# Pupil premium strategy statement – St Paul's C.E Primary School

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 151 |
| Proportion (%) of pupil premium eligible pupils | |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 2024-2027 |
| Date this statement was published | Nov 25 |
| Date on which it will be reviewed | Nov 26 |
| Statement authorised by | Rachel Wells |
| Pupil premium lead | Rachel Wells |
| Governor / Trustee lead | Chris Haworth |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £ 131, 344 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £ 137,608 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *You may want to include information on:*<br>• *What are your ultimate objectives for your disadvantaged pupils?*<br>• *How does your current pupil premium strategy plan work towards achieving those objectives?*<br>• *What are the key principles of your strategy plan?* |

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1<br>To continue to further develop language acquisition and communication skills | Language acquisition remains a whole school priority and features significantly in school improvement planning. School baseline data demonstrates pupils' language acquisition is well below national averages on entering Reception Class. The school's socio-economic indicators highlight 95% of pupils are from the most disadvantaged backgrounds. There is a wealth of research evidence to support the conclusion that this impacts greatly on children's cognitive development (including language acquisition). Pupil Premium funding combined with catch up funding will be allocated to ensure quality first teaching is deployed in all 7 classrooms to support language development. Funding will also impact language acquisition as it continues to be used to ensure class sizes remain below national averages as the school continues to offer 7 single-aged year groups through the recruitment of an additional Class Teacher and Teaching Assistants. |
| 2 To close the attainment gap in reading, writing & maths | School internal tracking data indicates that there are no significant differences in progress and attainment between disadvantaged and non-disadvantaged pupils. Statutory data shows the % of EYFS pupils achieving a GLD was below that of local authority and national averages. The % of pupils achieving Year 1 phonics threshold was lower than local authority and national averages. End of Key stage 1 outcomes for reading, writing and maths illustrated that gaps in progress and attainment were beginning to close with expected outcomes being only slightly below or in line with local authority and national averages. Outcomes for KS2 pupils in reading, writing, maths and GPS were in line or slightly below local authority and national averages. |

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|---|---|
| 3 To continue to sustain quality support and provision for pupils' wellbeing and mental health | The role of the school's pupil and family support workers is now embedded within the school's approach to effectively supporting disadvantaged pupils and their families and this role is impacting positively on pupils' wellbeing, mental health and outcomes. Next steps include a whole school emotional literacy and trauma informed programme, These will help children regulate and describe their emotions but also support staff in their approaches to behaviour and trauma. The curriculum intent will ensure pupils are equipped with the appropriate knowledge, language and confidence to be able to speak out against issues which may affect their mental health and wellbeing and ultimately empower them, through the specific teaching of child protection concepts, to have the courage and conviction to speak out to protect themselves and their peers. |
| 4 To further improve rates of attendance and punctuality for all children | Attendance rates are now of 95%, in line with national. Punctuality rates fluctuating amongst a small number of identified pupils/families. There continues to be a high number of persistent absentee pupils, combined with a small cohort of parent/carers who struggle to recognise the significance of good attendance and punctuality. A significant amount of the school's Attendance Team time is dedicated to the continual monitoring and development of effective practices and interventions to support and address attendance and punctuality concerns for individual pupils and their wider families. |
| 5 | |

## 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 continue to further develop language acquisition and communication skills | • All infant children will be assessed regularly against welcomm and interventions set.<br>• Learning environment audit shows improvements in language-rich resources and displays<br>- Observations demonstrate children engaging with and using new vocabulary<br>• Staff demonstrate knowledge of language development in discussions and planning<br>Children are given lots of opportunities across the curriculum to improve their communication skills. |
| To close the attainment gap in reading, writing & maths | • Implement targeted interventions for boys in reading, writing, and maths will show impact.<br>Professional development for staff on |

| | |
|---|---|
| | effective teaching strategies in Reading, Writing and Maths will impact attainment.<br>• Review and refine the curriculum to ensure it meets the needs of all pupils.<br>Pupil premium will allow school to still offer visits and visitors allowing children to have experiences they would not have. |
| To continue to sustain quality support and provision for pupils' wellbeing and mental health | • Interventions are timely and effective Supporting individual children will grief, relationship support, wellbeing,<br>• Other agencies are used effectively to offer advice and support in a timely manner.<br>• Group interventions are preventive and not just reactive – lego, therapy, Heart Math and nurture groups to support children.<br>• Play therapy will continue to impact specific children who need additional intervention |
| To further improve rates of attendance and punctuality for all children | • Attendance remains in line with national average<br>• Amount of persistent absentees will reduce.<br>• Continue to rigorously monitor attendance levels.<br>• Incentives are their to promote good attendance.<br>• Relationships with parents will remain strong -Working with parents and children to address issues around attendance.<br>• Seek advice and support from other agencies to support attendance. |
| To ensure children's basic needs are met and empower parents to improve outcomes for their children. | • Provide open door policy that parents can come into school to ask for help<br>• School will work closely with other agencies to provide timely support for families<br>• The impact of Early Help Plans will show positive intervention.<br>• The school's free breakfast club will continue to feed over 80 children each day ensuring basic needs are met.<br>• Children will have the equipment they need for school – providing uniform where needed. |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 133,00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| 2 Fulltime pupil and family support workers | The role of the Pupil and family support workers are essential in being able to deal with the increasing Safeguarding issues, working with external agencies and attending meetings. They are essential in building relationships and supporting the ever growing need of parents.<br>The interventions with children show that we can now be proactive rather than just reactive and support children in school without waiting for long waiting lists externally. | 3 ,4, 5 |
| 1 fulltime teacher allowing single aged classes. | Having single aged classes with reduce pupil numbers has a big impact on the level of support for each child. Each children has higher pupil to teacher ratio. | 1, 2 |
| 2 Teaching assistants | The retention of an additional teaching assistant allows more intervention and support. This helps reduce the gap in Reading, Writing and Maths. | 1, 2 |
| HLTA – booster sessions<br>Reading and Maths Year 6 | These booster sessions have been vital in closing the gap in Year 6 allowing the last three years the progress in year 6 to be above expected. We have managed to achieve in line with National at KS2 in Reading, Maths and GPS. | 2 |
| Breakfast club TA | The TA prepares the breakfast for over 80 children each day. Allowing each child to be fed, in school on time and basic needs met. | 3,4, 5 |

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

Budgeted cost: £ *95,000*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Teaching Assistant | Reading, Writing and Maths interventions<br>Targeted to specific children<br>Provision mapping | 1, 2 |
| Pupil and family support workers | Reactive and proactive interventions to meet the needs of children from Reception to Yr 6 | 3, 5 |

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

Budgeted cost: £ *50,000*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| 2 pupil and family support workers | Daily review of attendance<br>- Home visits, phone calls, support offered.<br>- Data analysed and tracked for trends. – support given<br>- Improve wellbeing of all children – mindfulness<br>Self regulation | 4<br>3<br>5 |
| *Trips and experiences* | Experiences that children will not get opportunities to experience. | 2<br>5 |

## Total budgeted cost: £ 138 000

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| Data shows that our disadvantaged pupils achieve in line with non pupil premium children. Interventions are showing impact, children are identified during pupil progress meetings and provision maps are updated half termly. Small class sizes are essential to supporting our disadvantaged pupils with more support.<br><br>The Year 6 booster sessions definitely impacted on the Year 6 Sats results. Reading, Maths and GPS were inline with national average.<br><br>Welcomm assessments and then subsequent interventions are ensuring children make progress in language.<br><br>Our two Pupil and family support workers provide daily access to pastoral and practical support, including signposting to external services, which mitigates the impact of socio-economic challenges on learning. There work with parents also supports the whole family.<br><br>Uniform, shoes and other items were purchased to ensure children have basic items to access school.<br><br>The provision of a free breakfast club for over 70 children daily ensures that pupils arrive at school ready to learn, addressing non-academic barriers such as hunger and punctuality, which are critical for engagement and cognitive readiness.<br><br>Pupil premium money also ensures all children can access visits and experiences. All pupil premium children are offered a free afterschool club for a half term. |

## Externally provided programmes

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

| Programme | Provider |
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## Service pupil premium funding (optional)

| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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## Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.* |