St Paul's C of E Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 C of E Primary School
Number of pupils in school	(including nursery)
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lindsay Eardley
Pupil premium lead	Graham Longdon
Governor / Trustee lead	Pam Carpenter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,850
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NA
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	£199,065

Part A: Pupil premium strategy plan

Statement of intent

The objective of the Pupil Premium Strategy at St. Paul's is to narrow any attainment gap between those pupils categorised as disadvantaged with the non-disadvantaged school population. We aim to ensure that these children are able to make progress that is in line with their peers and, where possible, accelerate their progress in order to reduce any attainment gap.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Whilst the promotion of quality first teaching will always be our priority, we acknowledge the fact that our most disadvantaged pupils need additional support in order to promote educational equity. In accordance with research carried out by the Education Endowment Foundation we believe that high quality intervention and feedback is key to closing the gaps created by disadvantage.

In addition to receiving high quality teaching, PSED and language support, we aim to provide disadvantaged children access to opportunities that will widen their aspirations, develop their confidence and increase their Cultural Capital. We also aim to reduce barriers to learning by developing relationships with families, providing for the SEMH needs of the children and minimising lateness and absence.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows rates of progress in subsequent years.
2	Disadvantaged pupils who are in multiple vulnerable groups (Boys, SEN, Summer Born, Low Attendance) are making less progress than other pupils across EYFS, KS1. Attendance rates for disadvantaged pupils are 2.4% below non-disadvantaged pupils (2024/25). This reduces their school hours and causes them to fall behind.
3	Increased number of children with complex SEMH needs.
4	Disadvantaged pupils generally have greater difficulties with reading than their peers. This negatively impacts their success across the curriculum. Children, particularly in KS2, have increased gaps in their phonic knowledge, which in turn is having a negative impact on progress in both reading and writing.
5	Many families are continuing to experience financial barriers. This has not only impacted the ability of parents to ensure their child is appropriately prepared for school, but is also having a significant impact on parental mental health, which in turn impacts children's well-being. General knowledge, vocabulary acquisition and therefore educational equity may be affected if the family are unable to afford extra-curricular activities and outdoor visits. Many of our disadvantaged children are also young carers.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils that is particularly evident in EYFS. This is also evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment in the rest of the school.
Higher rates of progress across KS1 in English and Mathematics for pupils eligible for PP and in multiple vulnerable groups. Reduce persistent absence for pupils eligible for PP	Disadvanaged pupils make accelerated progress to close the gap in attainment. Measured by teacher assessment and moderation practices. Reduce the number of persistent absentees among pupils eligible for PP to 6% or below. Overall PP attendance improves to 95% in line with target for all pupils
Improved behaviour and focus in class for disadvantaged pupils with SEMH needs, leading to improved attainment.	Children with SEMH needs will be well sup- ported and have the right provision in place, with a key focus on early identification. Intervention groups will be successful and improve educational outcomes for disadvantaged pupils.
Outcomes for all PP children to improve, and the attainment gap is reduced in Reading Writing and Mathematics. Engender a love of reading in all pupils. Our disadvantaged children enjoy reading and will have developed a "reading habit". They are reading at an age-appropriate level and their access to quality literature is enhanced. Improvements in reading impact on other areas of the curriculum.	Disadvantaged pupils make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. Reading culture will be evident around school. All children will have access to a range of books. Parents will be more involved in their child's reading. This will be evidenced in home/school reading records. Children will talk confidently about literature and be able to articulate their love of reading
Improved enrichment experiences, so that our disadvantaged pupils are more prepared for the next stage of their education. Pupils will have the right clothing and equipment for school, leading to improved well-being and sense of belonging.	Children will have been exposed to rich learning experiences integrated into the curriculum resulting in improved outcomes. Pupils will show improved self-esteem, self-worth and a sense of belonging, and be ready to learn alongside their non-disadvantaged peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **In the current academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £48,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training whole staff using RWI phonics. Maintain the Read Write Inc approach across, Early Years, KS1 and LKS2. ELT and SLT leaders.	Phonics and reading comprehension approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and comprehension particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1,2,4
Staff CPD to introduce the use of Edshed to engage children in learning their spellings in school and at home.		
Staff CPD to introduce EPATT materials to support KS2 readers to catch up.		
Implement PIVATS 5 which will be used to monitor and set small step targets for children who are below their peers.		
Purchase books to update class non-fiction topic collections, Reading Hut and Reading corners which will engage disadvantaged reluctant readers. Improve the number and access to books related to diversity and inclusion. New reading diaries to help children record and monitor their own reading and share with parents. Timetabled use of the Book Bus.	Ofsted strongly believe that unless we have a love of reading our reading progress and life chances will be limited.	4,5
STS Training in precision teaching for Spelling, Reading and Mathematics.	Research tells us that high quality teaching can narrow the disadvantage gap EEF/ Effective Teacher Development	1,2,4
Gateway CPD and Network Groups to support all staff in skills and strategies to improve outcomes. National College Training for all staff. Introduction and training for our new tracking system (Insight) and SMARTGRADE to enable staff to analyse summative assessments and identify children's gaps and plan appropriate interventions. Also, for teachers and subject leaders to spot possible weaker subject strands to identify areas for staff CPD. TEAM TEACH training for effective behaviour management.		

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

Budgeted cost: £63,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs and HLTAs to deliver high quality intervention to disadvantaged children in all year groups to ensure that they are ready for the next stage in their lives. HLTAs to cover leaders to plan, monitor and evaluate appropriate interventions for individuals and groups.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: EEF/ Teaching and Learning Toolkit/One-to-One Tuition EEF/Teaching and Learning Toolkit/Small Group Tuition	1,2,3,4
Targeted support for spelling (Edshed), phonics (RWI), Reading (EPATT), Precision Teach and Maths Mastery.	EEF/Teaching and Learning Toolkit/Small Group Tuition	1,2,4,
Allocate staffing to increase provision of interventions for children identified as having a need for improved communication and language.	EEF/Teaching and Learning Toolkit/Small Group Tuition	1,2,3,4,
Updated training & resources to deliver 1-1 or small group support for disadvantaged children with identified gaps in learning.	EEF/Teaching and Learning Toolkit/Small Group Tuition	1,2,3,4,

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

Budgeted cost: £87,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain and develop the Thrive Approach. Online subscription, training for Licensed Practitioner, whole staff and ELT strategic lead.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) September 2025 Ofsted Inspection Toolkit states: factors that statutory and non-statutory guidance, research and inspection evidence indicate contribute most strongly to inclusion. https://assets.publishing.service.gov.uk/media/690b26c69456634d9795fde0/Schools_inspection_toolkit.pdf	1,2,3,4,5
Pastoral Team to prioritise provision for PP children and offering support for vulnerable families.		
Flourish Programme with trained practitioners.		
CPD programme for PBS (Positive Behaviour Support), Team Teach and LAC Lead and provide CPD for teaching staff – High Expectations, Metacognition and Self Regulation		
Develop the Inclusion Team (Licensed Practitioner and Pupil Premium Champion) to improve the inclusivity of our school's practice: to support the delivery of Thrive and other SEMH interventions.		
Provision of the Reading Hut and Book Bus		
OPAL Leaders, Forest School Leader Training, Pupil Leadership and ELT to support disadvantaged pupils representation and participation in the activities linked to the wider curriculum including a wide variety of clubs.		
Attendance Champion, their team and SLT to work closely with Warwickshire attendance Services to ensure that all children have good attendance	The DfE guidance has been in- formed by engagement with schools that have significantly re- duced levels of absence and per- sistent absence.	2,3,5
Support PP children in accessing enrichment activities including trips and extended visits.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum EEF/Teaching and Learning Toolkit/Arts Participation	5
Deliver high quality music provision through appointment of music specialist to provide individual and group lessons.		

Total budgeted cost: £199,065

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Higher rates of progress across KS1 in Reading for pupils eligible for PP and in multiple vulnerable groups RWI.
The success of RWI with a higher proportion of St Paul's Year 1 disadvantaged children achieving a pass in the Phonics Screening Check (73%) compared to the National figure for disadvantaged pupils (67%). 100% of the disadvantaged children with no other barriers to learning passed the phonics check. In Year 2 the attainment in reading for the disadvantaged pupils is in-line with the National figures for disadvantaged pupils, however the attainment of St Paul's disadvantaged pupils with no other barriers to learning is greater than St Paul's non-disadvantaged children (75% compared to 71%).

Outcomes for all disadvantaged children to improve, and the attainment gap in Reading, Writing and Mathematics is reduced.
Year 6 disadvantaged pupils attained higher than the non-disadvantaged pupils in Reading and Writing; and attained in-line in Mathematics and GPS.
In Year 5, the disadvantaged children achieved in-line with the non-disadvantaged children at St Paul's in Reading. These children also achieved in-line or better than disadvantaged children Nationally (Y6 figures) in Reading and Mathematics.
In Year 4 the disadvantaged children with no other barriers to learning attained higher in Reading, Writing and Mathematics than the non-disadvantaged children at St Paul's and Nationally. In the Multiplication Check, 40% of St Paul's disadvantaged children achieved full marks (27% National disadvantaged figure).
The disadvantaged children in Year 3 attained above the National figures for disadvantaged in Reading.

Pupils will have the right clothing and equipment for school, leading to improved well-being and sense of belonging.
£3575 has helped disadvantaged children with their school uniform.

Improved oral language skills and vocabulary among disadvantaged pupils and improved enrichment experiences, so that our disadvantaged pupils are more prepared for the next stage of their education.
The success of RWI with Year 1 disadvantaged pupils attaining broadly in-line with the non-disadvantaged pupils at St Paul's and above disadvantaged children Nationally. One hundred and three disadvantaged children have benefitted from subsidies to a variety of school trips. Forty children have benefitted from £2923 supporting inclusion on residential outdoor adventurous activities to raise aspiration and confidence. Fifty-seven children received subsidies for other school trips. Fifty-five children had subsidies for after school clubs. Disadvantaged children have benefitted from St Paul's employing a specialist music teacher two days per week. Many disadvantaged pupils with SEMH needs have benefitted from additional provision in the outdoors, especially Forest School and OPAL. Visits to a variety of places of worship by each year group adds to the cultural capital and experience of all children. The Humanities curriculum which helps all children to build a rich vocabulary and knowledge has been further developed.

Improved behaviour and focus in class for disadvantaged pupils with SEMH needs, leading to improved attainment.
Children with complex SEMH needs were further supported to achieve positive behaviour outcomes by the Pastoral Team, SEND Coordinator and Behaviour Lead. Thrive practitioners worked with individuals and groups with SEMH and other needs. Flourish practitioners worked with children in groups or individuals to help boost confidence and engagement and improve self-esteem. Art Therapy sessions run by an external company have engaged SEMH children. Data shows: In Nursery and Reception only 2 behaviour incidents (involving 2 different children) were recorded for the disadvantaged children (the same number as for non-disadvantaged).
Although in Year 1 and 2 the percentage of disadvantaged children involved in behaviour incidents is 53% compared to non-disadvantaged children (25%), by Year 5 and 6 the percentage for disadvantaged children has reduced to 36% compared to the non-disadvantaged children which is 39%. This shows that our strategies are having an impact in reducing the numbers of disadvantaged children involved in behaviour incidents compared to non-disadvantaged children as they progress through the school.

Engender a love of reading in all pupils. Our disadvantaged children enjoy reading and will have developed a "reading habit". They are reading at an age-appropriate level and their access to quality literature is enhanced. Improvements in reading impact on other areas of the curriculum.
Book Bus and Reading Cabin timetabled for all classes provides an enjoyable environment and good quality books. Inspiring events including: World book day, Book Champions (all disadvantaged) involved in the purchase of new books for the whole school to enhance the learning, especially in the Humanities Topics – Peter's Books Visit; bedtime story workshops for parents and children in EYFS; phonics workshops for parents after school. Teacher CPD and new books to help improve class book collections, particularly ensuring a good range for diversity and inclusion.

Reduced persistent absence rates for PP children
The Attendance Champion continues to work with the Pastoral Team and WAS (local authority) to engage with families to improve attendance, particularly with the disadvantaged children.
Attendance of disadvantaged pupils has risen from 92.27% in 2022/23 to 93.2% in 2024/25.
The gap in attendance between the disadvantaged children has narrowed slightly from 2.65% to 2.2% below the non-disadvantaged children. The persistent absence gap has stabilized at 9% but this is still positive compared to National Data. St Paul's disadvantaged children's Persistent Absence 17% (8.3% non-disadvantaged) compared to Nationally 33% (13.5%).

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
Whole School - Thrive Induction Childhood	Thrive
The Thrive Approach for Senior Leaders	
Thrive- Childhood Licenced Practitioner	
Flourish Programme	Flourish
Variety of Courses linked to supporting pupils	The National College
Read Write Inc – Phonics and Spelling Programmes	Ruth Miskin