

Pupil premium strategy statement – St Paul’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	June/ 2025
Statement authorised by	Maxine Sewell
Pupil premium lead	Abigail Baines
Governor / Trustee lead	Fr Jim Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,800 (Inc. 2CLA)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£51800

Part A: Pupil premium strategy plan

Statement of intent

We believe that every pupil, irrespective of background or barrier to learning can become a successful learner and make progress. We commit to provide high quality first teaching, a rich curriculum and strong, positive relationships. We strive for our children to be the best they can be, through a culture of challenge to enable them to experience success and become resilient and independent learners.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 1-11% lower than for non-disadvantaged pupils and often falls below 94% attendance. Our assessments and observations indicate that absenteeism is negatively impacting pupils' starting points.
2	Internal and external assessments indicate that maths and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. At the end of KS2, disadvantaged pupils' outcomes in writing and maths are below those of their peers
3	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. In year 1, disadvantaged pupils are less likely to pass the phonics screening. Although the reading gap becomes less significant to the end of KS2.

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
To achieve and sustain improved attendance for all	Sustained high attendance by 2025 demonstrated by: <ul style="list-style-type: none">the overall unauthorised absence rate for all pupils being no more than 3%, and the attendance gap

pupils, particularly our disadvantaged pupils.	between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.
To improve writing and maths attainment and progress among disadvantaged pupils at the end of KS2	<p>KS2 maths outcomes in 2025 show that more than 75% of disadvantaged pupils met the expected standard</p> <p>KS2 writing outcomes in 2025 show that more than 75% of disadvantaged pupils met the expected standards</p> <p>Progress measure in writing and maths in line with non-disadvantaged peers</p>
To improve reading attainment and progress among disadvantaged pupils in KS1 and improve phonics screening outcomes in year 1	<p>In Year 1, 75% of disadvantaged pupils to achieve the phonics check.</p> <p>Assessments and observations indicate improved reading progress and attainment in disadvantaged pupils in KS1. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</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: £ 25900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive training for teaching assistants to ensure that children are emotionally supported in accessing school	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	2, 3

administered correctly.		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2
<p>Enhancement of our reading and writing teaching and curriculum. Fund teacher release time to work with Hub and take part in CPD for reading and writing, both subject leader and class teachers</p>	<p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	2, 3

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

Budgeted cost: £ 15540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	3
Additional teaching assistant class	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2, 3

support for same day intervention and planned intervention programmes		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Parent link to support families with attendance. Early identification and intervention for children and families who need support	Parental engagement EEF (educationendowmentfoundation.org.uk)	1
Financial barriers removed through school funding: for extracurricular clubs, uniform, residentials etc		1
Better Behaviours project to support positive relationships and whole school ethos towards positive behaviour	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1

Total budgeted cost: £ 51800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that disadvantaged pupils made similar progress to non-disadvantaged peers but there are still large gaps in attainment, particularly in Writing. Disadvantaged pupils have lower starting points than non-disadvantaged peers and gaps can be significant

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The data demonstrated that writing and maths attainment for disadvantaged pupils at the end of KS2 has not met national averages and needs to be targeted this academic year. But that reading outcomes at the end of KS2 continue to be good for disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance continues to be a significant barrier to children's attainment and progress. This needs to be a primary focus going forward.

Based on all the information above, the performance of our disadvantaged pupils met expectations in some areas, whilst other areas need more work. As a result, we are at present on course to achieve some of the outcomes we set out to achieve by 2025, as stated in the Intended Outcomes section above whereas other areas need further consideration.

Our evaluation of the approaches delivered last academic year indicates that children are well supported emotionally in school and that targeted support has had a good impact on children's progress but that we need to develop areas of our mathematics and writing curriculums to further enhance progress among our disadvantaged pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
None	None