# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2024 or 2025 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

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| Detail | Data |
| School name | St. Paul’s C.E. Primary school |
| Number of pupils in school | 183 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2025  2025-2026  2026-2027 |
| Date this statement was first published: | September 2024 |
| Date on which it will be reviewed | Spring term 2025  Summer Term 2025 |
| Statement authorised by | Alison Jackson – Executive head  Adam Rigby – Head of School |
| Pupil premium lead | Clare Cash |
| Governor / Trustee lead | Caroline Faleti |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £28,120 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | **£28,120** |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *At St. Paul’s School our curriculum of GRACE underpins all learning*  *G – God at the centre of everything we do*  *R – Promote the Retention of knowledge and Resilience in both learning and life*  *A - To create Aspiration and the Application of knowledge and skills*  *C – Our core purpose is to raise the vocabulary choices of our pupils*  *E – Equality and engagement for all*  *Our vision is that regardless of background every child will have an equal opportunity to learn and thrive. Every child will be immersed in a language rich environment and be taught the appropriate vocabulary which is subject specific and will help them to achieve in life. We will teach how to be resilient and learn that failure is merely a step towards reaching our goals and all of this will be achieved in the sure knowledge of God’s love for us all and the understanding that we are all part of our school family where everyone will be fully supported.*  *Our* ***ultimate objective*** *for our disadvantaged children is that they are given an equal right to achieve and that we will relentlessly remove any barriers which prevent them thriving. In the case of higher achieving disadvantaged pupils, we will encourage them to make further progress and realise their potential. Our school is inclusive providing for the needs of all pupils regardless of ability, gender, or background.*  *Our k****ey principles*** *over the next 3 years are:-*   1. *To improve the vocabulary choices of our pupils and phonics and reading outcomes.* 2. *To remove or mitigate the considerable barriers to our children who are both Pupil premium and SEND by effective scaffolded support.* 3. *To improve the resilience of our children.* |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Assessments, observation, and pupil voice reveals that disadvantaged pupils have more challenges with learning phonics than their peers.  Age appropriate, decodable books are provided to all children to give opportunities to practise reading both in school and at home.  Fast track phonics used to enable identified children to maximise progress.  100% of pupils in reception are starting on P1 (RWI baseline assessment) |
| 2 | 44% of our children who are Pupil Premium have also been identified as in need of additional support. Children who are both disadvantaged and have SEND experience multiple difficulties and barriers to learning. |
| 3 | A significant number of our children who are Pupil Premium have been identified with complex specific speech and language issues. This can present our children with an additional challenge and leave them lacking the confidence to speak and fully engage in class and impact the progress in phonics and reading. |
| 4 | Observations and discussions with pupils and families have identified social and emotional issues for many of our pupils, including anxiety. These challenges can particularly affect our disadvantaged pupils including their emotional welfare and their attainment. |
| 5 | Attendance can be a challenge for disadvantaged children. Continued focus on attendance will prevent attendance gaps between disadvantaged and non-disadvantaged pupils. |
| 6 | Challenges with parental support including impact of cost of living, issues completing paperwork, attending meetings and pastoral needs which can in some cases prevent adequate support at home 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.

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| Intended outcome | Success criteria |
| Pupils who have barriers to learning identified early and strategies of support implemented quickly and effectively.  E in the Curriculum of GRACE – equality  To improve GLD outcomes for all disadvantaged children  To improve the outcomes for disadvantaged children in Maths, English and writing and combined scores at the end of KS1 and KS2 | To continue to support fully children who have been identified as having barriers to learning. Children learning a broad and balanced range of skills and knowledge through scaffolded learning and the mastery approach  Formative assessments demonstrate progress being made.  Birmingham Toolkit pupils demonstrating measurable consistent steps of progress.  St Paul’s Curriculum of Grace for all is lived out.   * Proportion of disadvantaged children achieving GLD is broadly in line with National Average. * Proportion of disadvantaged children achieving the standard in maths, English and writing is broadly in line with the National Average at the end of KS1 and KS2. * Children who are disadvantaged, and/or identified as SEND, make good progress from their starting points. |
| Identified children making good progress in phonics leading to a life-long love of reading.  A – The application of skills  To improve Phonics outcomes for disadvantaged children | Proportion of disadvantaged children achieving the PSC is broadly in line with the National Average for non-pupil premium children.    Staff confident and well trained in the chosen synthetic phonics scheme (RWI) consistently teaching phonics daily. Phonics interventions/Fast track phonics delivered for those children who need further support.  Beanstalk readers used to support children with regular 1-1 reading sessions. |
| Disadvantaged children provided with opportunities to be engaged, active and involved in all areas of school life  E in the Curriculum of GRACE – engaged  To ensure all disadvantaged children have access to our enriched curriculum | Disadvantaged children have 100% access to all curriculum and enrichment opportunities  School Games events used to target inactive/disadvantaged/SEND children.  Free, termly, after school club places (Fit 2 Play) available for disadvantaged children  Subsidised cost for residential trips for disadvantaged pupils  Subsidised cost for school events such as discos, breakfast with Santa and swimming lessons. |
| Improve the Emotional, Mental Health, Well Being resilience of all children to deal with a range of situations and emotions in order to be ready to learn and thrive.  R in the Curriculum of Grace – resilience  To ensure that all disadvantaged children have an equal right to access the full curriculum | Emotionally Friendly Schools champions lead this initiative throughout school promoting the emotional wellbeing of everyone in school. All pupils in school will maximise learning time in all areas of the curriculum.  Children with identified anxiety supported through counselling and other groups such as TLG. (Transforming Lives for Good mentoring programme)  Educational Psychologist to assist the EFS champions to promote an effective, emotional friendly setting for all children and staff |
| Parents supported with the impact of the cost of living crisis as well as pastorally and spiritually by attending Wellspring.  **Wellspring.**  G in the Curriculum of GRACE – God at the heart of everything we do.  E in the Curriculum of GRACE – equality  To ensure that all disadvantaged families and children have access to the appropriate support to reduce barriers to learning | Positive relationships forged between school and home through weekly Wellspring sessions.  Monitor the register of parents attending Wellspring to ensure effective weekly take up of targeted families.  Views of parents/ wider family and carers through questionnaires. |

## 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: £ 4,680

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| Activity | Evidence that supports this approach | Challenge number(s) addressed | Impact so far  2024-2025 |
| Embed the RWI structured synthetic phonics programme throughout EYFS and KS1 purchasing appropriate training and teaching resources | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1, 2 |  |
| Develop Emotionally Friendly Schools by teaching emotional literacy and strategies to identify and manage feelings and emotions | There is some evidence to suggest that disadvantaged pupils are less likely to understand and use self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of emotional literacy and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation> | 4 |  |

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

Budgeted cost: £20,440

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| Activity | Evidence that supports this approach | Challenge number(s) addressed | Impact so far |
| Specifically appoint a teaching assistant to deliver 1:1 speech and language programmes for identified children who cannot communicate effectively.  TAs providing support for identified programmes across the school | Research which focuses on teaching assistants/qualified teachers who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 2,3 |  |
| Use SENDco time to ensure that the needs of our children with SEND are quickly identified, QFT is employed, and where appropriate specific intervention strategies used and robustly monitored.  Fit 2 Play carry out weekly Gross Motor Skills intervention for identified children | Well-evidenced research states that teaching assistant interventions can be targeted at pupils that require additional support (whether academically or supporting behaviour/SEMH) and can help previously low attaining pupils overcome barriers to learning and ​‘catch-up’ with previously higher attaining pupils.   <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 1,2,3,4,5,6 |  |
| Engage fully in TLG – **Transform Learning for Good** to mentor identified children who lack self-regulation which prevents effective learning. | Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring> | 4 |  |
| Deliver quality **school- based counselling** to identified children to remove the emotional barriers to learning. | School-based humanistic counselling led to significant reductions in pupils’ psychological distress over the long-term, compared to pupils who only received pastoral care.  The study also found pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals.  <https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/> | 2,4 |  |
| **Beanstalk – reading for reluctant readers** for identified children to improve engagement, reading fluency and pleasure. | Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> | 2 |  |
| Children to receive support for homework activities including help and support if needed, or just a quiet place to complete their homework | Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework> | 5,6 |  |

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

Budgeted cost: 3,000

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| --- | --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed | Impact so far |
| Provide structured targeted opportunities for after school and in school sport and other activity. | Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity> | 6,7 |  |
| Access to enrichment opportunities such as after school clubs, the Y5 residential trip and other events throughout the school year such as Discos and Breakfast with Santa. | As above  Plus  Brings subjects to life  Boosts self confidence  Increases motivation  Encourages good behaviour  Broaden their horizons  [www.studyexperiences.co.uk](http://www.studyexperiences.co.uk)  <https://www.tes.com>  Improve mental health – NHS data suggests that one in 6 children aged 5 – 16 thought to be suffering from a probable mental disorder |  |  |
| Signpost families to Wellspring who can offer support and help – for example with MHWB, access to food banks and help with cost of living. | By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 4,5,6 |  |
| Ensure that all parents can support their children’s learning through online resources such as spelling shed and Times table Rockstars.  Parental engagement workshops for phonics and Early Reading. | By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 6 |  |

**Total budgeted cost: £ £4680 + £20,440+ £3,000 =28,120**

# 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 2023-2024 academic year.

**Teaching**

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| **Activity** | **Impact 2023-2024** |
| RWI phonics group specific teaching and sounds matched to the books.  RWI training for teachers and all support staff within school  RWI strategies shared with parents to support early reading. | RWI phonics scheme, books and training purchased. Children divided into small groups to learn phonics for 45 minutes every morning. Catch up opportunities provided 77% of all Y1 pupils reached the expected standard in phonics in Y1. 100% of PP children reached the expected standard in phonics.  Definite improvement seen in early writing in KS1 (as evidence in moderation meetings and end of year data) due to improved phonic knowledge.  Reading data in KS1 was good with 83% of all children achieving the expected standard. 100% of PP children achieved the expected standard.  76% of all children achieved the expected standard at KS2. 76% of PP children achieved the expected standard.  Staff confidence has grown in the teaching of RWI due to the in depth training they have received and weekly coaching sessions.  QR codes and video links to revision of sounds shared with parents regularly to support learning at home |

**Targeted Academic Support**

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| --- | --- |
| **Activity** | **Impact 2023-2024** |
| Specifically appoint a teaching assistant to deliver 1:1 speech and language programmes for identified children who cannot communicate effectively and purchase the appropriate games and resources. | Good progress being made by those children following S&L programmes. Some children discharged from S&L because of good progress being made.  Exit results demonstrate that all children have made progress since September.    Soft data indicates that targeted children are more confident in answering in class.    Parents report that their children are more confident speaking. |
| SENDco time used to ensure that the needs of our children with SEND are quickly identified, QFT is employed, and where appropriate specific intervention strategies used quickly and robustly monitored. | Additional training provided to support QFT – working memory, autism, ADHD working with children with additional needs.  SENDco worked in conjunction with Inclusion Officer for LDST to check the progress of every child with SEND through quality assurance.  Ask Eddi data demonstrates that the majority of children with additional needs have made good progress.  Birmingham Toolkit demonstrates that ALL pupils using this measure have made progress.  Soft data – feedback from SEND parents tells us that parents report their children are happy and settled in school and are pleased with their progress. |
| Engage fully in TLG – **Transform Learning for Good** to mentor identified children who lack self-regulation which prevents effective learning. | TLG individual programmes up and running. TLG mentors fully trained. Portal established and information stored on the system. Questionnaires completed, baselines established and each child working towards individual targets. All children are engaged in learning and settled in school.  Good communication between TLG mentors and class teachers to help effectively support children attending TLG sessions. |
| Engage in providing qualityschool- based counselling to identified children to remove the emotional barriers to learning and purchase supporting resources | Counsellor from Children’s Family welfare provides regular therapeutic counselling services within school.  Identified children with mid-severe emotional worries able to settle and focus in class due to professional counselling services. |
| Engage in Beanstalk – reading for reluctant readers for identified children to improve reading fluency and pleasure. | All children reported they ‘enjoyed’ reading with Beanstalk  Good progress being shown in attitudes towards reading, the fluency of reading and from data during assessment weeks. |

**Wider Strategies**

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| **Activity** | **Impact so far** |
| Provide structured targeted opportunities for after school and in school sport and activity. | Children targeted to attend to reduce BMI and encourage physical activity. Pupil voice exit indicates targeted children enjoyed the activity.  High take up from PP children due to specific targeting.  All eligible PP children attended the residential. |
| Signpost Wellspring to support and help the MHWB of our families | 70 children and adults now attend Wellspring. Many of the attendees are PP families and also SEND. Satellite groups have also formed to support mental health issues, challenging behaviour and hardship.  Days out and camping trip provides respite and enjoyment for those attending – it also helps to build a supportive community.  Food hampers through Tom’s Pantry @ St James’ Church alleviate hardship |

## 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*

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| --- | --- |
| Programme | Provider |
| Times table rockstars | TT rockstars |
| Purple Mash | 2Simple |
| TLG | TLG |
| Maths No Problem (Maths) | Maths No Problem |
| Ready Steady Write (English) | Ready Steady Write |
| RWI (Phonics) | RWI |
| Real PE | Real PE |
| Developing Experts (Science) | Developing experts |

## Service pupil premium funding (optional)

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

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| --- | --- |
| 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 |