



Pupil Premium Strategy Statement 2025-28

"I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers." (A.P.J. Abdul Khan, 11th President of India)

"Every one of our children is carrying something the world is waiting for – it's just the world hasn't got it yet," Sister Judith Russi

The 'Pupil Premium' is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils' entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as 'Ever6 FSM'), an allocation for each pupil who has been 'Looked After' (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- 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.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

● We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.

● Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

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	139
Proportion (%) of pupil premium eligible pupils	38.8%
Academic year/years that our current pupil premium strategy plan covers	2025-28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Jo Hensman
Pupil premium lead	Jo Hensman
Governor / Trustee lead	Canon Mark O'Keefe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,409
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>	£83,409

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of background, make strong progress and achieve high standards across the curriculum by cultivating a culture of belonging for all, permeated through our strong school catholic ethos. We are committed to ensuring that disadvantaged pupils receive the highest-quality teaching and the targeted support necessary to close attainment gaps and overcome barriers to learning.

Our strategy focuses on securing excellent classroom practice, providing well-designed academic interventions, and offering pastoral and enrichment opportunities that promote wellbeing, attendance, and aspiration. We believe in an equitable approach where disadvantaged pupils benefit first and most, and where success is measured not only by academic achievement but also by personal development, resilience, and readiness for future learning.

Through a whole-school commitment to evidence-informed practice, rigorous evaluation, and high expectations, we aim to ensure that every disadvantaged pupil thrives and achieves their full potential.



Challenges

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

Challenge number	Detail of challenge
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1	Assessments and observations indicate underdeveloped oral language skills and limited vocabulary amongst disadvantaged pupils. This is evident from Reception to KS2.
2	A high proportion of PP children have multiple disadvantages with basic skills such as poor/fine gross motor skills, fluency and retention, therefore lower attainment, and make slower progress in Reading, Maths and Writing
3	Parental ability to support learning and low aspirations have an impact on motivation and ability to learn.
4	Adverse childhood experiences can also negatively impact progress and attainment. A significant number of our Pupil Premium children also have Adverse Childhood Experiences.
5	Low attendance rates can reduce learning time in school and has resulted in missed learning. This has a negative impact on confidence and progress.

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 for disadvantaged pupils in Reading, Writing and Maths.	Disadvantaged pupils achieve in line or above non disadvantaged pupils
Remove barriers to learning by improved engagement in learning and improved social, emotional and mental health	Proportion of PP children attaining ARE will increase year on year from starting points. PP children with SEND will make strong progress from starting points.
Attendance of disadvantaged children improves year on year, 90.5% in 2024/5	Attendance of disadvantaged children will improve and the gap with their non-disadvantaged peers will be reduced.
To achieve and sustain improved wellbeing in learning and school life, through disadvantaged children engaging in extracurricular activities. To improve confidence, resilience, and motivation.	A high level of well being will be demonstrated by increased attendance and increased enrichment activity by disadvantaged pupils.
Improved oracy - children develop expressive and receptive language which will enhance acquisition of vocabulary and improve communication skills.	Children have improved speech and language skills enabling effective communication.

Parents provide good support for their children and have high aspirations for their children academically and socially	Disadvantaged families know who they can reach out to in order to get support and advice for themselves and their children, Communication is effective and relationships between families and staff improve.
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Activity in this academic year- 2025/26

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: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improve the teaching of writing through CPD delivered by the Writing Lead to support the implementation of Pathways to Write so that all pupils make accelerated progress.</i>	While we expect Pupil Premium children to be major beneficiaries of the approach, the introduction of Pathways to Write is designed to benefit all children, diminishing the difference and improving standards in reading and writing across the board. EEF Link: <i>High Quality Teaching, Improving Literacy (KS1 & KS2), and The Pupil Premium Guide.</i> Sutton Trust: <i>Teacher quality has the largest in-school impact on pupil attainment, especially for disadvantaged pupils.</i>	1,2
<i>Use coaching and mentoring to improve the quality of teaching and learning by ensuring all subject leads have a positive impact on the outcomes through improved subject knowledge of staff and a developmental SLT coaching/mentoring programme based on the</i>	Leadership and coaching improves teaching quality and pupil outcomes. Teachers demonstrate improved practice in observations; progress of PP pupils tracked. EEF Link: <i>Effective Professional Development, School Leadership & Implementation Guidance.</i>	1,2

<i>CAST Principles of Teaching and Learning.</i>		
<i>Introduction of Quest and ATOM School. Home; Training for staff to ensure assessments are interpreted and administered correctly</i>	Accurate assessment informs targeted support. Data informs interventions; measurable improvement in pupil outcomes. EEF Link: <i>Diagnostic Assessment, Targeted Academic Support, and Small Group Tuition.</i>	1,2
<i>CPD to increase the impact of TA support in terms of academic and pastoral interventions for pupils</i>	Effective deployment of TAs demonstrates improved practice. Targeted pupils show progress in interventions -support staff improves outcomes EEF Link: <i>Teaching Assistants, Making Best Use of Teaching Assistants</i> (EEF Guidance Report). Sutton Trust: <i>Structured TA support in small groups can accelerate progress, particularly for disadvantaged pupils.</i>	1-4

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

Budgeted cost: £ 30455

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group / 1:1 interventions in phonics, reading, maths</i>	Structured interventions accelerate progress Disadvantaged pupils close gaps; increase in ARE by +5% per year EEF Link: <i>Small Group Tuition, 1:1 Tuition, Teaching Assistants</i>	1,2
<i>Daily precision teaching & pre-teaching</i>	Focused teaching addresses gaps quickly EEF Link: <i>High Quality Teaching, Feedback, Catching Up in Literacy & Maths</i>	1,2
<i>Purchase learning resources to develop early fluency and promote mastery (Accelerated Reader, TTRS, Power Maths)</i>	Supports independent practice and fluency. Measurable improvement in reading fluency, maths fluency, TTRS usage. EEF Link: <i>Metacognition & Self-Regulated Learning, Improving</i>	1,2

	Literacy (KS1 & KS2), Improving Mathematics (ICAN / Communication Trust: Early language and fluency interventions support literacy, oracy, and readiness to learn.KS2)	
Develop PSA/TIS Practitioner role to implement parental workshops and provide support to families of disadvantaged children, encouraging high expectations.	Parental workshops. Enhances home learning and support. EEF Link: Parental Engagement	3
Engagement in NCETM Hub- Mastery in Number programme	Early fluency improves KS1 maths outcomes EEF Link: Early Years Toolkit – Early Numeracy, Improving Mathematics (KS1 & KS2)	2

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

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidiaries for Rocksteady and school trips for disadvantaged pupils.	Music and extra curricular participation enhances engagement. PP pupils engaged in extracurricular activity; wellbeing improvements and gaining an enhanced life experience. EEF Link: Arts Participation, Wider Strategies – Enrichment & Engagement Sutton Trust: Enrichment activities increase motivation and aspiration.	4
Weekly small group pastoral and behaviour support (ELSA/Emotional coaching/Therapeutic Support)	Targeted support improves resilience and readiness to learn. Increased social-emotional skills;positive impact on behaviours. EEF Link: Social & Emotional Learning (SEL)	4

<i>PSA, Admin staff and HT to work closely with the LA Access and Attendance Officer, parents and families to improve attendance for all pupils and all groups.</i>	Attendance improves when families are supported. Gap between Disadvantaged and Non Disadvantaged attendance reduces. Reduction in persistent absence EEF Link: <i>Parental Engagement, Wider Strategies – Attendance Approaches</i> NFER: <i>Family-focused support improves attendance and engagement for disadvantaged pupils.</i>	5
<i>Speech and Language Therapist (MAST) - one day a week</i>	Targeted intervention improves communication. Measurable improvement EEF Link: <i>Oral Language Interventions</i> in oracy and language assessments.	1
<i>MAST Educational psychologist support</i>	Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. For those children with behaviour action plans they will have accelerated progress and have increased social and emotional development. EEF Link: <i>Social & Emotional Learning, Behaviour Interventions</i>	2,4

Total budgeted cost: £ 83,409

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

CONTEXT- ST PAUL'S 2024-25

There were **145 pupils** (R to Y6) at St Paul's at the end of the 2024/25 academic year.

58 of those children were disadvantaged. This represents **40%** of the total population. **6.9%** were from a **minority ethnic background**, no children had English as an additional language, **46.6%** had **SEN Support** (14.8%) and **8.6%** (3.5%) had an **EHCP**. There were **8 service children**.

Attendance rates for disadvantaged children were **90.8%** with **27.6%** as persistently absent.

END OF KS2

There were 9 disadvantaged children in Y6. 3 children achieved ARE in reading, writing and maths. 1 child achieved ARE in reading and writing. 6 children were SEND.

WHOLE SCHOOL

Across the school in Years 1-6 55% (67%) of the children were judged to be on track to achieve ARE or above in reading, 53% (53%) in writing and 57% (70%) in maths. There is a gap of **31% in reading, 37% in writing** and **34% in maths** between the disadvantaged cohort and their non-disadvantaged peers. In Reception there were 5 disadvantaged pupils. Areas of strength included; speaking, self-regulation, building relationships, gross motor skills, comprehension, past and present, people, culture and communities, The natural world, creating with materials, being imaginative. Areas of challenge included; Reading, writing and number.

The School Attendance Team (*consisting of HT, SENDCO, PSA and Attendance Admin*) monitors and manages the attendance for Disadvantaged pupils carefully. Of the 58 Disadvantaged pupils on role last year, 34.5% were at risk to be considered persistently absent. 32.8% had good (95-99%) attendance and 5.2% had excellent (99%+) attendance.

Non-disadvantaged attendance was **95.3%**.

Disadvantaged attendance was **90.5%**, creating a **4.8%** gap.

27.6% of disadvantaged children were **persistently absent**.

Non-disadvantaged persistent absence was **10.3%**, creating a **17.3% gap**.

School attendance was **93.4%** with **17.2%** PA.

What is Working Well

- Early intervention is successfully reducing the number of pupils working well below ARE.
- Small-group tuition and targeted phonics support show strong impact
- The school's pastoral provision is increasingly effective in reducing barriers to learning.

To improve things further

- Despite improvements at the lowest levels, progress is not yet sufficiently

accelerated for pupils to reach ARE.

- Writing outcomes, in particular, have stalled, with no increase in ARE year-on-year.
- Attendance for disadvantaged pupils (especially those who are persistently absent) remains a significant barrier, affecting learning time and intervention access.
- Pupils at risk of reaching GDS are not being fully challenged.

These outcomes have informed the plan for 2025-28.

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
Accelerated Reader	
Power Maths	
Read Write Inc	
Times table Rockstars	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils



Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.