

# 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 Catholic Primary School
Number of pupils in school	81
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Governing Body
Pupil premium lead	Chris Fenna
Governor / Trustee lead	Mick Brown

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68 390
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£68 390</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At St Paul's our intent is that all children should be given every opportunity to achieve their best from whatever their starting points may be. We want to support all learners so that they can make as much progress as possible without being limited by the challenges they may face elsewhere in their lives.

We aim for our children to be happy, inquisitive, reflective and ambitious individuals who can become lifelong learners ready for the next stage of their 'journey'.

Our curriculum for all children is **CLEAR**:-

- **Challenging** – lessons which are stimulating and provide opportunities for children to 'grapple' with concepts, utilising opportunities for regular lesson enhancements.
- **Language rich**– staff promote, develop and encourage high quality talk for learning so that all pupils can express themselves and communicate clearly and effectively in a wide range of situations.
- **Encouraging** – staff promote resilience through the development of a growth mindset and 'the power of yet'.
- **Aspirational** – staff have high expectations and the children dare to take risks and dream.
- **Reflective** – children are encouraged to consider their role in making our world a better place.

We aim to educate the whole child. Our ethos is one of love, care and sharing the gospel values. Our motto "Together in Faith, Working as One" best sums this up. The intent of our curriculum further supports this and echoes the words of Pope Francis in his Laudate Si document – "**Live wisely, Think deeply and love generously**".

Additional to the school's main funding, the Pupil Premium funding will support the school in closing the gap between disadvantaged children and their peers so that all children have the opportunity to enhance the basic skills of literacy and numeracy. The funding also supports the school to build children's aspirations by increasing cultural capital giving them real life experiences which they would otherwise not have.

## Challenges

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

Challenge number	Detail of challenge
1	Poor Speech and Language skills on entry for most children eligible for Pupil Premium.
2	Low attainment in communication, language, literacy and number skills particularly in EYFS and KS1
3	Low attainment in writing and spelling across the school
4	Some families face many challenges in their day to day lives so good attendance does not always have a high priority. Attendance and punctuality is a priority across the school as so many disadvantaged children do not have good attendance and this necessarily negatively impacts upon their attainment.
5	Lack of opportunity to access experiences to build cultural capital
6	Poor mental health for many children and parents

## 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
<p>To improve language and communication skills through targeted teaching, CPD and S&amp;L support</p> <ul style="list-style-type: none"> <li>Speech and Language Therapist               <ul style="list-style-type: none"> <li>-working 1:1 or in small groups with children to increase their language skills</li> <li>- training and supporting staff and parents.</li> </ul> </li> <li>Wellcomm screening, dyslexia screening providing detailed reports for school, parents and external agencies as required</li> <li>- Staff training from LA SALT</li> </ul>	<p>Language and communication outcomes will improve at the end of EYFS</p>
<p>To identify low attainers in reading, writing and maths and establish intervention groups using TA support in small groups and 1:1 as required.</p>	<p>Progress for PP children will be accelerated and more children will achieve at or above expectations.</p>

To ensure high quality teaching in every classroom for every child.	Gaps between PP and non PP children will show evidence of narrowing
To improve and sustain good attendance for all children and in particular to reduce the number of persistent absentees.	Absence rates for all pupils will have decreased to below 5%. The gap between attendance for PP and non PP children will be reduced as will the number of PP children currently classed as persistent absentees.
<p>To provide opportunities to enhance the curriculum and increase cultural capital for all.</p> <ul style="list-style-type: none"> <li>• Use of minibus to provide transport for school trips</li> <li>• Subsidising trips, residential and events to ensure access for all</li> <li>• Employment of dance teacher and participation in AmaSing projects and concerts</li> </ul>	<p>Increased opportunities to set learning in a real life context and to enhance topic work will have a positive impact on children's self esteem and confidence.</p> <p>Evidence of raised aspirations and improved attainment through enhanced learning opportunities</p> <p>Working with AmaSing and dance teacher to participate in concerts in professional theatres and local festivals</p>
<p>To promote good mental health</p> <ul style="list-style-type: none"> <li>• Caritas Family Support Worker – working with children and parents</li> <li>• Caritas counselling service</li> <li>• Targeted work from MHST</li> <li>• Early Help supporting families</li> </ul>	<p>Children's emotional needs are managed effectively which impacts positively upon their attainment and access to the curriculum.</p> <p>Parents feel supported and can access counselling services as needed.</p> <p>Wellbeing Ambassadors created</p>

## 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: £31 967

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff – Language and Communication, ELSA, Phonics, Maths, Writing Purchase of Spelling Shed, Maths Shed, White Rose Maths, DigiMaps, IDL, Little Wandle, PSHE Association and Purple Mash subscriptions.	<i>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes</i>  <i>Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.</i>  <b>EEF – The Attainment Gap</b>	1, 2, 3
Additional staff so that class sizes are small and children can be supported in small groups and 1:1 interventions.  Development of FS/KS1 Nurture Group to support in terms of speech and language and SEMH. Ratio of 1:5	<i>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around 3 months additional progress for pupils, on average.</i>  <b>EEF Toolkit</b>  <i>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</i>  <b>EEF - The attainment Gap Research</b>	1, 2, 3

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

Budgeted cost: £ 18 004

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Speech and Language	<i>On average, children who are involved in communication and language approaches make</i>	1, 2

<p>Therapist – one session per week – to work 1:1 with PP children particularly in Early Years.</p> <p>Staff training from Speech and Language Therapist</p> <p>Engagement with MEAS to support EAL pupils.</p>	<p><i>approximately six months' additional progress over the course of a year.</i></p> <p><b>EEF Early Years Toolkit</b></p> <p><i>Robust evaluations found NELI children made on average 3 months of additional progress in language.</i></p> <p><b>Nuffield Early Language Intervention</b></p>	
<p>Additional staff to support children in intervention groups and with 1:1 support</p>	<p>Tuition will be additional to and clearly linked to class lessons</p> <p><i>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</i></p> <p><b>EEF Toolkit</b></p>	<p>1, 2, 3</p>

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

Budgeted cost: £20 133

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of Family Support Worker from Caritas to impact positively on children's mental health.</p> <p>Working with MHST weekly providing support for children and for their family</p> <p>ELSA programme for specific children</p> <p>Personal Best Programme delivered by Edsential</p> <p>Free Breakfast Club for all</p>	<p>Evidence suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p> <p><b>EEF Teaching and Learning Toolkit</b></p>	<p>6</p>
<p>Employment of attendance officer to liaise with parents and LA attendance officer to positively impact on children's attendance.</p>	<p><i>There is a clear link between attendance and attainment</i></p> <p><b>Ofsted research</b></p> <p>Regular Attendance 360 profiles</p> <p>Working with a local business to provide gift vouchers which can be exchanged for family meals for good attendance</p> <p>Inclusive Attendance Level 1 Accredited Professional Development Programme for all staff</p>	<p>4</p>

	Working with Early Help to support and signpost families	
<p>Enrichment activities for all children in terms of visits, residential, after school clubs, visitors to school, theatre trips etc.</p>	<p>Learning is enriched through visits, trips and residential. This has the impact of raising self esteem and building confidence which in turn has a positive impact on access to the curriculum and attainment. All visits and trips are subsidised and most are free to children with the minibus being used as much as possible to keep costs down.</p> <p>After school clubs cover sport and dance as well as gardening, yoga, mindfulness, cookery, board games, chess – again there is no charge to children for these clubs.</p> <p>All children have take part in music, drama, dance and art activities with AmaSing,, and our feeder secondary school.</p> <p><i>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</i></p> <p><b>EEF Toolkit</b></p>	5
<p>Free Breakfast Club for targeted children and free toast club for all.</p> <p>Programme of after school clubs in sport and other areas – chess, cookery, SATs boosters, gardening, board games etc</p>	<p>Improve attendance and punctuality for targeted children where there has been a concern.</p> <p>All children have the opportunity to have cereal or toast when they arrive at school.</p> <p>Links with our local community centre and local supermarket allow for food parcels to be sent home to those in need.</p>	4

**Total budgeted cost: £ 70104**

## 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.

GLD – All pupils 43%, 40% girls, 44% boys, 40% PP
Communication - LAU - 57% All, 70% PP Speaking - 57% All, 70% PP
Phonics – 53% All 73% PP (Year 1) 69%, 57% PP (Year 2)
KS2 – Reading Exp – All –87 % PP – 92%
Writing Exp - All - 60% PP – 58%
Maths Exp - All - 87% PP – 83%
Comb Exp - All - 53% PP - 50%

### 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
N/A	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A