

Pupil premium strategy statement – St Paul’s CE Primary School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	33.33%
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)	2025-2027
Date this statement was published	Dec 25
Date on which it will be reviewed	Dec 26
Statement authorised by	S Wright
Pupil premium lead	L Moorhouse
Governor / Trustee lead	J Yates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101505
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£101505

Part A: Pupil premium strategy plan

Statement of intent

- For disadvantaged pupils at St Paul's, by the end of the strategy, to close the gap towards meeting or exceeding national expected progress in reading, writing and mathematics, so that they can attain at least age related expectation at the end of year 6, closing the attainment gap, whilst also leaving St Paul's secondary ready.
- To continue to narrow the gap between disadvantaged pupils and non-disadvantaged pupils, bringing them broadly in line over the next three years
- To continue to reduce the amount of disadvantaged pupils who are persistent absentees and improve disadvantaged pupils punctuality
- To enable early identification of barriers to learning with carefully chosen interventions to reduce these barriers and meet the needs of disadvantaged pupils with SEND needs. Disadvantaged pupils will also have opportunities in school to look after their well-being and social emotional needs through targeted support in school to enable them to access learning at the appropriate level.

Challenges

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

Challenge number	Detail of challenge
1	Increased SEND need in disadvantaged group
2	Writing assessments have shown that consistency in grammar has become a barrier to success
3	Attendance and punctuality is a challenge for our disadvantaged pupils
4	For the SEMH needs to be met to remove barriers to pupils attainment.
5	To meet the expanded need of SEND pupils and early identification of SEND need.

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
To improve the attendance and punctuality of our disadvantaged pupils.	<ul style="list-style-type: none"> • Attendance evidenced to be improved for disadvantaged group. • Persistent absence to decrease. • Gap between groups to diminish in terms of attendance.
Barriers to learning relating to gaps in knowledge are broken down.	<ul style="list-style-type: none"> • Improved consistency fluency and application of grammar skills, impacting on improved outcomes in pupil's work, through application of grammar approach to
For disadvantaged pupils and improve grammar outcomes.	<ul style="list-style-type: none"> • Progress and attainment to improve to be in line with and or gap narrowing for disadvantaged group, evidenced in year 6 grammar test/writing outcomes.
For the attainment and progress gap to diminish for disadvantaged pupils.	<ul style="list-style-type: none"> • For disadvantaged pupils at St Paul's, by the end of the strategy, to close the gap towards meeting or exceeding national expected progress in reading, writing and mathematics, so that they can attain at least age related expectation at the end of year 6, closing the attainment gap, whilst also leaving St Paul's secondary ready.
For the SEMH needs to be met to remove barriers to pupil's attainment.	<ul style="list-style-type: none"> • To support pupils with their social and emotional health and well-being needs to remove the barrier to pupil's attainment.
To meet the expanded need of SEND pupils.	<ul style="list-style-type: none"> • To meet the needs of SEND pupils through access to high quality external support.
To sustain improved progress and attainment in phonics that will impact on outcomes in early reading	<ul style="list-style-type: none"> • Gaps in phonetical knowledge plugged • The gap for disadvantaged pupils to diminish and sustain improvement. • Improved outcomes in early reading.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £99463

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher and TA retention and targeted booster work for children and support in class.	<ul style="list-style-type: none">• Improved outcomes for learners requiring additional support. Raise self-confidence and increase participation/motivation for targeted learners. To work on closing attainment gaps. Improve attainment and progress, improved evidenced in data.• Outcomes of interventions, quality first teach and programmes relating to grammar, maths and phonics impacting on school data.• Targeted phonics interventions to support children meeting phonics screening expected standard.• Targeted support for consistency in grammar progression.• New wider school GAPS tests to be used to support evidencing of grammar progress.	1,2,3,4

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

Budgeted cost: £18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve and sustain the attendance and punctuality of our disadvantaged pupils</p> <p>Break down barriers between school and families to access support as needed and have better attendance.</p> <p>Attendance Officer</p> <p>And rewards</p>	<ul style="list-style-type: none"> • Attendance evidenced to be improved for disadvantaged group. • Persistent absence to decrease. • Gap between groups to diminish in terms of attendance. • Improvements to be benchmarked against local/national data. (E.g. relative percentage, PA rates, centile benchmarking. • Referrals to LA health mentor for support. 	<p>3</p>

Total budgeted cost: £ 117463

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To be updated December 2026.