

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 Church of England Academy Trust
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	29 th September 2025
Date on which it will be reviewed	6 th July 2026
Statement authorised by	A. McGuire
Pupil premium lead	A. McGuire / C. Hancox
Governor / Trustee lead	S. Bott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,020
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	£103,020

Part A: Pupil Premium Strategy Plan

Statement of Intent

It is our intent to narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

For all disadvantaged pupils in school to meet or exceed nationally expected progress rates in order to reach or exceed Age Related Expectations at the end of Year 6.

To support disadvantaged pupil's health and wellbeing, to enable them to access learning at an appropriate level

To ensure that disadvantaged pupils attend school and are on time, ensuring no loss of learning.

Our principles

To ensure that all pupils receive quality first teaching, using assessment data to identify gaps in learning, so that additional support can be given.

To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. SEMH and well being support for disadvantaged pupils is delivered through the work of our Safeguarding Lead, Mental Health Lead and Attendance Officer.

To recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced, this is alongside research conducted by the EEF.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. The challenges are varied and there is no "one size fits all".

Challenges

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

Challenge number	Detail of challenge
1	SEMH – social deprivation leading to low self- esteem impacting on learning, behaviour for learning and well-being; with emotional and behavioural barriers to learning.
2	Lack of school readiness; low academic baselines on entry, both socially and emotionally.
3	Social difficulties at school during playtimes and lunchtimes.
4	Delayed language development, weak language and communication skills
5	Complex family situations and lack of parental support.
6	Addressing attendance issues.

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 attainment in reading, writing and maths in KS1 and KS2	Achieve national standards or better in reading, writing and maths in KS1 and KS2 with evidence of closing the attainment gap.
Improved phonic standards for disadvantaged pupils	Achieve above national average expected standard in PSC, closing the disadvantaged gap.
Improved attendance for disadvantaged pupils	Ensure attendance of disadvantaged pupils is at least 96%
Improved strategies for dealing with challenges and resilience building of disadvantaged pupils	Pupils have strategies for overcoming challenges and greater resilience.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £68,519

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving RWM outcomes via English and Maths leader release time; with targeted 1-1 planning support for teachers.</p> <p>A continued focus on professional development for all staff including facilitating time to share best practice.</p> <p>Refresh teaching and learning expectations to ensure consistency across the school – embedding retrieval practice across the curriculum introduced, facilitated and monitored by staff who've completed NPQs</p> <p>This directly links to the School Improvement Plan priorities for 2025 – 2026</p>	<p>The EEF Guide to the Pupil Premium (September 2024):</p> <p>High Quality Teaching Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio- economically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending. Strategies to support this could include investing in professional development, training, support for early career teachers, and recruitment and retention.</p> <p>Importance of retrieval in the classroom outlined by the EEF in their 'Cognitive Science Approaches in the Classroom' review</p> <p>Great Teaching Toolkit Evidence Review June 2020</p> <p>As a basis for professional development to ensure that teaching staff:</p> <ul style="list-style-type: none"> • Understand the content they are teaching and how it is learnt. • Create a supportive environment for learning. • Manage the classroom to maximise the opportunity to learn and present content, activities and interactions that activate their students' thinking. <p>EEF T&L toolkit:</p> <p>Feedback +6 months</p> <p>Metacognition and self - regulation +7 months</p>	1, 2, 4
<p>Increased teaching capacity in Y6 to strengthen provision and outcomes in core subjects.</p>	<p>The EEF Guide to the Pupil Premium (September 2024): Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio- economically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending.</p>	1,2,3,4,5,6,7,8
<p>Improving outcomes through additional teacher</p>	<p>EEF EFFECTIVE PROFESSIONAL DEVELOPMENT Guidance Report</p>	1,2,3,4,5

Senior leaders enabled to support teacher professional development, utilising their experience and expertise in providing personalised planning support, coaching & development work in order to improve outcomes for PP pupils – working closely with ECT to ensure teaching in their class meets the expectation set across the school	Teachers make a difference. No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children's learning and to their ultimate success in school. As Rauch and Coe explain, it is 'arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning'. What's more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development	
Use of diagnostic assessment to respond to the needs of pupils and address identified gaps in learning - pupil progress review meetings termly using Insight and gap analysis data following termly data drops.	The EEF Guide to the Pupil Premium (September 2024): Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step to develop an effective Pupil Premium strategy. Once you've assessed the performance of your disadvantaged pupils against national 1,2 6 benchmarks, you should examine what could be hindering the attainment of those pupils who are below age-related expectations or are eligible higher attainers who are underachieving. This will involve diagnosis of academic challenges, for example to identify which pupils require additional support to develop literacy skills and in which specific areas.	1, 2
Improving outcomes in RWM through KS1 and KS2 target teaching providing explicit instruction and scaffolding, supporting flexible grouping	EEF – Moving forwards, making a difference; a planning guide for schools 2022- 2023 John Hattie – Small Group Instruction EEF suggests that high quality feedback, mastery learning and 'metacognition' strategies are high impact, low-cost strategies for raising attainment.	1, 2
Effective continuing professional development in Phonics, Reading, Writing and Maths	EEF Guidance Reports in Improving Literacy and Maths EEF Phonics Toolkit EEF Effective Professional Development High quality staff CPD is essential to follow EEF principles and to ensure that aspirations are raised. To include Little Wandle phonics training and CPD in Reading, Writing and Maths. EEF Phonics Toolkit + 5 months EEF T&L toolkit Feedback +6 months Metacognition and self - regulation +7 months	1, 2, 3, 4, 5

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

Budgeted cost: £ 17,528

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group target intervention sessions including Phonics, Reading, Writing and Maths led by a teacher/LSP's and a HLTA	<p>EF T&L toolkit:</p> <p>Support Staff Interventions +4 months</p> <p>Oral language interventions +6 months</p> <p>Phonics +5 months</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF Selecting Interventions</p> <p>Evidence insights – Evidence shows that trained TAs can have a valuable impact through delivering high-quality, structured one-to-one and small group interventions. The aim should be to complement the overall teaching and learning objectives and minimise the time pupils spend away from the classroom.</p>	1, 2, 3, 4
Early Talk boost intervention in Early Years	<p>EEF EARLY YEARS TOOLKIT Communication and language approaches +7 months</p> <p>Communication and language approaches typically have a very high impact and increase young children's learning by seven months.</p>	1,3,4,5
LSP to deliver targeted interventions in Speech and Language support to ensure target teaching programmes are put in place and to include WellComm interventions	<p>The EEF Guide to the Pupil Premium</p> <p>Weak communication and language skills. Higher than average numbers of children access SALT in Reception –and will either require small group support or 1:1 support from the school speech and language lead.</p> <p>WellComm screening will identify pupils who will need speech and language support.</p> <p>EEF T&L toolkit:</p> <p>Oral Language Interventions +6 months</p>	1, 2, 4
Times Tables Rock Stars / Numbots / Spelling Shed / Grammar Monster / Helicopter Stories.	<p>The EEF Guide to the Pupil Premium</p> <p>Curriculum resources purchased to ensure pupils are fully equipped to access the curriculum and to enhance all learning opportunities, including home learning.</p> <p>Disadvantaged pupils are fully equipped in order to enhance their learning opportunities. To include home learning support and resources where necessary.</p>	1, 2, 4
Targeted reading support linked to the phonics scheme	<p>The EEF Guide to the Pupil Premium</p> <p>Precision teaching 1:1 and or small groups</p>	1, 2,4

	EEF T&L toolkit: Phonics +5 months	
Continued commitment to after-school offer to provide tuition for identified pupils in English and Maths	EEF T&L toolkit: Additional small group support, targeted at pupils from disadvantaged backgrounds, with diagnostic assessment used to assess the best way to target support.	1,2,3,4,5

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

Budgeted cost: £ 16,973

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Lead / Sports Coaches / Mentor	The EEF Guide to the Pupil Premium Mentor to support pupils dealing with SEMH issues that are proving to be a barrier to their learning in order to develop 'readiness to learn' Reducing behaviour incidents in school.	1, 2, 3
Attendance Officer and Attendance Lead. Maximise the use of attendance strategies to ensure compliance with attendance expectations	The EEF Guide to the Pupil Premium DFE Working Together to Improve School Attendance Improvement in attendance of pupils, plus the improvement in the attendance of Persistent Absentee pupils; this will improve the outcomes of pupils with barriers to learning due to low attendance.	1, 2, 5,6
Breakfast Club Provision	The EEF Guide to the Pupil Premium To improve attendance and engagement in addition to improving concentration levels and social skills.	1, 2, 3, 5,6
Ensure that pupil premium pupils are able to access a range of curriculum enrichment activities; including: after school clubs, educational visits and residential.	EEF T&L toolkit: Physical activity Enable all pupils to access educational visits, residential visits and after school activities for team building skills. This is to ensure that no child misses out on the opportunities experienced by their peers in the school environment and to enhance their well-being.	1, 2, 3, 4, 5

Total budgeted cost: £ 103,020

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

Key Stage 2 Outcomes 2024 - 2025

	EXS	GD	EXS	GD	EXS	GD	EXS	GD
KS2	Reading	Reading	Writing	Writing	Maths	Maths	RWM	RWM
PP	77%	44%	44%	33%	11%	67%	67%	33%
Non-PP	48%	33%	76%	6%	52%	24%	67%	5%
National	75%	33%	72%	13%	74%	26%	62%	8%

30% of the cohort were identified as disadvantaged. The disadvantaged group of pupils outperformed national KS2 performance levels in RWM combined at expected and greater depth.

MTC Outcomes 2024 - 2025

Y4	MTC Full Marks	MTC Ave Score
PP	70%	24.7
Non-PP	79%	24.1
National	38%	21.1

34% of this cohort were identified as disadvantaged, this group of pupils outperformed similar pupils nationally and against non - disadvantaged pupils in school.

Key Stage One Outcomes 2024 - 2025

	EXS	GD	EXS	GD	EXS	GD	EXS	GD
KS1	Reading	Reading	Writing	Writing	Maths	Maths	RWM	RWM
PP	55%	0%	45%	0%	64%	0%	36%	0%
Non-PP	78%	17%	78%	11%	78%	11%	72%	11%
National	71%	19%	64%	9%	73%	17%	59%	6%

38% of this cohort were identified as disadvantaged.

Phonics Outcomes 2024 - 2025

Y1	Phonics
PP	55%
Non-PP	93%
National	80%

44% of this cohort were identified as disadvantaged.

EYFS Outcomes 2024 - 2025

	GLD
PP	57%
Non-PP	59%
National	69%

29% of this cohort were identified as disadvantaged.

Externally provided programmes

Programme	Provider
TTRS / Numbots	TT Rockstars
Spelling Shed	ED Shed
White Rose Maths Online Tuition	White Rose Maths