

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 or 2024 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.E. Primary school
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	10.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -2022 2022 – 2023 2023 - 2024
Date this statement was first published:	December 2023
Date on which it will be reviewed	Summer Term LGB 2024
Statement authorised by	Alison Jackson - Headteacher
Pupil premium lead	Clare Cash
Governor / Trustee lead	Caroline Faleti

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,010.00
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	£32,010.00

Part A: Pupil premium strategy plan

Statement of intent

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 learn every subject and will not be hampered in the foundation subjects with undue emphasis on secretarial skills. 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 **key 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.

Challenge number	Detail of challenge
1	Assessments, observation, and pupil voice reveals that disadvantaged pupils have more challenges with learning phonics than their peers. Communication with parents also demonstrates that in the homes of our disadvantaged pupils there were fewer age-appropriate decodable books.
2	At least one quarter of our children who are Pupil Premium have also been identified as SEND or have an EHCP. 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.
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	Wigan has been identified as an area with especially high levels of childhood obesity. 38.6% of Wigan's youngsters are unhealthily overweight when they finish primary school. The data comes from the Government's annual National Child Measurement Programme. A significant proportion of our disadvantaged children have been identified as having high BMI. It is evident that this has led to low self-esteem and confidence. This negative outlook can impact on all areas of learning and mental health and wellbeing.
6	Challenges at home with low mood, cost of living, issues completing paperwork and attending meetings 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.

Intended outcome	Success criteria
<p>Pupils who have barriers to learning identified early and strategies of support implemented quickly and effectively.</p> <p>E in the Curriculum of GRACE – equality</p> <p>To improve GLD outcomes for all disadvantaged children</p>	<p>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</p> <p>Formative assessments demonstrate progress being made.</p>

<p>To improve the outcomes for disadvantaged children in Maths, English and writing and combined scores at the end of KS1 and KS2</p>	<p>Children assess on the Birmingham Toolkit demonstrate measurable consistent progress.</p> <p>St Paul's Curriculum of Grace for SEND is lived out.</p> <ul style="list-style-type: none"> • Children with SEND and identified as disadvantaged making good progress from their starting points. • 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.
<p>Identified children making good progress in phonics leading to a life-long love of reading.</p> <p>A – The application of skills</p> <p>To improve Phonics outcomes for disadvantaged children</p>	<p>Proportion of disadvantaged children achieving the PSC is broadly in line with the National Average for non pupil premium children.</p> <p>Staff confident and well trained in the chosen synthetic phonics scheme consistently teaching phonics on a daily basis.</p>
<p>Highlighted children identified and receiving additional support regarding positive choices relating to healthy eating and exercise</p> <p>E in the Curriculum of GRACE – engaged</p> <p>To ensure all disadvantaged children have access to our enriched curriculum</p>	<p>Disadvantaged children have 100% access to all curriculum opportunities</p> <p>The numbers of children within school with a high BMI reduced - evidenced by the weighing and measuring programme</p> <p>Pupil voice reveals a more positive body image and higher self-esteem and confidence.</p>
<p>Improve the resilience of children to deal with a range of issues and be ready to learn and thrive.</p> <p>R in the Curriculum of Grace – resilience</p> <p>To ensure that all disadvantaged children have an equal right to access the full curriculum</p>	<p>A range of strategies in place to support our pupils helping them to improve their resilience and fully engage and flourish with both their learning and life.</p> <p>A reduction in the number of fixed term suspensions</p> <p>Children with identified anxiety supported through counselling and other groups such as red balloon group and TLG.</p> <p>Above demonstrated through pupil voice and lesson visits.</p>
<p>Parents who are low of mood and struggling with effective communication and cost of living</p> <p>supported pastorally and spiritually through Wellspring.</p>	<p>Parents and children receiving additional support with their learning through positive relationships forged through Wellspring and the wider community.</p> <p>Monitor the register of parents attending Wellspring – currently 120 registered – to</p>

<p>G in the Curriculum of GRACE – God at the heart of everything we do.</p> <p>E in the Curriculum of GRACE – equality</p> <p>To ensure that all disadvantaged families and children have access to the appropriate support to reduce barriers to learning</p>	<p>ensure effective weekly take up of targeted families.</p> <p>Qualitative Feedback from Wellspring Strategic Leadership on impact with highlighted families</p> <p>Views of parents/ wider family and carers through questionnaires.</p>
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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: £ 5,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop the RWI structured synthetic phonics programme throughout EYFS and KS1 purchasing appropriate training and teaching resources</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2
<p>Supplment metacognition and growth mind-set strategies throughout school as part of our Curriculum of Grace using the Teaching and learning toolkit</p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	4

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

Budgeted cost: £23,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support the development of the teaching assistant to deliver 1:1 speech and language programmes for identified children who cannot communicate effectively.</p> <p>One to one tuition in English and or maths targeted programme for 15 hours.</p> <p>Small group tuition in English or maths.</p> <p>TAs providing support for identified programmes across the school</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2,3
<p>Continue additional SENDco time to ensure that the needs of our children with SEND are quickly identified, QFT is employed,</p>	<p>Well-evidenced research states that teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured</p>	1,2,3,4,5,6

<p>and where appropriate specific intervention strategies used quickly and robustly monitored. SENDCO to attend Trauma Informed Approach training.</p>	<p>interventions and not the limited impact of general deployment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p>Continue to engage fully in TLG – Transform Learning for Good to mentor identified children who lack self-regulation which prevents effective learning.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	4
<p>Continue to engage in providing quality school-based counselling to identified children to remove the emotional barriers to learning.</p>	<p>School-based humanistic counselling led to significant reductions in pupils’ psychological distress over the long-term, compared to pupils who only received pastoral care.</p> <p>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.</p> <p>https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/</p>	2,4
<p>Continue to engage in Beanstalk – reading for reluctant readers for identified children to improve reading fluency and pleasure.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2

<p>Continue to provide an opportunity for identified children to receive support for homework activities.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>5,6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 8,692

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to provide structured targeted opportunities for after school and in school sport and other activity.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>6,7</p>
<p>Access to curriculum opportunities club/trip attendance. All classes to undertake at least one trip per year during 'Wakes Weeks'.</p>	<p>As above Plus Brings subjects to life Boosts self confidence Increases motivation Encourages good behaviour Broaden their horizons</p> <p>www.studyexperiences.co.uk https://www.tes.com</p> <p>Improve mental health – NHS data suggests that one in 6 children aged 5 – 16 thought to be suffering from a probable mental disorder</p>	
<p>Signpost Wellspring to support and help</p>	<p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of</p>	<p>4,5,6</p>

<p>our families – for example with MHWB and food hardship</p>	<p>educational disadvantage, supporting parents to assist their children’s learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Ensure that all parents can support their children’s learning through online resources such as rising stars, maths shed, spelling shed and Timestable Rockstars. Parental engagement workshops for phonics, Early Reading and maths</p>	<p>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</p>	<p>6</p>

Total budgeted cost: £37,292

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 2022 to 2023 academic year.

Teaching

Attainment Impact statement.

Reception. 100% FSM (2 children) children attained GLD. Whole class was 76%.

Phonics: 100% FSM (1 child) passed phonics screening check.

KS1: 50% (1 child) of children achieved RWM combined.

Reading. 50% of children (1) achieved at least EXS (Child was GDS)

Writing: 50% of children (1) achieved at least EXS (Child was GDS)

Maths: 100% of children achieved at least EXS.

KS2 14% of children (1) achieved RWM maths combined

Reading: 86% of pupils achieved at least EXS in reading. (All pupils 76%)

Progress of FSM pupils 6.7. (Progress of all pupils 2.6)

Writing: 43% of pupils achieved at least EXS in writing (All pupils 69%)

Progress of FSM pupils 2 (Progress of all pupils 3.7)

Maths: 43% of pupils achieved at least EXS in Maths (All pupils 52%)

Progress of FSM pupils 6. (All pupils 1)

Attendance: Years 1-6 2022-2023

	St Paul's	Trust	National
All pupils	95.5%	95.28%	94%
FSM	93.8%	92.68%	Not available.

Activity	Impact 2022 - 2023
<p>RWI phonics group specific teaching and sounds matched to the books.</p> <p>RWI training for teachers and all support staff within school</p> <p>RWI strategies shared with parents to support early reading.</p>	<p>RWI phonics scheme, books and training purchased. Children divided into small groups to learn phonics for 45 minutes every morning. Catch up opportunities provided.</p> <p>83% of all pupils Passed phonics in Y1 – 52% of children achieved full marks. 100% of PP children passed phonics.</p> <p>100% of all pupils passed the phonics screening test in Year 2.</p> <p>Definite improvement seen in early writing in KS1 due to improved phonic knowledge.</p> <p>Reading data in KS1 was good with 75% of all children achieving the standard. 50% of PP children achieved the standard. Where pupils did not make the expected progress this was due to in year entry and significant challenges related to out of school factors. We are working closely with these individual to provide additional support etc</p> <p>76% of all children achieved the expected standard at KS2. 86% of PP children achieved the expected standard. Children who did not attain the expected standard were new to school. Progress in reading overall was 2.7. Progress in reading for PP pupils was 6.7.</p> <p>Staff confident in the teaching of RWI due to the in depth training they have received.</p> <p>Clips shared with parents to support learning at home</p> <p>We are currently on track to achieve this by the end of this strategy statement.</p>
<p>Use of Oracy suggestions from the 'Voice 21' project.</p>	<p>Soft data reveals that most children are more confident in expressing an opinion within class.</p> <p>Vocabulary scores from the foundation subjects reveal a rising trend.</p> <p>We are currently on track to achieve this by the end of this strategy statement</p>
<p>Further develop metacognition and growth mind-set</p>	<p>Reduction in exclusions and instances of unacceptable behaviour.</p> <p>Fewer examples of physical restraint required.</p>

strategies throughout the school.	<p>Improvement in attendance and a reduction in late arrivals from 7% to 3%</p> <p>We are currently on track to achieve this by the end of this strategy statement</p>
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Targeted Academic Support

Activity	Impact 2022-2023
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.	<p>Exit results demonstrate that all children have made progress since September.</p> <p>Soft data indicates that targeted children are more confident in answering in class.</p> <p>Parents report that their children are more confident speaking.</p> <p>We are currently on track to achieve this by the end of this strategy statement</p>
Provide additional 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 quickly and robustly monitored.	<p>Additional training provided to support QFT – working memory, autism, ADHD working with children with additional needs.</p> <p>SENDco worked in conjunction with Inclusion Officer for LDST to check the progress of every child with SEND through book trawls, planning trawls and learning walks.</p> <p>Ask Eddi data demonstrates that the majority of children with additional needs have made good progress.</p> <p>SENDCO has created 'We are St Paul's Pen portraits for each SEND child and all teachers have copies of these, along with the specific area of need the child has.</p> <p>SENDCO has worked with subject leads to create Areas of Needs documents for each subject area detailing subject-specific adaptations available to ensure SEND children can access the curriculum at an appropriate level</p> <p>Progress of SEND children last year was Reading 6.5, Writing 4.6 and Maths 2.8, all of which were significantly higher than progress for all pupils in these three areas.</p> <p>Attainment of SEND KS2. Reading 83% (all children 76%)</p>

	<p>Progress:6.5</p> <p>Writing 50% (all children 69%)</p> <p>Progress 4.6</p> <p>Maths: 50% (All pupils 52%)</p> <p>Prgress 2.8</p> <p>B-squared data demonstrates that ALL pupils using this measure have made progress.</p> <p>Soft data – feedback from SEND parents and from the Send coffee morning tells us that parents report their children are happy and settled in school and are pleased with their progress.</p> <p>Staff questionnaires reveal that they feel secure teaching children with autism and ADHD.</p> <p>We are currently on track to achieve this by the end of this strategy statement</p>
<p>Engage fully in TLG – Transform Learning for Good to mentor identified children who lack self-regulation which prevents effective learning and purchase any relevant resources.</p>	<p>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.</p> <p>Child C has not been excluded in Spring term..</p> <p>Soft data – parents of the 3 children report children are more settled and learning ready.</p> <p>Attendance of these children have improved.</p> <p>Child A: 99.4%</p> <p>Child B: 95.8%</p> <p>Child C: 98%</p> <p>Lates of Child B has significantly reduced.</p> <p>We are currently on track to achieve this by the end of this strategy statement</p>

<p>Engage in providing quality school- based counselling to identified children to remove the emotional barriers to learning and purchase supporting resources</p>	<p>Counsellor from Children’s Family welfare provides regular therapeutic counselling services within school.</p> <p>Identified children with mid-severe emotional worries able to settle and focus in class due to professional counselling services.</p> <p>This year 75% of children who received counselling were pupil premium. Exit questionnaire reveals how positive the experience is in aiding them to settle to learning.</p> <p>We are currently on track to achieve this by the end of this strategy statement</p>
<p>Engage in Beanstalk – reading for reluctant readers for identified children to improve reading fluency and pleasure.</p>	<p>All of the children in cohort A who were supported by Beanstalk reached the expected standard.</p> <p>The children in Cohort B supported by Beanstalk made some progress from their starting points but did not reach the expected standard. Children rose from an average scaled score of 96 to an average scaled score of 104.</p> <p>All children reported they ‘enjoyed’ reading with Beanstalk</p> <p>We are currently on track to achieve this by the end of this strategy statement with this cohort.</p>

Wider Strategies

Activity	Impact so far
<p>Provide structured targeted opportunities for after school and in school sport and activity.</p>	<p>Children targeted to attend to reduce BMI and encourage physical activity. Pupil voice exit indicates targeted children enjoyed the activity.</p> <p>High take up from PP children due to specific targeting and phone calls.</p> <p>All eligible PP children attended the residential.</p> <p>We are currently on track to achieve this by the end of this strategy statement</p>
<p>Signpost Wellspring to support and help the MHWB of our families</p>	<p>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.</p>

	<p>Days out and camping trip provides respite and enjoyment for those attending – it also helps to build a supportive community.</p> <p>100% of disadvantaged families on register attended the free trips</p> <p>Food hampers through Tom’s Pantry @ St James’ Church alleviate hardship</p> <p>Wellspring garden supports mental health through the planting and growing of produce eg potatoes, lettuce, beetroot and tomatoes. – produce shared with the community.</p> <p>We are currently on track to achieve this by the end of this strategy statement</p>
<p>Ensure all digitally disadvantaged families have access to a device and a dongle and can support their children’s learning through online resources such as rising stars, maths shed, spelling shed and Timestable Rockstars.</p>	<p>In Year 4 our average score for the Multiplication Test was 21.8 which indicated a positive performance as a result of the additional practice opportunities offered by TTRS.</p> <p>Of the 2 disadvantaged children in Y4 one scored above 21.8 and one below.</p> <p>All digitally disadvantaged families provided with laptops and if necessary dongles to access online work which ensures all families can access all learning opportunities.</p> <p>43% of the disadvantaged children achieved the standard; overall, attainment in maths was not strong in this cohort, and the FSM children achieved only slightly less than all children.</p> <p>We are currently on track to achieve this by the end of this strategy statement</p>

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
Times table rockstars	TT rockstars
Purple Mash	2Simple
TLG	

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

