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 CE School
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	31.2%
Academic year/years that our current pupil premium strategy plan covers	2025-2027
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Michelle Lord Headteacher
Pupil premium lead	Michelle Lord Headteacher
Governor / Trustee lead	Angela Fantis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,320 25/26 allocation
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	£72,320

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium at St. Paul's CE Primary School

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.

The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

The pupil premium Grant (PPG) is additional funding that is provided to schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The amount of funding the school receives is dependent on the number of children who are currently eligible for free school meals (FSM) or those who have been eligible in the last six years (Ever 6).

Pupil Premium is also allocated for children who have been looked after by the local authority (LAC) continuously for more than six months as well as to Service Children.

At St Paul's we will be using the indicator of those eligible for PPG, as well as identified vulnerable groups, as our target children to 'Diminish the Difference' regarding attainment.

Current research has been used to inform our strategic planning, delivery and reviewing of our Pupil Premium approach. Research conducted by EEF is one essential document that has underpinned our decisions around effective strategies and best value for money. In line with the EEF guidance, we have followed the tiered approach (see below):

"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupil." (EEF Guidance: 2011).

At St Paul's Our ultimate objectives are:

- Explore our school offer through the lens of our most disadvantaged children.
- Extend our outside offer.
- Remove barriers to learning created by poverty, family circumstance and background.
- Develop oracy skills for all children.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.
- Ensure all new joiners experience success at St Paul's.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils through 'Quality First Teaching.'
- Ensuring that appropriate provision is made for disadvantaged pupils who have multiple barriers to learning, this includes adequately assessing and addressing their emotional and social needs.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives: In order to achieve our objectives and overcome identified barriers to learning, we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition.
- Ensure a sharp focus on supporting children's mental and physical health and providing community support for all families.
- Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences to use in their learning in the classroom. Support is also given to families for uniform where needed.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.

- Focus on pupil absence and attendance.
- Provide support for positive peer interactions provide motivation and improve learning outcomes.
- Provide a consistent and rigorous framework for developing children's communication skills – Working with Durrington Research school.

Challenges

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

Challenge number	Detail of challenge
1	Literacy - vocabulary deficit, reading and oracy. Our assessments, discussions and observations show that our Pupil premium students are more likely to have a tier 2 and 3 vocabulary deficit and reading comprehension issues that may be preventing them from accessing certain parts of the curriculum. It also highlighted that some of our students require more support with their spoken language and communication.
2	Social, emotional, physical and mental health.
3	Special educational needs has a significant impact on a group of 8 (16.7%) PPG funded children. Two of these students have EHCPs.
4	45.7% of our Pupil Premium children are also known/previously known to Children's Services.
	26% of the Pupil Premium children are EAL and this has a significant impact on some children and families.
	21.7% of our Pupil Premium children also have 2+ additional vulnerabilities.
5	Speech, language and communication skills on entry in the Foundation Stage are low for pupils eligible for PPG. This affects children's phonological awareness and vocabulary levels, which in turn slows development and progress in subsequent years.
6	Attendance and punctuality and persistent absenteeism.
7	Gaps in Reading, Writing, Maths and Phonics.
8	Parental engagement.
9	Lower cultural capital Our discussions and observations have identified that some disadvantaged pupils lack background knowledge of the world around them and as a result have less clarity around career goals and how to achieve them, compared to non-disadvantaged. It's not that they are less ambitious, but what they believe is possible is limited due to their life experience to date.

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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average (for PPG children) by the end of KS2.
Phonics	Achieve at least 85% in Y1 pass the PSC
Attendance: PP attendance increases and Punctuality improves.	Parents of Pupil Premium pupils are clear about the importance of attendance. Attend school at least 95% of the time.
Improved language skills for pupils eligible for PP in the EYFS, KS1 and KS2.	EYFS/KS1 pupils make good or better progress in language assessments in line with individual baseline. Observations, diagnostic analysis and student attainment will show that: ● All students will engage and use appropriate subject-specific vocabulary during discussions across all subject areas and phases. ● Students will be able to use the vocabulary in a variety of contexts, both within subjects and across different subject areas. ● Students will be able to read fluently across all subjects, which will enable them to fully access the curriculum. ● All students will be able to access ideas and knowledge beyond their starting points
Emotional barriers to learning are supported, leading to children making at least expected progress across a year group. Pupil Premium pupils are being supported to develop resilience and self-esteem.	Pupils with multiple needs are quickly identified and support is detailed in Provision maps and / or SENCO Additional Needs Plans. Pupils' attendance is high and consistent. Pupils are accessing catch up sessions and extra reading support if required.
Pupils will have a range of experiences within school, including access to enrichment Opportunities.	PP pupils will attend to enrichment/nurture sessions. PP will have the opportunity to access music tuition.
All children with Pupil Premium and Pupil Premium and SEND to make expected or better progress based on their starting	Gaps will close between PP and non PP pupils. Gaps will close between PP and SEND and non PP pupils as pupil's

points in Maths, Reading and Writing. Pupils access a wide range of interventions to meet their SEND needs, including speech and language.	SEND needs are addressed. PP pupils make expected progress or exceed their targets set in R,W,M.
All children with EAL and PP to make expected or better progress based on their starting points in Maths, Reading and Writing.	As pupil's EAL needs are being addressed. PP pupils make expected progress or exceed their targets set in R,W,M.
All children with SEMH and PP to make expected or better progress based on their starting points in Maths, Reading and Writing.	Children are provided with pastoral care, guidance and support to raise self-esteem, improve behaviour and develop skills of resilience, independence and perseverance. Referrals made to Learning Mentor and support given.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.

Activity in this academic year
This details how we intend to spend our pupil premium (and carried forward recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,111 plus pending cost of EALTS (formally EMAS) training.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Headteacher and Headteacher to mentor and coach others (Supply costs- Leadership Cover) £5,000	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified the Deputy Head and Headteacher who will take on and develop this role. EEF- Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching	1,2, 3, 6, 7, 9

	quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	
Deputy Head to lead Support Staff CPD £2,500	EEF- Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.	1, 2, 3, 5, 5
Phonics development through: Rocket Phonics programme refresher training and implementation Subscription - £350 Next Steps - £180	Pupils attainment in Phonics check at the end of Year 1 was above national in 2025. Ensure the approach to teaching phonics remains consistent across KS1and high quality interventions remain in place. Spelling is a key issue at KS2- to embed teaching of phonics/spelling interventions.	7
EALTS (formally EMAS) staff Training/CPD for all staff <u>Cost pending</u>	EEF- Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment; • careful selection of language to be taught (high frequency words found in many different contexts); • activities to extend pupils' expressive and receptive vocabulary should relate to current topics, with opportunities to practise using new vocabulary.	1, 2, 3, 4, 5, 6, 7, 8, 9
Revision books-YR 6. Development of maths and English skills through child led gap analysis, addressing misconceptions and SATS revision practical resource books. £200	Increased attainment in English and maths at KS2 – Teacher Assessment.	4, 7
National College Subscription £1881	To access wide ranging CDP for all staff and to enable access to on line safety training for all parents/carers	1, 2, 5, 7, 8

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

Budgeted cost: £17,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSS to support pupils with specific literacy difficulties. This will be supported by TA's in school and reading volunteers.	Increased attainment and progress for pupils in receipt of the PPG.	1, 5, 7
Subscription to Edukey £1090	Adequate monitoring of SEND pupils, recording Individual Learning Plans and measuring impact of targeted interventions.	1, 2, 3, 4, 5, 6, 7
PPG Interventions support. Individualising support at all levels - Edukey.	Increased attainment in reading, writing and maths.	1, 2, 3, 4, 5, 6, 7
Individual/small group support and nurture *INA's-7.5hrs* Individualising support at all levels. One to one provision-children's writing skills and mathematical skills. Focusing on social, emotional and behaviour issues.	Increased attainment in reading, writing and maths. Teaches a broad range of coping strategies to manage change.	1,2, 3, 4, 5, 7
Sonar subscription. To ensure continuity in the assessment, monitoring and comparing of disadvantaged groups and Non-Disadvantaged groups. £1090	All staff able to assesses, analyse, compare and share pupil progress and attainment data through Early Years and Keys Stages 1 and 2. Disadvantaged groups closely monitored and compared with Non-Disadvantaged groups.	3, 4, 5, 7
Clicker 8 subscription £300	Increased attainment and progress in writing for pupils in receipt of the PPG.	1, 5, 7

Literacy Shed Plus £175	For KS2 staff to access VIPERS reading resources.	1, 5, 7
Times Tables Rock Stars £110	Increased attainment and progress in maths for pupils in receipt of the PPG.	7, 8
White Rose Maths £210	Increased attainment and progress in maths for pupils in receipt of the PPG.	6,8
Subscription to Purple Mash £850	For all children to access quality education in computing and learn the skills they need to keep themselves safe online	3, 4, 6, 9

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

Budgeted cost: £32,779

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor (KL)– *1:1 mentoring.* Building Belief: Providing additional support for children with a range of needs – social, emotional, behavioural, attendance/punctuality etc.	Significantly improved attendance for targeted children. Children were supported with emotional needs which had a positive impact on their learning. Increased attainment in reading, writing and maths.	1, 2, 4, 5, 6, 7, 9
Family Support: - *0.5 days per week.* To support families who need it with caring for and providing a stable home for their children.	Increased attainment, inclusion, confidence and emotional well-being.	1, 2, 5, 7, 8
M Jones-Attendance support £5035	To improve attendance across all pupils all year groups and develop relationships with our harder to reach families	6, 7, 8
PEP: To support families of LAC and adopted children in school	Working closely with parents to ensure that all the child's needs are met. To help children develop strong attachments and relationships with others in school.	2, 4, 5, 6, 7, 8

Designated person for LAC and adopted pupils will hold termly meetings with class teacher and parents to discuss attainment, progress and any other needs that can be addressed in school.		
BHISS: To provide support for children who are experiencing problems at school because of social, emotional and mental health (SEMH) difficulties.	Increased attainment, inclusion, confidence and emotional well-being.	1, 2, 5, 6, 7, 8
Talk Time	Increased confidence and emotional wellbeing.	1, 2, 7
Educational Psychologist: To support pupils experiencing emotional and social problems or learning difficulties that hinder their successful learning and participation in school and other activities. Cost Pending	Increased attainment, inclusion, confidence and emotional well-being.	1, 2, 3, 5, 6, 7, 8
TA for nurture: To support small groups of vulnerable children deal with loss and provide emotional support. Well trained and experienced TA's supporting in 1-1 and small group interventions. Focusing	Increased confidence and emotional wellbeing.	2, 7, 8

on identifying feelings and emotions, how to build and sustain good relationships with peers and dealing with conflict if it arises.		
Book shop visits with PPG pupils-purchase class books. Reading books and Magazine subscriptions.	Raise the profile for reading across the whole school. Greater confidence and attainment in reading – whole school.	1, 7, 9
Enrichment Opportunities.EG: Community Kitchen A broad range of extra-curricular opportunities, E.g. summer school, holiday club, buying in experts to visit school, coaches to teach games skills, field trips.	Maximised opportunities for all. To motivate and stimulate learning.	1,2, 9
Music lessons. Yr 4 Sound Makers. Music based activity in class groups used to expose children to music, support relationship building, and improved behaviour for learning, self-esteem, social communication skills and confidence in completing tasks.	Increased self-esteem improved concentration span, behaviour and engagement.	2, 9
Support with uniform.	To raise self-esteem and sense of well-being.	2, 6, 8

Total budgeted cost: £60,340 plus cost of EALTS (formally EMAS) pending and Ed Psy

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes (unvalidated)

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year plus the three year overview.

Pupil outcomes at Early Years Foundation Stage:

Early Years Foundation Stage Profile					
All Pupils	2023	2024	2025	LA	National
Number of pupils	15	25	18	2,267	
% Good level of development	80.0	68.0	66.7	70	68
Disadvantaged (FSM) Pupils	2023	2024	2025	LA	National
Number of pupils	3	2	5	433	
% Good level of development	66.7	50.0	60.0	47	51

Pupil outcomes at Key Stage 2:

Key Stage 2					
The are no progress measures for 2024 or 2025 because baseline key stage 1 data was not collected due to historic Covid-19 disruption.					
All Pupils	**2023**	**2024**	**2025**	**LA**	**National**
Number of pupils	30	25	29	2,578	
% Expected standard in Reading	76.7	80.0	75.9	75	75
% Expected standard in Writing	73.3	80.0	86.2	70	72
% Expected standard in Maths	86.7	68.0	86.2	70	74
% Expected standard in GPS	76.7	60.0	72.4	70	73
% Expected standard in RWM	70.0	60.0	75.9	58	62
% Greater depth within Reading	50.0	36.0	41.4	35	33
% Greater depth within Writing	16.7	4.0	10.3	8	13
% Greater depth within Maths	46.7	16.0	34.5	22	26
% Greater depth within GPS	53.3	32.0	17.2	25	30
% Greater depth within RWM	13.3	4.0	10.3	5	8
Reading Progress	4.7	No data	No data	No data	No data
Writing Progress	2.2	No data	No data	No data	No data
Maths Progress	6.7	No data	No data	No data	No data
Disadvantaged Pupils	**2023**	**2024**	**2025**	**LA**	**National**
Number of pupils	3	8	9	805	
% Expected standard in Reading	33.3	87.5	66.7	59	63
% Expected standard in Writing	33.3	75.0	77.8	53	59
% Expected standard in Maths	33.3	62.5	77.8	51	61
% Expected standard in GPS	33.3	62.5	55.6	54	60
% Expected standard in RWM	33.3	62.5	66.7	39	47
Reading Progress	3.2	No data	No data	No data	No data
Writing Progress	4.4	No data	No data	No data	No data
Maths Progress	7.3	No data	No data	No data	No data

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
Fluent in Five	Third Space
Mastery at Key Stage 1	Sussex Maths Hub-NCTEN
Mastery at Key Stage 2	Sussex Maths Hub-NCTEN

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

Further information (optional)

The focus at St Paul's is on providing quality first teaching for all pupils. Research and evidence based practice indicates that this is an effective approach for disadvantaged pupils.