

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

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 2024-25               |
|--|----------------------------|
| Number of pupils in school   | 240                        |
| Proportion (%) of pupil premium eligible pupils  | 36% (87)                   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2024-25                    |
| Date this statement was published  | December 2024              |
| Date on which it will be reviewed  | December 2025              |
| Statement authorised by  | John Wright<br>Headteacher |
| Pupil premium lead   |                            |
| Governor / Trustee lead  | Carmen Parfeine            |

## Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year  | £153,907 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br><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> | £153,907 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention at St Paul's is that all pupils make good progress and achieve highly across the broad and balanced curriculum that we provide. We serve a highly diverse and increasingly mobile community. The percentage of pupils eligible for the Pupil Premium in our school is currently increasing. We work to achieve good progress and attainment for all our pupils and utilise our pupil premium funding to support disadvantaged pupils in order that they too meet this intention. We have developed a pupil premium strategy to provide additional support to disadvantaged cohorts within the school.

We work carefully to identify and respond to the challenges that disadvantage can present to our pupils and their families, considering academic assessment data alongside wider factors which can also impact disadvantaged pupils. We recognise that disadvantage includes not only pupils eligible for the pupil premium, but can also include those with a social worker or significant pastoral needs, those from poorly paid working families, those recently arrived in the school following a period out of education or other instability and those recently arrived in the country, sometimes with no recourse to public funds. Our pupil premium strategy is also designed to meet the needs of these pupils, not to wait for pupils to become eligible.

The first and most fundamental factor to securing our strategy is the provision of high-quality teaching. We recognise that provision of high-quality teaching is the core factor in progress and achievement for all pupils and it is therefore as central to our pupil premium strategy as it is to the whole school provision. Where additional teaching provision is identified in our strategy, it is to mitigate against the impact of disadvantage to secure our goal of high attainment and good progress for disadvantaged and non-disadvantaged pupils. Our strategy provides for resourcing, support and training for our academic staff to embed and develop high quality teaching within our school.

Our strategy also makes provision for specifically focussed additional academic support for pupils. We know that nationally COVID has potentially reversed gains of almost a decade in closing the attainment gap and that disadvantaged pupils have fallen further behind during the pandemic. We know too, that post-Covid there have been challenges with the cost of living, rising rents and property prices in our area and changes in social attitudes towards education. In our school this is broadly the case for our disadvantaged pupils too. We have carefully adapted our assessment and curriculum provision to identify pupils where this is the case and to refocus how we deploy teachers, teaching assistants and tutors, including through the use of recovery and school-led tuition funding, to provide effective support for these pupils especially in literacy and numeracy.

Whilst academic factors are central to the success of disadvantaged pupils, our strategy also addresses some of the wider areas of disadvantage. Some of the challenges faced

by our disadvantaged families, such as insecure or inadequate housing, lie beyond our immediate influence. However, our strategy makes provision for a range of wider issues, including the promotion of effective attendance, the provision of access to cultural capital opportunities within the local area and support for parents.

Our pupil premium strategy is designed to evolve and respond to common challenges, identified through careful assessment and analysis specific to our cohorts, rather than generalised assumptions. Many of the actions within our strategy complement one another to enrich the provision for disadvantaged pupils. Our strategy is designed to set the same high aspirations and expectations of attainment and progress for disadvantaged pupils as for any other pupil, adapting and enhancing provision to make success possible. Our strategy is built around careful use of existing assessment and professional knowledge to identify and develop support around disadvantaged pupils swiftly. Our strategy also supports all staff in understanding and responding effectively to the needs of disadvantaged pupils, in order that they, as all pupils are well supported to achieve well and make good progress.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Assessment, observation of pupils and discussions with staff indicate that disadvantaged pupils have lower attainment and security in writing. At the end of 23-24 academic year, 62% of disadvantaged pupils at the end of key stage 2 achieved expected+, whereas 89% of non-disadvantaged pupils at the end of key stage 2 achieved expected+. At the end of 23-24 academic year, 58% of disadvantaged pupils at the end of key stage 1 achieved expected+, whereas 89% of non-disadvantaged pupils at the end of key stage 1 achieved expected+. There was a gap of 17% in achievement of expected + in GPS at the end of key stage 2, between disadvantaged and non-disadvantaged pupils, this widened to a gap of 32% for exceeding GPS attainment. This exemplifies a gap in writing performance between disadvantaged and non-disadvantaged pupils. |
| 2                | Assessment, observation of pupils and discussions with staff indicate that disadvantaged pupils have greater difficulty learning and securing phonics at the same stage and rate as non-disadvantaged pupils. Disadvantaged pupils are over-represented in the small cohort of pupils who did not secure the phonics screener in July 2024. This has an impact on their early reading and writing, affecting confidence and attainment in reading, as well as proficiency in early writing. Disadvantaged pupils are over-represented in the small cohort of year 1 pupils who did not secure the phonics screener in June 2024.  |
| 3                | There is a clear variance in the percentage of disadvantaged and non-disadvantaged pupils achieving expected+ in reading, writing and maths at the end of key stage 2. In July 2024, 69% of non-disadvantaged achieved  |

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|   | expected + for RWM, 44% of disadvantaged pupils achieved expected + for RWM. 31% of non-disadvantaged pupils achieved exceeding in R,W & M at the end of key stage 2 in July 2024, whereas no disadvantaged pupils achieved exceeding across all three subjects.   |
| 4 | Our analysis of contextual school data indicates that disadvantaged pupils are over-represented on the school's SEN register. In 2020-21 disadvantaged pupils made up 46% of pupils on the school's SEN register. By December 2024, this number was 60%.   |
| 5 | Analysis of the school's attendance data, although generally strong, indicates a divergence in attendance between disadvantaged and non-disadvantaged pupils. In the 2023-24 academic year total attendance for non-disadvantaged pupils was 96.1%, whereas for disadvantaged pupils it was 93.8%. Persistent absenteeism was 20.2% amongst disadvantaged pupils, whereas it was 10.1% for non-disadvantaged pupils. Good school attendance is crucial to academic success and social and emotional wellbeing. |

## 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   |
|---|--|
| Improved writing outcomes for disadvantaged pupils.   | <p>The divergence in attainment of expected+ in writing at the end of key stages is currently 31% at the end of Key Stage 1 and 27% at the end of key stage 2.</p> <p>In order for disadvantaged pupils to have improved writing outcomes this gap needs to narrow, such that over the three years of the current strategy plan the divergence is at least halved.</p> |
| Improved reading and phonics attainment amongst disadvantaged pupils.                                 | <p>Assessment identifies pupils early in KS1 not making progress in phonics/early reading, early intervention is put in place, with evidence by phonic assessment/reading age/observation to show rapid progress.</p> <p>Key Stage 2 reading outcomes in 2024-25 show that more than 80% of disadvantaged pupils meet the expected standard.</p>                       |
| Improved attainment of Reading, Writing and Maths at the end of Key Stage 2 for disadvantaged pupils. | <p>There was a 25% gap in attainment of RWM at the end of key stage 2 between disadvantaged and non-disadvantaged pupils.</p> <p>In order for disadvantaged pupils to have improved RWM outcomes this gap needs to narrow, such that over the three years of the</p>   |

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|   | current strategy plan the divergence is at least halved.   |
| To sustain and improve attendance for all pupils, especially low and persistent attending disadvantaged pupils. | <p>Sustained high attendance from 2024-25 demonstrated by:</p> <ul style="list-style-type: none"> <li>The overall absence rate for all pupils being no more than 4.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%</li> </ul> <p>The percentage of pupils who are persistently absent being below 8% and pupil premium pupils representing no more than 50% of the persistent absentee cohort.</p> |

## 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: £41,555

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| To provide training, cover and resources to develop a fully literature based English curriculum that supports the systematic development of reading and writing skills throughout the school. | <p>A range of engaging high quality, age-appropriate texts that the teacher can guide and support pupils to read is vital to supporting progress and attainment in reading for all pupils, in particular those who are yet to develop regular reading habits. The school's English curriculum has been reviewed in lower key stage 2, introducing a literature base to all units of work, so that reading comprehension and writing skills can be mutually developed. The English subject leaders will use this evolving resource to support staff in identifying pupils in need of additional support and intervention, to enable teachers to intervene rapidly and effectively. This will support the developing literature based English curriculum in Key Stage 2, where reading comprehension strategies are embedded in the teaching.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> | 1,2,3,5                       |

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| <p>To provide Professional Development training through the <i>Centre for Literacy in Primary Education</i> and other training bodies to support reading and writing leads to enhance and develop the teaching of reading and writing.</p> | <p>The provision of effective Professional development, focussed upon the mechanisms of PD: <i>build knowledge, motivate staff, develop teaching technique and embed practice</i> is recognised as fundamental in developing teaching quality and enhancing children's outcomes in the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>  | <p>1,2,3,5</p> |
| <p>To identify and embed a more targeted and effective RSHE curriculum through resource and training to support the emotional development of disadvantaged pupils,</p>   | <p>The emotional well-being of pupils and their ability to solve problems, secure resilience and meet the social and emotional challenges of learning are essential, non-academic drivers to educational success. Pupils who are happy and confident will attend school regularly. Delivery of an effective RSHE curriculum is central to this.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>                        | <p>4,5</p>     |
| <p>To secure effective teaching of key skills and knowledge within the arts-based elements of the school's Topic based curriculum. Developing the schools resources and knowledge in this area.</p>  | <p>The arts element of our Topic based curriculum is essential to engage pupils effectively in learning and to develop core skills and knowledge that widens learning and supports academic achievement across the curriculum. The focus on and development of key skills and knowledge in art &amp; design and design &amp; technology are central to support pupils in arts participation.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> | <p>1,2,3,5</p> |
| <p>To provide individualised learning resources for pupils working below age-expectation.</p>  | <p>The school is seeking to embed e-learning packages which identify and support individual needs for targeted pupils, providing instruction and development of skills and knowledge at an individual level in English and mathematics. This will help to meet individual need and secure accelerated progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>  | <p>1,2,3</p>   |

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

Budgeted cost: £96,961

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Provision of teaching assistants to provide additional support for disadvantaged pupils in class.   | <p>The provision and deployment of teaching assistants to support disadvantaged pupils, enables them to work closely with small groups and individual pupils, providing modelling, further tuition and feedback.</p> <p>The impact of close feedback and focussed deployment of teaching assistants is recognised by the EEF.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> | 1,2,3,4,5                     |
| Additional one-to-one support for targeted Key Stage 1 and 2 pupils in reading, writing, maths, SEND PP and for pupils with pastoral needs. | <p>One-to-one support to identified pupils in Key Stage 1 and 2 is designed to intervene and support pupils promptly, once a potential gap becomes evident. One-to-one support every day over a time limited period enables the adult to structure and support a child's learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>   | 1,2,3,4,5                     |
| Additional teacher for English and Mathematics in Years 5 and 6.  | <p>Provision of an extra teacher within the Year 5 and 6 English and Maths groups each morning reduces class sizes in the upper juniors and provides for more individualised learning for all pupils, including the disadvantaged. Reducing class sizes shows a small benefit in EEF research, however the extent to which pupils can receive more individual learning (recognised as a more impactful strategy) is increased. Evidence is limited on both strategies in the EEF toolkit.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>  | 3,4,6,7                       |

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|---|--|-----------|
|   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>  |           |
| <p>Additional support and resources to meet the needs of disadvantaged pupils with SEND, including:</p> <ul style="list-style-type: none"> <li>-SEND reading resources (<i>Rapid Readers and RWI resources</i>)</li> <li>-Upper Key Stage 2 targeted mentoring support</li> <li>-Increased Educational Psychologist support</li> <li>-Increased Speech and Language provision</li> <li>-Behaviour intervention advisory support.</li> </ul> | <p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND are recognised as effective strategies to direct Pupil Premium spending towards within the 'menu of approaches' within the <i>Using pupil premium: guidance for school leaders, Dfe February 2024</i></p> <p>Disadvantaged pupils in our school are over-represented in the SEN population, as well as within other key demographic areas. This spend will help us to meet and address some of their barriers more effectively.</p> | 1,2,3,4,5 |

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

Budgeted cost: £15,391

| <b>Activity</b>   | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|---|---|--------------------------------------|
| Provide training and resources to support pupils with social and emotional needs, through the | Pupils who are most at risk to poor academic attainment often identify specific social and emotional needs. Anxiety, self-confidence/perception, ability to form and maintain effective friendships and other aspects of wellbeing can impinge on academic success and school attendance. Desty Island is an evidence-based programme designed to develop self-confidence, social skills and emotional resilience. This will complement | 3,4,5                                |



|   |   |           |
|---|---|-----------|
| implementation of DESTY Island.   | <p>our existing pastoral and mentoring support for pupils. Social and Emotional Learning is recognised as an effective support by EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>  |           |
| Provide individual coaching/mentoring for pupils with specific social and emotional needs, acting as a barrier to effective school attendance and academic achievement. | <p>A growing number of pupils, despite the school's existing social and emotional support, are increasingly dysregulated in school and find the demands of a mainstream classroom environment challenging. The school seeks to engage with Kick London, to provide support on a 1-1 basis for specifically identified pupils. This support will be weekly and develop over time to support pupils in self-regulating, goal setting and self-perception. Social and Emotional Learning is recognised as an effective support by EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>   | 3,4,5     |
| Subsidise access for disadvantaged families to peripatetic instrument lessons, extra-curricular clubs and infant milk scheme.   | <p>By reducing the cost of peripatetic lessons and extra-curricular clubs, we can provide access to these additional arts participation activities to more disadvantaged pupils. Arts participation has been shown by EEF to have a positive impact for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Supporting extracurricular activities, including sports, outdoor activities, arts, culture and trips, is recognised as an effective strategy to direct Pupil Premium spending towards within the 'menu of approaches' within the <i>Using pupil premium: guidance for school leaders, Dfe February 2024</i></p> | 1,2,3,4,5 |
| Contingency fund for acute issues.  | <p>We know from experience that from time-to-time, immediate, acute barriers and challenges may arise that impact attendance, wellbeing and/or attainment for disadvantaged pupils. This can include a sudden change of housing, family illness or short-term financial difficulties. These can then become a barrier to a child attending or participating effectively in learning. A small amount of money needs to be set aside for these and other as yet unidentified needs.</p>   | All       |

**Total budgeted cost: £153,907**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Outcomes for pupils at the end of end of key stage 2 in July 2024 were as follows:**

#### **Reading**

61% of disadvantaged pupils achieved the expected standard, the average point score was 104.1. 84% of non-disadvantaged pupils achieved the expected standard, the average point score was 108.

#### **Writing**

62% of disadvantaged pupils achieved the expected standard. 89% of non-disadvantaged pupils achieved the expected standard.

#### **Maths**

61% of disadvantaged pupils achieved the expected standard, the average point score was 103.5. 76% of non-disadvantaged pupils achieved the expected standard, the average point score was 105.8.

#### **Grammar, Punctuation and Spelling**

83% of disadvantaged pupils achieved the expected standard, the average point score was 104.4. 100% of non-disadvantaged pupils achieved the expected standard, the average point score was 110.

#### **RWM combined**

44% of disadvantaged pupils achieved the expected standard in reading, writing and maths. The national average was 46%. 69% of non-disadvantaged pupils achieved the expected standard in reading, writing and maths. The national average was 67%.

**Outcomes for pupils at the end of key stage 1 in July 2024 (no longer a statutory assessment requirement), were as follows:**

#### **Reading**

67% of disadvantaged pupils achieved the expected standard. 94% of non-disadvantaged pupils achieved the expected standard.

#### **Writing**

58% of disadvantaged pupils achieved the expected standard. 89% of non-disadvantaged pupils achieved the expected standard.

### **Maths**

58% of disadvantaged pupils achieved the expected standard. 83% of non-disadvantaged pupils achieved the expected standard.

Assessment in other year groups indicates a gap between disadvantaged and non-disadvantaged pupils.

### **Attendance**

In the 2023-24 academic year:

Attendance for non-disadvantaged pupils was 96.1%, for disadvantaged pupils it was 93.8%. Non-disadvantaged pupils made up 45% of the persistent absentee pupils in the 2023-24 academic year, disadvantaged pupils made up 55% of the persistent absentee cohort.

#### *Assessment of intended outcomes:*

Key stage 2, reading outcomes for 2024-25 show more than 75% of disadvantaged pupils meet the expected standard. Currently, the percentage of disadvantaged pupils achieving the expected standard in writing is 61%.

Key stage 2, writing outcomes for 2024-25 show more than 75% of disadvantaged pupils meet the expected standard. Currently, the percentage of disadvantaged pupils achieving the expected standard in writing is 62%.

Key stage 2, maths outcomes for 2024-25 show more than 75% of disadvantaged pupils meet the expected standard. Currently, the percentage of disadvantaged pupils achieving the expected standard in maths is 61%.

#### **Attendance:**

The overall absence rate for all pupils being no more than 4.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%. The overall absence rate for disadvantaged pupils in 23-24 was 6.2% and for non-disadvantaged pupils was 3.9%. The national context in this period has been one of growing school absence amongst all pupil groups. The 3% gap between disadvantaged and non-disadvantaged pupils in the December 22 report has now reduced to a 2.3% gap.

The percentage of pupils who are persistently absent being below 8,2% and pupil premium pupils representing no more than 60% of the persistently absent cohort. 13.9% of the school population were classified 'persistent absentee' (including leavers) in the 2023-24 academic year. Again the national context in this period has shown a sharp rise in PA percentages. Of the PA cohort in 2023-24, 55% were disadvantaged pupils.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

| Programme | Provider |
|-----------|----------|
| n/a       |          |
|           |          |

## Service pupil premium funding (optional)

|   |
|---|
| <i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i> |
| n/a   |
| <b>The impact of that spending on service pupil premium eligible pupils</b>   |
|   |