



St Paul's Catholic Primary – A voluntary academy

Pupil Premium Strategy Statement

2025/2026

This statement details school's use of pupil premium funding for the 2025 to 2026 academic year 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 St Paul's Catholic Primary School.

School overview

Detail	Data
School name	St Paul's Catholic Primary School – a voluntary academy Turner Lane, Hyde, SK14 4AG
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	24.5% (54 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025/2026 2026/2027 2027/2028
Date this statement was published	November 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Miss M Flynn, Headteacher Local Governing Board
Pupil premium lead	Miss M Flynn, Headteacher
Governor / Trustee lead	Ms S Nicholson, Foundation Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,200.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£65,200.00

Part A: Pupil premium strategy plan

Statement of intent

‘Living our Faith by Word & Deed’

At **St Paul’s Catholic Primary School**, we believe that by having the highest expectations of all learners, the highest possible standards will be achieved. The **pupil premium** is additional funding given to schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers, supports children with Parents in the armed forces and provides funding for Looked After Children (LAC). The purpose of this additional funding is to raise aspirations, improve progress and increase achievement for these pupils.

Our Objectives

- To ensure that everything we do is underpinned by our mission statement – **‘Living our Faith by Word and Deed’**.
- To provide additional educational support to raise the achievement of pupils in receipt of the Pupil Premium Grant.
- To narrow the gap between the educational achievement of these pupils and their peers.
- To promote and achieve high standards for all by providing teaching and learning of the highest quality so that each child reaches their full potential.
- To treat learners as individuals and to differentiate teaching and learning to take account of their individual needs.
- To provide opportunities for learners to develop their physical, mental, social, spiritual, moral and cultural needs.
- To work in partnership with the parents/carers of pupils to collectively ensure their success.

Quality first teaching is at the heart of our approach. We ensure that teaching and learning opportunities meet the needs of **all** pupils.

Allocation of funding will in the first instance be targeted towards raising the achievement of children entitled to Pupil Premium Funding. We, however, reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has identified as being in need of intervention and support.

We will ensure that all staff take responsibility for disadvantaged pupil outcomes in the following ways:-

- Ensure all pupils are emotionally ready to learn by understanding the barriers disadvantaged pupils face.
- Prioritising early language and reading, ensuring disadvantaged pupils receive strong phonics teaching, guided reading support, and exposure to rich vocabulary.
- Ensure good outcomes through **quality first teaching** and appropriate **adult support** in addition to having high standards for all pupils.
- Promote and support **good attendance and punctuality** of disadvantaged pupils.
- Ensure pupils have access to resources to aid their learning and target additional support when needed.

Challenges at St Paul's

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

Challenge number	Detail of challenge		
1	Assessment data indicates that by the end of July 2025, outcomes for the combined measure for Reading, Writing and Maths (RWM) for disadvantaged pupils remain below national figures. In addition, multiplication fluency continues to be an area of concern in Key Stage 2, requiring targeted and sustained intervention.		
		School Disadvantaged	National Disadvantaged National Non-Disadvantaged
	End of EYFS (5 pupils)	60% achieved a Good Level of Development	51.4% achieved a Good Level of Development
	Year 1 Phonics Screening Check (8 pupils)	87.5% passed the phonics screening check	66.8% passed the phonics screening check
	Year 4 Multiplication Check (5 pupils)	18.6 average score	21.0 average score
	End of Key Stage 2 Reading (5 pupils)	100% achieved expected	63% achieved expected 81% achieved expected
	End of Key Stage 2 Writing (5 pupils)	60% achieved expected	59% achieved expected 78% achieved expected
	End of Key Stage 2 Maths (5 pupils)	80% achieved expected	61% achieved expected 80% achieved expected
	End of Key Stage 2 Grammar, Punctuation & Spelling (5 pupils)	80% achieved expected	60% achieved expected 79% achieved expected
	End of Key Stage 2 Reading, Writing, Maths combined (5 pupils)	40% achieved expected	47% achieved expected 69% achieved expected
2	39% of disadvantaged pupils also have identified SEND. This overlap of need contributes to a higher likelihood of low literacy and numeracy skills, poor attendance and punctuality and increased Social, Emotional and Mental Health (SEMH) needs within the cohort. These combined barriers can limit academic progress and require carefully targeted, multi-layered support.		
3	Achieve and sustain improved attendance for all pupils, with a particular focus on disadvantaged pupils whose attendance currently falls below that of their peers. Improving attendance is essential to ensuring equitable access to learning by reducing barriers and enabling all pupils to make strong, sustained progress.		
4	Disadvantaged pupils have had fewer opportunities and experiences to develop their cultural capital, particularly through enrichment activities and wider learning experiences. To address this gap, we aim to provide a broad and purposeful range of enrichment opportunities, including educational visits, curriculum-linked experiences and visitors to school, so that all pupils - especially those who are disadvantaged - benefit from rich, inspiring and memorable learning.		

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
Attainment gaps narrow so that disadvantaged pupils achieve improved outcomes in the combined RWM measure, reducing the gap between school and national disadvantaged outcomes by July 2026.	By July 2026, the proportion of disadvantaged pupils achieving the expected standard in RWM increases from 40% in July 2025. The attainment gap between disadvantaged pupils in school and disadvantaged pupils nationally is reduced, with school outcomes moving closer to or in line with national disadvantaged data. Termly assessments show a consistent increase in the number of disadvantaged pupils on track to achieve the expected standard in RWM. Book looks, learning walks, and moderation activities demonstrate improved application of Reading, Writing and Maths skills across the curriculum.
Multiplication fluency improves across KS2, with pupils demonstrating secure recall and application of multiplication facts, leading to stronger outcomes in maths reasoning and arithmetic.	Multiplication fluency improves for KS2 disadvantaged pupils, with the average score for the multiplication check moving closer to or in line with national disadvantaged data.
Attendance and punctuality for disadvantaged pupils improves, reducing persistent absence and increasing the proportion of pupils attending regularly.	Overall attendance improves to meet or exceed the school target of 96% with disadvantaged pupils showing measurable improvement from the previous year. [94.1% in 2024/2025] Persistent absence decreases, particularly among disadvantaged pupils, with fewer than 10% of this cohort classed as persistently absent. [14.9% in 2024/2025] Termly attendance monitoring shows consistent upward trends for disadvantaged pupils. Reduction in lateness incidents, ensuring pupils are in class on time and learning is not missed. Attendance-related barriers to learning are reduced, with pupils engaging fully in lessons and school activities.
To improve and sustain outcomes for those pupils who have SEND and are disadvantaged.	Disadvantaged pupils with SEND make improved progress in English and maths, supported by targeted, evidence-based interventions matched to their specific learning needs.

	Attendance and punctuality for disadvantaged pupils with SEND improve, reducing persistent absence and increasing the proportion of pupils attending regularly. SEMH needs of disadvantaged pupils with SEND are better supported, leading to improved engagement in learning, reduced behaviour incidents and increased readiness to learn. Barriers to learning are reduced through support, enabling disadvantaged pupils with SEND to access the full curriculum and make sustained progress in line with individual starting points. Communication between school, families and external agencies strengthens, ensuring a consistent approach to supporting pupils with complex needs.
Disadvantaged pupils have increased access to a wide range of enrichment opportunities, including educational visits, curriculum-linked experiences and visitors to school, enabling them to develop richer cultural capital and engage more fully with the curriculum.	All disadvantaged pupils participate in at least 2 enrichment activities per year (e.g. visits, workshops or visitors). Pupil feedback demonstrates increased engagement, enjoyment and understanding of learning experiences outside of the classroom. Curriculum enrichment is planned and documented, ensuring coverage across key subjects and year groups. Evidence of impact on learning and personal development through reflections, pupil work, and teacher observations. Barriers to participation are reduced, with financial or logistical support provided to ensure all disadvantaged pupils can attend.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of Teaching Assistants in KS2 and additional Teaching Assistant support whenever possible	EEF Education Evidence – Teaching & Learning Toolkit Teaching Assistant Interventions	1 & 2

Additional Teaching Assistant Support in EYFS and Year 1 from September 2025	EEF Education Evidence – Teaching & Learning Toolkit Teaching Assistant Interventions	1 & 2
Staff to attend high quality CPD through the Maths Hub	Mastering Number at Reception and KS1 - trial EEF Supply cover Maths Resources	1 & 2

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

Budgeted cost: £25,200.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to provide support with Maths for identified pupils across KS1 and KS2	Mastering Number at Reception and KS1 - trial EEF Supply cover Maths Resources	1 & 2
Teaching Assistants to provide Sensory Circuit intervention for identified pupils across KS1 and KS2	Targeted support for pupils each day EEF Education Evidence – Teaching & Learning Toolkit Social & Emotional support	1, 2 & 3

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

Budgeted cost: £5,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of Educational Visits, Annual Y6 Residential & In-school enrichment activities for all year groups.	Pupil & Parent voice feedback on previous support provided. Enables 100% engagement in out-of-school visits & residential. EEF Education Evidence – Teaching & Learning Toolkit Physical development approaches EEF	4
Resources to support disadvantaged pupils with SEND	Pupils will have access to appropriate resources to support teaching and learning for pupils with SEND. EEF Education Evidence – Teaching & Learning Toolkit	1 & 2
Attendance monitoring and tracking	Supporting attendance EEF	3

Total budgeted cost: £65,200.00

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.

To improve outcomes for disadvantaged pupil in Maths and Reading.

By the end of Early Years, disadvantaged pupils' outcomes were above the national outcomes.

Phonics outcomes for disadvantaged pupils were also above national.

The data for the Year 4 multiplication checks was below national.

By the end of Key Stage 2, disadvantaged pupils outcomes in Reading and Maths were above national.

	School Disadvantaged	National Disadvantaged
End of EYFS (5 pupils)	60% achieved a Good Level of Development	51.4% achieved a Good Level of Development
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Year 4 Multiplication Check (5 pupils)	18.6 average score	21.0 average score
End of Key Stage 2 Reading (5 pupils)	100% achieved expected	63% achieved expected
End of Key Stage 2 Maths (5 pupils)	80% achieved expected	61% achieved expected

To improve and sustain good attendance and punctuality for disadvantaged pupils.

End of the academic year 2024/2025 = Overall attendance figure 95.7% [National = 94.9%]

End of the academic year 2024/2025 = Attendance figures for Disadvantaged pupils 94.1%

End of the academic year 2024/2025 = 14.9% Persistent Absence for Disadvantaged pupils.

To improve and sustain outcomes for those pupils who have SEND and are disadvantaged.

Pupils with SEND who are also disadvantaged received appropriate support and resources that enabled them to succeed across the curriculum. There was an increase in the number of applications made for EHCPs.

To continue to develop cultural awareness.

Pupils had the opportunity to participate in a range of enrichment opportunities including the annual Year 6 residential, in class workshops, visits to a range of places including Grosvenor Museum, Crowden Environmental centre, Portland Basin and Hyde Library.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Not applicable for 2024/2025	