

# Pupil premium strategy statement 2024-27 (Year 2 – 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 effect each year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St. Paul's Catholic Primary School
Number of pupils in school -Dec 2025	165 in YR-Y6 195 in 2yr - Y6
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25/ <b>2025-26</b> /2026-27
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	E. Lomax
Pupil premium lead	E Lomax
Governor / Trustee lead	S Leslie

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 57,570

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. They must have access to the full curriculum to enable them to make good progress. The focus of our pupil premium strategy is to support disadvantaged pupils to reduce the academic gap and increase the enrichment capacity within the curriculum so that pupils from both disadvantaged and non-disadvantaged backgrounds receive access to an aspirational and meaningful curriculum that meets the needs of all learners. We also commit to providing enrichment opportunities which increases their awareness and understanding of the world around them

Our long-term aim is for all children to leave St. Paul's with the necessary knowledge and skills needed to access the next stage of education and an aspiration to continue to reach their full potential.

High-quality teaching is at the heart of our approach. To maintain this we need to provide quality CPD for all support and teaching staff and ensure staff new to school swiftly receive appropriate training to ensure there is no slippage in the high quality support provided. We also recognise that it is important to maintain current staffing levels to ensure all pupils, continue to thrive and make sustained progress enabling them to grow in God's love to be the best they can be.

Identifying each pupils' specific needs is an important part of our strategy. This determines that appropriate interventions and support is implemented, enabling them to make progress and close the gap with their peers. At St. Paul's we identify vulnerable pupils as those with SEN, those living in poverty, those with social work professional involvement, those struggling with their mental health and those who are young carers. Interventions can change to meet the changing needs of these pupils. All of our children receive quality first teaching, but we understand the importance of providing additional resources, time and adult support to clearly address the needs of our vulnerable children.

Our approach is fully inclusive and many mechanisms of support are of benefit to all pupils. Our identification of barriers and needs is done through careful observation and assessment, appropriate diagnostic screening and testing, information secured through positive relationships with learners and their families and professional communication.

Our priorities for the next three years are to ensure disadvantaged pupils achieve well through continuous support in all areas of school life. We aim to decrease the number of disadvantaged pupils who are recorded as persistent absentees and increase overall attendance of all groups. We aim to provide an excellent pre-school education from the age of 2 years to ensure that children and their parents, are better equipped and school ready. Good quality early provision will also assist the early identification of needs, barriers and strategies to support children. We aim to continue to raise aspiration and continue to provide a varied programme of personal development and enrichment, targeting specific families and pupils so they acquire the necessary cultural capital to complement their academic learning,

## Challenges

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

Challenge number	Detail of challenge
1	The geographical location of the school, limited workplace opportunities in the local area coupled with low self-esteem and a lack of valuing education has an impact on the aspirations of some of our pupils.

2	Some children have limited access to enrichment opportunities beyond school due to the geographical location of school and the rising cost of living and this can restrict their development in terms of cultural capital and life experiences, ultimately narrowing their outlook and aspirations
3	Attendance of disadvantaged pupils continues to be below that of non-disadvantaged pupils and the proportion of disadvantaged pupils who are classed as Persistent Absentees is greater than non disadvantaged pupils.
4	Language development in early years remains a priority as many children struggle in the area of Language and Communication on entry to school.
5	Well being surveys, parent and pupil voice continue to express concerns around emotional regulation and behaviours which can impact within school.
6	Although the gap in attainment between disadvantaged and non disadvantaged has narrowed at the end of KS2, non disadvantaged pupils continue to attain higher results in reading, writing and maths. In KS1 disadvantaged pupils do not attain the same levels in reading, writing and maths as their peers.

## 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
1. Increased aspirations and self-esteem.	<ul style="list-style-type: none"> <li>Increased resilience, collaboration and problem solving skills inspiring children to strive to meet their full potential.</li> <li>Personal development opportunities will prepare children for the future and develop aspiration.</li> </ul>
2. To improve language, communication and social skills of children, especially in the early years.	<ul style="list-style-type: none"> <li>Disadvantaged pupils will make rapid progress and be school ready by the end of Nursery year.</li> </ul>
3. To achieve an improved level of wellbeing for all pupils in our school, particularly disadvantaged pupils.	<ul style="list-style-type: none"> <li>Children will have developed a toolbox of strategies to help them identify and regulate their emotions.</li> <li>Increased resilience, collaboration and inclusion.</li> <li>Increased engagement with sporting activities within and at the end of the school day along with exposure to more adventurous activities.</li> </ul>
4. To reduce the academic gap between disadvantaged and non-disadvantaged pupils.	<ul style="list-style-type: none"> <li>Assessment and performance data shows gaps are diminishing, and disadvantaged pupils continue to perform well against local and national counterparts.</li> </ul>
5. Ensure that disadvantaged pupils' learning and development are not hindered by lack of opportunities for enrichment or extra curricular activities.	<ul style="list-style-type: none"> <li>Increased attendance and participation in extra-curricular activities and clubs.</li> </ul>
6.. Improved attendance for all pupils with the gap between disadvantaged and non disadvantaged pupils narrowed and the number of PA is reduced.	<ul style="list-style-type: none"> <li>Disadvantaged pupils attendance improves as a direct result of the enhanced opportunities being offered.</li> </ul>



## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year 2025-26** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 18,867

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planning and monitoring and evaluating the quality of PP provision and ensuring that lesson delivery and fidelity to the programmes are maintained	Increased number of SENCOs - one qualified with release time and a trainee SENCO with release time. Cost = £1,000 Dedicated SENDCo/PP lead time (half day per week) will be timetabled. Cost =£2702 Special Educational Needs in Mainstream Schools   EEF	1,2,3,5
RWInc Training with group of Trust schools to support Phonics Lead, new members of staff and provide ongoing CPD for all to support the delivery of the program and intervention to ensure all children remain on track.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Cost = £1980 Phonics   Toolkit Strand   Education Endowment Foundation   EEF	2, 4
Participation in Mastering Number (NCETM) for Rec, Y1 and Y2 pupils	EEF - Current trial - release time for training for 3 teachers Cost = £1,000	4
Planning and monitoring the effectiveness of provision for disadvantaged pupils.	Curriculum Lead and SENCO working with support staff to plan interventions and monitor impact. Training will be provided to all staff to support the needs of our pupils based on Rosenshine Principles as well as subject specific training. Cost = £8665 EEF - MITA - Maximising the Impact of Teaching Assistants.	4
Release time for teachers and subject leads to work alongside other professionals to share expertise and improve teaching and learning.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professionaldevelopment">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professionaldevelopment</a> Cost = £1,000	2,4
Training for staff and time allocated for pastoral work and Drawing and Talking therapy.	Dedicated Support staff training time. Dedicated time allocated to support pupils. Cost = £250 training for D&T Therapy + time = £1,520 Social and emotional learning   EEF	
Opportunities for support staff to attend CPD outside of	Cost = £1,000	4

school hours supporting staff development.	EEF - Making the best use of teaching assistants	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 22,488

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychology Assessment	Additional support to support those pupils with SEND and PP. Cost = £2306 <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/</a>	2,3,4
1-1 and small group tutoring	Support Assistants providing targeted support within the lessons and in delivering to small groups. Cost = £16,662 Maximising the Impact of Teaching Assistants - trial   EEF Teaching and Learning Toolkit   EEF	3,4,6
Language Screening - Early Talk Boost, Talk Boost, Well Comm	Intervention data, pupil progress, and outcomes. Cost = £2,000 Communication and language approaches   EEF Early Talk Boost - trial   EEF	2
Lego therapy	Numerous research including The Autistic Society promotes the use of Lego Therapy as a means of promoting self esteem, social interaction, turn taking and regulating emotions increasing the well being of children. Cost = £1520 <a href="http://www.austism.org.uk">www.austism.org.uk</a>	1,3

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

Budgeted cost: £ 16,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commando Joe's - resilience building curriculum	Evidence based, government supported RESPECT programme - character building Cost = £1,700 <a href="https://commandojoes.co.uk/impact-research/">https://commandojoes.co.uk/impact-research/</a>	1, 2,3,4,5,6

Purchasing resources to provide enhanced outdoor provision and learning opportunities	Research evidences that providing children with creative and risk taking play opportunities improves self esteem and increases confidence leading to improved outcomes. Cost = £2,000 <a href="http://www.outdoorplayandlearning.org.uk">www.outdoorplayandlearning.org.uk</a>	1,2,3,4,5,6
Learning by Questions	See EEF data Learning by Questions (lbq.org) LbQ Feedback 50 Concluding Report- Jan 2020.pdf Cost = £1,215 (one year)	4
Provide check in sessions for pupils to talk through their worries	Evidence for school supports the benefits of time given to Support Assistants each day to hold morning and afternoon Check ins with pupils who have social, emotional, or mental health needs. Cost = £1,900	2,6
Provide time for pupils who are struggling to come to school to identify the pulls at home and school.	Pastoral and family support time. Cost = £3,000	2,6
To enrich the curriculum, support personal development and provide opportunities that may otherwise be limited.	Limited opportunities to participate in after school activities in local area – transport is often an issue. Cost of participation creates a barrier to children developing new experiences and skills. Children do not miss out on opportunities to develop social skills, independence, perseverance and team work during off site experiences. Cost = £1,000	1, 2,3,4,5, 6
Level 3 Forest Leader	Locality of school promotes interest in outdoor learning opportunities. Research shows that lessons promote confidence, social skills, communication, motivation, physical activity. Cost = £3,400 <a href="http://www.forestresearch.gov.uk">www.forestresearch.gov.uk</a> EEF outdoor adventure learning	1,3,5,6
Targeted support time for monitoring attendance. Incentive rewards.	Improved attendance prevents gaps in learning and leads to improved outcomes. This also improves well being and self esteem. Cost = £2,000 EEF supporting school attendance	1,2,3,4,5,6

**Total budgeted cost: £57,570**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

The strategy implemented for 2024-25 on having additional support in classrooms as well as targeted interventions saw an overall improvement in attainment.

At the end of Y6 children in receipt of Pupil Premium out performed non-Pupil Premium in Reading/Writing and Maths combined with 71% attaining EXS+ in comparison to 67% of Non PP.

In Reading Pupil Premium children continued to outperform Non PP with 100% attaining EXS+ in comparison to 78% of Non PP.

In Maths 100% of Pupil Premium children attained EXS+ in comparison to 83% of Non PP.

In SPAG 86% of Pupil Premium children attained EXS+ in comparison to 67% of Non PP.

In Writing 12% more Non PP children attained EXS+ than those in receipt of Pupil Premium. However, the gap narrowed by 14% on end of Year 5 attainment.

At the end of Y2 children in receipt of Pupil Premium outperformed non PP in Reading, Writing and Maths. PP children attained a scaled score of 110.3 in reading compared to a Non PP score of 99.5 and in Maths a scaled score of 107 compared to a Non PP score of 100.1.

Pupils continue to be provided with a varied programme of enrichment activities, enhanced further by new links with the Education Department at Alnwick Gardens and a wider range of adventurous activities offered including archery, axe throwing and rock climbing in addition to a residential for Year 6 pupils, school visits to London, other cities, museums and extra curriculum clubs.

Attendance data for disadvantaged children at the end of the academic year 24-25 was 90.4%. Attendance continues to be identified as a challenge for school.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider



