



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 Primary Academy Trust
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2026/2027
Date this statement was published	28 th September 2026
Date on which it will be reviewed	5 th July 2027
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	£100,750
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	£100,750

Part A: Pupil Premium Strategy Plan

Statement of Intent

At St Paul's C of E Primary Academy Trust, we aim to ensure that all disadvantaged pupils, irrespective of their starting points or background, achieve high levels of attainment and make strong progress across the curriculum.

Our ultimate objective is to eliminate gaps in attainment and achievement between disadvantaged pupils and their peers. We will achieve this through high-quality teaching, targeted academic support and wider strategies that address the barriers to learning faced by our pupils.

We will:

- Ensure disadvantaged pupils have the opportunity to achieve outcomes in line with, or above, national expectations.
- Enable disadvantaged pupils to make at least expected progress from their individual starting points, with many making accelerated progress.
- Support pupils' attendance, punctuality, wellbeing and engagement so that they are ready to learn and able to access the full curriculum.
- Provide enriching experiences and opportunities that raise aspirations and develop cultural capital.
- Use evidence-informed approaches, including guidance from the Education Endowment Foundation (EEF), to maximise the impact of Pupil Premium funding.

Our principles

The key principle of our strategy is that high-quality teaching has the greatest impact on improving outcomes for disadvantaged pupils. Therefore, our approach places quality-first teaching at the centre of all improvement work.

We recognise that disadvantaged pupils can face a range of barriers to learning, including:

- Lower starting points in language and communication.
- Reduced opportunities for reading and learning beyond school.
- Social, emotional and mental health needs.
- Attendance and punctuality concerns.
- Limited access to enrichment opportunities.
- These barriers vary from pupil to pupil and should not be viewed as applying to all disadvantaged children.

We will:

- Use robust assessment systems to identify needs, address gaps in learning and monitor progress.
- Provide targeted support and timely interventions where additional help is required.
- Ensure that pupils' social, emotional and mental health needs are effectively supported through pastoral, safeguarding and attendance provision.
- Adopt a whole-school approach in which all staff take responsibility for improving outcomes for disadvantaged pupils and raising expectations of what they can achieve.
- Carefully monitor and evaluate the impact of funded provision to ensure that resources are used effectively and provide value for money.
- Recognise that vulnerability is not limited to pupils eligible for Free School Meals and consider the needs of all pupils who may require additional support.

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	Social, emotional and mental health (SEMH) needs, low self-esteem and limited resilience impact on pupils' readiness to learn, engagement and behaviour for learning.
2	Lower starting points on entry, including gaps in academic knowledge, social development and learning behaviours, result in some disadvantaged pupils requiring additional support to access the curriculum.
3	Difficulties with social interaction, relationships and self-regulation during less structured times of the school day can impact wellbeing, behaviour and readiness to learn.
4	Delayed language development and weaker communication and vocabulary skills limit pupils' ability to access learning, express understanding and make expected progress across the curriculum.
5	Complex family circumstances and reduced engagement with learning outside school can affect pupils' attainment, wellbeing, attendance and readiness to learn.
6	Lower attendance and persistent absence reduce learning time and negatively impact progress and attainment for some disadvantaged pupils.

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
Disadvantaged pupils make strong progress in reading, writing and mathematics from their individual starting points.	By the end of KS2, disadvantaged pupils achieve progress outcomes in reading, writing and mathematics that are in line with or exceed national averages, with a reduced attainment gap between disadvantaged and non-disadvantaged pupils.
Improved attainment in reading, writing and maths in KS1 and KS2	Increased proportions of disadvantaged pupils achieve Age Related Expectations and Greater Depth/High Standard in reading, writing and mathematics, bringing outcomes closer to those of their peers.
Improved phonic standards for disadvantaged pupils	The proportion of disadvantaged pupils meeting the expected standard in the Year 1 Phonics Screening Check is in line with or above national averages. Identified pupils who do not meet the expected standard successfully catch up and pass by the end of Year 2.
Improved attendance for disadvantaged pupils	Attendance of disadvantaged pupils is at least 96%, persistent absence is reduced, and the gap in attendance between disadvantaged and non-disadvantaged pupils narrows.
Improved strategies for dealing with challenges and resilience building of disadvantaged pupils	Pupil voice, behaviour records, pastoral monitoring and learning behaviours show improved resilience, engagement and confidence. Pupils are better equipped to overcome barriers to learning and participate fully in school life.

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: £67,502

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of teaching through strategically deployed RWM release time for English and Mathematics leaders, enabling coaching, modelling, targeted support and instructional leadership. Implement a sustained programme of professional development for all staff, including opportunities to share best practice, engage with evidence-informed approaches and develop subject and pedagogical knowledge. Embed consistent expectations for teaching and learning across the school through instructional coaching, monitoring, curriculum development and	The EEF Guide to the Pupil Premium identifies high-quality teaching as the most important lever schools have to improve outcomes for disadvantaged pupils. Improving the effectiveness of classroom teaching offers the greatest potential to raise attainment while benefiting all pupils, particularly those from disadvantaged backgrounds. Schools should therefore prioritise professional development, coaching and evidence-informed improvement activities as part of their Pupil Premium strategy. The EEF's updated guidance highlights the importance of diagnosing need, using strong evidence to inform decision-making and continually monitoring the implementation and impact of chosen approaches. Effective professional development supports teachers to improve classroom practice and ensures that improvements are sustained over time. The EEF <i>Great Teaching Toolkit Evidence Review</i> identifies four areas that underpin effective teaching: • Understanding the content being taught and how pupils learn it. • Creating a supportive environment for learning. • Maximising opportunities for learning. • Activating hard thinking through effective classroom interaction and questioning. These elements form the basis of our professional development programme and instructional coaching model. <i>Relevant evidence from the EEF Teaching and Learning Toolkit includes:</i> • Metacognition and Self-Regulation: +8 months additional progress on average. Explicit teaching of planning, monitoring and evaluating learning particularly benefits disadvantaged pupils.	1, 2, 4

support for staff undertaking NPQs. This directly links to the School Improvement Plan priorities for 2026 – 2027	• Feedback: +6 months additional progress on average. Effective feedback helps pupils understand how to improve and make greater progress. • Oral Language Interventions: +6 months additional progress on average and are particularly effective in supporting pupils with weaker language and communication skills.	
Increased teaching capacity in Year 6 to strengthen provision and outcomes in core subjects	The EEF Guide to the Pupil Premium identifies high-quality teaching as the most effective way to improve outcomes for disadvantaged pupils. Ensuring that every pupil has access to effective teaching and that teachers are supported to continually improve their practice should be a central element of any Pupil Premium strategy. Investing in additional teaching capacity enables targeted support, responsive teaching and improved outcomes for disadvantaged pupils, particularly in reading, writing and mathematics. Additional teaching capacity allows pupils to benefit from: • More precise assessment and responsive teaching. • Increased opportunities for feedback and scaffolding. • Greater adaptation of learning to meet individual needs. • Timely intervention to address identified gaps in knowledge and understanding. <i>Relevant evidence from the EEF Teaching and Learning Toolkit highlights:</i> • Feedback: +6 months additional progress. • Metacognition and Self-Regulation: +8 months additional progress. • Reading Comprehension Strategies: +7 months additional progress.	1, 2, 4, 6
Improving outcomes through additional teacher support and instructional coaching	The EEF Effective Professional Development Guidance Report highlights that improving teacher quality has a significant impact on pupil outcomes. Evidence suggests that well-designed professional development can improve teaching practice and subsequently improve pupil attainment. Professional development is most effective when it: • Builds knowledge. • Motivates staff. • Develops teaching techniques. • Embeds practice through coaching, feedback and sustained support. Providing release time for senior leaders to coach colleagues, support ECTs, model effective practice and monitor implementation helps ensure consistent classroom practice across the	1, 2, 3, 4, 5

	school. This is particularly important for disadvantaged pupils, who benefit most from high-quality teaching. <i>The approach is further informed by the principles identified within the 'Great Teaching Toolkit', including:</i> • Understanding the content being taught and how pupils learn. • Creating a supportive learning environment. • Maximising opportunities to learn. • Activating hard thinking through effective questioning, explanation and classroom interaction.	
Use of diagnostic assessment to identify need and address gaps in learning	The EEF Guide to the Pupil Premium identifies the diagnosis of pupils' needs as the starting point for an effective strategy. Schools should use robust assessment information to identify barriers to learning, pinpoint gaps in knowledge and understanding and target support where it is most needed. Regular pupil progress meetings, assessment analysis and ongoing formative assessment enable teachers to: • Identify pupils at risk of underachievement. • Adapt teaching to address misconceptions. • Target interventions effectively. • Evaluate the impact of provision. • Monitor the progress of disadvantaged pupils closely across the curriculum. <i>Evidence from the EEF highlights the importance of:</i> • Feedback: +6 months additional progress. • Individualised Instruction: +4 months additional progress. • Metacognition and Self-Regulation: +8 months additional progress. Robust assessment systems support teachers in making informed decisions about teaching, intervention and wider support, enabling disadvantaged pupils to make strong progress from their starting points.	1, 2, 4
Improving outcomes in RWM through KS1 and KS2 target teaching, explicit instruction and flexible grouping	The EEF Guide to the Pupil Premium identifies high-quality teaching and targeted academic support as the most effective approaches for improving outcomes for disadvantaged pupils. Targeted teaching enables staff to precisely address identified gaps in learning and provide timely support for pupils working below age-related expectations. The John Hattie evidence base highlights the positive impact of small-group instruction when it is carefully planned, focused on specific learning needs and delivered by skilled teachers. Our approach incorporates:	1, 2

	• Explicit instruction to model new learning and reduce cognitive overload. • High-quality scaffolding to support pupils in accessing learning independently. • Flexible grouping based on ongoing assessment and identified need. • Regular adaptation of teaching in response to pupil progress. This approach is designed to accelerate progress for disadvantaged pupils, close identified gaps and improve attainment in reading, writing and mathematics. <i>Relevant evidence from the EEF Teaching and Learning Toolkit includes:</i> • Small Group Tuition: +4 months additional progress on average. • Metacognition and Self-Regulation: +8 months additional progress on average. • Feedback: +6 months additional progress on average.	
Effective continuing professional development in Phonics, Reading, Writing and Mathematics	The EEF Effective Professional Development Guidance Report identifies high-quality professional development as a key mechanism for improving teaching quality and pupil outcomes. Effective professional development should build teacher knowledge, motivate staff, develop teaching techniques and embed practice through implementation and ongoing support. Professional development will include: • Little Wandle phonics training and coaching. • Reading, writing and mathematics subject-specific CPD. • Instructional coaching and collaborative professional learning. • Opportunities to share effective practice and strengthen curriculum delivery. The EEF Improving Literacy in Key Stage 1, EEF Improving Literacy in Key Stage 2 and mathematics guidance reports emphasise the importance of developing strong disciplinary knowledge, vocabulary, reading fluency and mathematical understanding through evidence-informed teaching approaches. The impact of this approach is expected to be particularly beneficial for disadvantaged pupils by improving the consistency and quality of classroom teaching across the school. High-quality teaching remains the most effective lever for improving outcomes for disadvantaged pupils. <i>Relevant evidence from the EEF Teaching and Learning Toolkit includes:</i>	1, 2, 3, 4, 5

	• Phonics: +5 months additional progress on average. • Feedback: +6 months additional progress on average. • Metacognition and Self-Regulation: +8 months additional progress on average. • Reading Comprehension Strategies: +7 months additional progress on average. • Oral Language Interventions: +6 months additional progress on average.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 17,128

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Target Intervention Sessions Including Phonics, Reading, Writing and Maths Led by Teachers/LSPs/HLTA	The EEF Guide to the Pupil Premium identifies targeted academic support as one of the three core components of an effective Pupil Premium strategy. Carefully targeted interventions can support pupils who require additional help to overcome barriers to learning and close identified gaps in attainment. The EEF Teaching and Learning Toolkit highlights that: • Oral Language Interventions have an average impact of +6 months and are particularly beneficial for disadvantaged pupils and those with weaker language skills. • Phonics approaches have an average impact of +5 months, with particularly strong evidence for younger pupils learning to read. • Small Group Tuition has an average impact of +4 months, particularly when sessions are targeted, structured and closely linked to classroom teaching. The EEF Guidance Report: Making Best Use of Teaching Assistants highlights that teaching assistants can have a positive impact when delivering structured interventions that complement, rather than replace, high-quality classroom teaching. Interventions will be informed by assessment information, delivered in small groups and monitored regularly to ensure pupils are making accelerated progress towards age-related expectations.	1, 2, 3, 4
Early Talk Boost Intervention in Early Years	Early language development is a significant predictor of future attainment. The EEF Early Years Toolkit identifies Communication and Language Approaches as having an average impact	1, 3, 4, 5

	of +7 months, making them one of the most effective approaches for supporting young children's learning. The intervention is designed to: • Develop vocabulary and oral language skills. • Improve listening and attention. • Strengthen understanding and use of language. • Increase pupils' readiness to access the Early Years curriculum. Research demonstrates that pupils with stronger communication and language skills are better able to access learning across all curriculum areas and are more likely to experience success in reading and writing as they progress through school. Early intervention is particularly important for disadvantaged pupils who may enter school with lower levels of language development.	
LSP-Led Speech and Language Interventions Including WellComm	The EEF Guide to the Pupil Premium emphasises the importance of accurately diagnosing pupils' needs and implementing evidence-informed support to address barriers to learning. Language and communication difficulties are recognised as significant barriers that can affect attainment across the curriculum. Screening and assessment through WellComm enables early identification of pupils requiring additional speech, language and communication support. Identified pupils will receive targeted intervention programmes delivered by trained staff and supported by recommendations from external professionals where appropriate. The EEF Teaching and Learning Toolkit reports that: • Oral Language Interventions can accelerate learning by an average of +6 months. • These approaches are particularly beneficial for disadvantaged pupils and those with delayed language development. Targeted speech and language support will help pupils develop vocabulary, expressive language, listening skills and confidence when communicating, enabling them to access learning more effectively across the curriculum.	1, 2, 4
Times Tables Rock Stars / Numbots / Spelling Shed / Grammar Monster / Helicopter Stories	The EEF Guide to the Pupil Premium highlights the importance of ensuring disadvantaged pupils have full access to high-quality learning opportunities, resources and support both within and beyond the classroom. Access to carefully selected curriculum resources can help pupils practise and consolidate key	1, 2, 4

	knowledge and skills, enabling them to engage more successfully with classroom learning. These resources support: • Increased opportunities for independent practice and retrieval. • Improved fluency in number facts, multiplication tables, spelling, grammar and vocabulary. • Greater parental engagement with learning at home. • Consistent reinforcement of core curriculum knowledge. <i>Relevant evidence from the EEF Teaching and Learning Toolkit suggests:</i> • Homework (Primary) can have a positive impact when linked closely to classroom learning and supported effectively. • Retrieval and regular practice support long-term retention and fluency, enabling pupils to apply learning more effectively across the curriculum. • Parental Engagement approaches can contribute an average of +4 months additional progress when effectively implemented.	
Targeted Reading Support Linked to the Phonics Scheme	The EEF Guide to the Pupil Premium identifies targeted academic support as an effective mechanism for helping disadvantaged pupils overcome barriers to learning and close attainment gaps. Structured reading interventions delivered through one-to-one or small-group support provide opportunities to address specific gaps in phonics knowledge, reading fluency and comprehension. Targeted support linked directly to the school's systematic synthetic phonics programme ensures consistency between classroom teaching and intervention provision. <i>Evidence from the EEF Teaching and Learning Toolkit indicates:</i> • Phonics approaches have an average impact of +5 months and are particularly effective for younger pupils and those at risk of falling behind in early reading. • Reading Comprehension Strategies show an average impact of +7 months when explicitly taught and practised. • Small Group Tuition has an average impact of +4 months when teaching is targeted and based on identified need. Regular assessment will be used to identify pupils requiring support and evaluate the effectiveness of intervention programmes.	1, 2, 4

Continued Commitment to an After-School Tuition Offer for Identified Pupils in English and Mathematics	The EEF Guide to the Pupil Premium highlights targeted academic support as one of the key strands of an effective strategy for improving outcomes for disadvantaged pupils. Well-structured tuition programmes can provide additional opportunities for pupils to revisit learning, address misconceptions and secure key curriculum knowledge. After-school tuition will: • Be targeted using assessment information and pupil progress data. • Focus on identified gaps in reading, writing and mathematics. • Complement classroom teaching rather than replace it. • Be reviewed regularly to ensure impact. <i>Evidence from the EEF Teaching and Learning Toolkit indicates:</i> • Small Group Tuition has an average impact of +4 months additional progress. • Individualised Instruction has an average impact of +4 months additional progress. • Feedback has an average impact of +6 months additional progress when it is timely, specific and focused on improvement. This targeted support is intended to accelerate progress, improve attainment and reduce gaps between disadvantaged pupils and their peers.	1, 2, 3, 4, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 16,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Lead / Pastoral Support / Sports Coaches / Mentors	The EEF Guide to the Pupil Premium highlights the importance of identifying and addressing barriers that prevent disadvantaged pupils from accessing learning successfully. Supporting pupils' social, emotional and behavioural needs can improve readiness to learn, engagement and academic outcomes. The Teaching and Learning Toolkit (Education Endowment Foundation) reports that Social and Emotional Learning approaches can lead to an average of +3 months additional progress, whilst also improving attitudes to learning, self-regulation and relationships. Targeted pastoral support, mentoring and opportunities for positive participation in school life help disadvantaged pupils develop resilience, self-confidence and coping strategies, enabling them to engage more successfully with learning.	1, 2, 3
Attendance Officer and Attendance Lead	The EEF Guide to the Pupil Premium identifies attendance as a key factor in improving outcomes for disadvantaged pupils. Persistent absence reduces access to high-quality teaching and can significantly affect attainment. The Working Together to Improve School Attendance guidance promotes a whole-school culture of attendance, early identification of concerns, strong family engagement and timely intervention to improve attendance outcomes. Research consistently demonstrates a strong relationship between attendance and achievement. By investing in dedicated attendance capacity, the school can monitor attendance closely, support families effectively and reduce persistent absence amongst disadvantaged pupils.	1, 5, 6
Breakfast Club Provision	The EEF Guide to the Pupil Premium recognises that wider strategies which improve readiness to learn can have a positive impact on educational outcomes for disadvantaged pupils. Breakfast club provision supports: • Improved punctuality and attendance. • Better concentration and readiness to learn. • Opportunities for positive social interaction. • Increased participation in school life.	1, 2, 3, 5, 6

	Providing a structured and supportive start to the school day helps remove barriers associated with family circumstances and ensures pupils are prepared for learning.	
Curriculum Enrichment, Educational Visits, Clubs and Residential Experiences	The EEF Guide to the Pupil Premium highlights the importance of ensuring disadvantaged pupils have equitable access to broader experiences that support engagement, aspiration and personal development. Providing financial support for educational visits, residential, after-school clubs and enrichment opportunities ensures that disadvantage does not limit participation. These experiences help to develop: • Confidence and resilience. • Social and communication skills. • Cultural capital and aspirations. • Engagement with learning and school. The Teaching and Learning Toolkit (Education Endowment Foundation) reports that Outdoor Adventure Learning shows an average impact of +2 months, alongside wider benefits including confidence, resilience and teamwork, while Physical Activity approaches can contribute to improvements in wellbeing, behaviour and engagement.	1, 2, 3, 4, 5

Total budgeted cost: £ 100,750

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

Key Stage 2 Outcomes 2025 - 2026

	EXS	HS	EXS	GD	EXS	HS	EXS	HS
KS2	Reading	Reading	Writing	Writing	Maths	Maths	RWM	RWM
PP	91%	36%	82%	9%	91%	27%	82%	9%
Non-PP	70%	30%	85%	10%	90%	45%	70%	10%
National	75%	31%	73%	13%	75%	27%	63%	9%

35% of the cohort were identified as disadvantaged. These pupils achieved strong outcomes across KS2, with attainment at the expected standard exceeding both national figures and, in most areas, the outcomes of non-disadvantaged pupils within the cohort. Reading and maths were particular strengths, with 91% achieving the expected standard in both subjects, while 82% achieved the combined expected standard in reading, writing and maths compared with 63% nationally. With 35% of the cohort identified as disadvantaged, these outcomes demonstrate the positive impact of the school's support and intervention strategies.

MTC Outcomes 2025 - 2026

Y4	MTC Full Marks	MTC Ave Score
PP	43%	21.0
Non-PP	68%	22.9
National	44%	21.6

27% of this cohort were identified as disadvantaged. These pupils performed broadly in line with national outcomes in the Multiplication Tables Check. The proportion achieving full marks (43%) was just below the national figure of 44%, while the average score of 21.0 was close to the national average of 21.6. Although outcomes were lower than those of non-disadvantaged pupils within the cohort, the small differences suggest that disadvantaged pupils developed secure multiplication fluency overall.

Key Stage One Outcomes 2025 - 2026

	EXS	GD	EXS	GD	EXS	GD	EXS	GD
KS1	Reading	Reading	Writing	Writing	Maths	Maths	RWM	RWM
PP	45%	0%	45%	0%	45%	0%	45%	0%
Non-PP	81%	6%	81%	6%	88%	13%	81%	6%
National	70%	18%	63%	9%	71%	16%	58%	6%

40% of this cohort were identified as disadvantaged. KS1 outcomes identify a clear priority for 2026–27. Disadvantaged pupils achieved below both non-disadvantaged pupils within school and national outcomes in reading, writing and mathematics.

Phonics Outcomes 2025 - 2026

Y1	Phonics
PP	64%
Non-PP	72%
National	82%

39% of this cohort were identified as disadvantaged. Year 1 phonics outcomes also remained below national figures. Analysis of these outcomes has informed the 2026–27 strategy, with increased emphasis on high-quality teaching, early identification of gaps, phonics fidelity, language development, targeted reading support and responsive intervention. Progress will be monitored closely through assessment and pupil progress review.

EYFS Outcomes 2024 - 2025

GLD	
PP	75%
Non-PP	65%
National	72%

Pupil Premium children achieved strong outcomes in the Early Years Foundation Stage, with 75% reaching a Good Level of Development (GLD), compared with 65% of non-disadvantaged children and 72% nationally. With 32% of the cohort identified as disadvantaged, this represents a positive outcome and demonstrates that disadvantaged children entered Key Stage 1 with a secure foundation for future learning. The outcomes suggest that early support and provision for disadvantaged children were effective in helping them achieve well.

Externally provided programmes

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