with all children meeting age related expectations in reading, writing and maths.

This does indicate that the school is having some impact on outcomes as a result of Pupil Premium funding spending.