

Pupil premium strategy statement – St Paul’s Catholic Primary School – 2025/26

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	209
Proportion (%) of pupil premium eligible pupils	19.1%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Maxine Sewell, Headteacher
Pupil premium lead	Abi Baines, Assistant Head
Governor / Trustee lead	Carol Lawler, Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,480
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£48,480

Part A: Pupil premium strategy plan

Statement of intent

We believe that every pupil, irrespective of background or barrier to learning can become a successful learner, make good progress and achieve high attainment in all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their best.

We consider the needs faced by vulnerable children, such as looked after children and those who have a social worker. The activity in this statement is also intended to support their needs, even if they are not disadvantaged.

We commit to do this by providing high quality first teaching as this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all learning in our school. We are also committed to provide a rich curriculum which will interest and challenge all learners at an appropriate level to their age and stage of learning. We strive for our children to be the best they can be, through a culture of challenge to enable them to experience success and become resilient and independent learners.

Our strategy will also consider the wider wellbeing on our disadvantaged pupils, with the aim to ensure that they are happy and secure with attending school. We commit to building strong, positive relationships with all pupils to ensure that we are providing the best support for children both in the classroom and pastoral.

We aim to build strong working relationships with the whole family to ensure that children are happy attending school and participate widely in all aspects of school life. Our strategy wants to ensure that parental engagement in school increases and that children are able to participate in school clubs and after school activities. We are working to remove any barriers to this engagement.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise 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	<p>Although our attendance data over the last 4 years indicates that attendance among disadvantaged pupils is improving it still shows that attendance among disadvantaged pupils has been between 5 - 6.2% lower than for non-disadvantaged pupils and often falls below 94% attendance.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting pupils' attainment and ability to make sustained progress.</p>
2	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>At the end of KS2, disadvantaged pupils' outcomes in maths are below those of their peers</p>
3	<p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>At the end of KS2, disadvantaged pupils' outcomes in writing are below those of their peers</p>
4	<p>Evidence suggests there is a reduced amount of parental engagement via communication and therefore partnerships with school are weaker.</p> <p>This can lead to continued issues with attendance and full participation in school activities.</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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustain high attendance by 2028 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 4% lower than their peers.
To improve writing attainment and progress among disadvantaged pupils at the end of KS2	KS2 writing outcomes in 2028 to show that more than 75% of disadvantaged pupils met the expected standards

	Progress measures in writing to be in line with non-disadvantaged peers
To improve Maths attainment and progress among disadvantaged pupils at the end of KS2	<p>KS2 Maths outcomes in 2028 to show that more than 75% of disadvantaged pupils met the expected standards</p> <p>Progress measures in Maths to be in line with non-disadvantaged peers</p>
To improve parental engagement and home-school partnerships	<p>Sustained high levels of parental engagement by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • significant increase in participation in extracurricular activities, particularly among disadvantaged pupils. • Increase in parental participation in parent activities, for example parents' evenings or parent workshops • Increase in pupil attendance and reduction in persistent absence

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: £24,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will provide coaching and mentoring for teachers in Maths and Writing to ensure high quality teaching is effective across the school	effective-professional-development EEF Evidence from national institute of teaching supports mentoring and coaching effectively improving teaching for disadvantaged pupils Mentoring and Coaching of Teachers Research Report	2, 3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2
Provide high-quality CPD for teachers focused on mastery approaches and using manipulatives in Maths.	The EEF's research shows that mastery learning can lead to significant improvements in Maths outcomes, particularly for disadvantaged pupils.	2
Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD.	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £14,544

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	2, 3
Additional teaching assistant class support for same day intervention and planned intervention programs	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2, 3
We will continue to support the training of teaching assistants to ensure they are providing the best support for disadvantaged pupils	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3
We will provide targeted 'nurture' interventions to support the wider wellbeing of children, like thrive, ELSA or sandtray therapies	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £9,696

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to develop our parent link work to support families with attendance issues. Looking primarily at early identification and intervention for children and families who need support	Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 4

Financial barriers removed through school funding: for extracurricular clubs, uniform, residential etc		1, 4
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
We provide a weekly intervention for children which often promotes physical activity and engages children in wider school activities.	Physical Activity EEF	1, 4

Total budgeted cost: £ 48,480

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data, Local Authority assessment data and our own internal summative and formative assessments.

The data demonstrated that disadvantaged pupils are making similar progress to non-disadvantaged peers but there are still large gaps in attainment. These gaps are more significant in KS2 and pupils struggle to make the progress to catch up with peers.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that at the end of KS2, disadvantaged pupils are still underperforming in maths and writing and are below national and local averages. Although reading outcomes continue to be good for disadvantaged pupils and are above national and local averages. In the Year 1 phonics check disadvantaged pupils have performed well and 100% of disadvantaged pupils achieved the phonics check this year, which means they have also outperformed national and local averages.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance is improving each year but continues to be a barrier to children's progress, especially children who fall in the persistently absent category.

Based on all the information above, the performance of our disadvantaged pupils met some of the expectations set to be achieved this year but we still need to target areas, such as attendance and maths and writing achievement in the new strategy set out above.

Our evaluation of the approaches delivered last academic year indicates that we have begun to address the areas for development in the mathematics and writing curriculum but this needs to be further embedded into practice to ensure that disadvantaged pupils are able to make good progress. Our evaluation also shows that pupils were well supported emotionally in school and this added to improved attendance.

In summary, our intended outcome for attendance was partially met as attendance figures show a reduction in the absences for disadvantaged pupils compared to non-disadvantaged peers. Our outcome for reading was met as disadvantaged pupils have outperformed national and local averages in the year 1 phonics check and the end of KS2 reading assessments. Our outcome for maths and writing attainment has not been met and is a continued focus for our new pupil premium strategy going forward.

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
None	None