



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium for the 2022- 2023 academic year, funding to help improve the attainment of our disadvantaged pupils, and the proposed spending for the 2023-24 academic year.

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 Primary
Number of pupils in school	396
Proportion (%) of pupil premium eligible pupils	62.3%
Proportion (%) of FSM eligible pupils	61.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 and 2024-2025
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Summer 2025
Statement authorised by	FGB
Pupil premium lead	J Harrington
Governor lead	A Rogowski COG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£325,210
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	£2,047,038

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium is a Government initiative targeting pupils from disadvantaged backgrounds to ensure that they benefit from the same opportunities as pupils from less deprived families. The aim of the premium is to reduce the attainment gap between the highest and lowest achieving pupils.

We strongly believe in giving children opportunities, activities and experiences that they would not otherwise receive. St. Paul's purpose is to create a stimulating, secure, and caring environment that will provide a broad and balanced education of the highest quality for all. The targeted and strategic use of pupil premium will support us in achieving our vision.

Projects funded by pupil premium will be aimed at accelerating progress, and moving children to at least age related expectations, in the core curriculum areas. We employ teachers and support staff to support Literacy, Numeracy, Phonics and Speech and Language right across school. Projects will also be funded to support the emotional health and wellbeing of children, as we know that when this is right, academic progress is easier to achieve.

Pupil Premium funding will also be used to support the costs of trips, both day and residential, and other experiences that will add to the opportunities of our children.

See our Pupil Premium Policy for further information.

Challenges

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

Challenge number	Detail of challenge
1	Low entry levels in all areas, leading to lower achievement throughout school. This has become more evident since the pandemic, and remains a concern.
2	Speech, language and communication difficulties which have increased since the pandemic, and continue to be a real concern in EY.
3	Attendance – both overall and persistent, which hasn't returned to pre-pandemic levels.
4	Lower levels of engagement from parents in supporting learning, particularly in supporting reading at home.
5	Poor emotional wellbeing, resilience, health and mental health.

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><i>For all staff to be aware of the expected progress for all PP children, and to ensure at least expected progress in RWM for all prior attainment groups, with some making accelerated progress.</i></p>	<p>Staff will have a clear understanding of who the disadvantaged children are in their class, and plan, teach and support to ensure they make at least expected progress from their starting points.</p>
<p><i>For all interventions, academic and pastoral, to have clear success outcomes that are measurable and that enable children to focus, engage in learning and demonstrate good progress from starting points.</i></p>	<p>All interventions will show positive outcomes in terms of progress made that is continued when interventions stop.</p>
<p><i>To improve levels of Speech and Language in EY and beyond, and to support parents in helping to develop these skills with their children at home. To work with Pre-School and the LA to help improve school readiness in all areas, but with a clear focus on speech, language and communication skills.</i></p>	<p>An agreed statement about what school ready means, and a greater % arriving in Nursery/Reception with these skills. A higher % of disadvantaged children to be meeting expectations in reading/speaking and listening at the end of EYFS. Interventions will have continued in KS1/2 when needed, and progress shown for all pupils.</p>
<p><i>For our disadvantaged children to have improved attendance.</i></p>	<p>Attendance to be equal to, or higher than the non-disadvantaged group. Target of 95%.</p>
<p><i>To work with parents to help them support their child's learning at home with greater confidence.</i></p> <p><i>Parent meetings to be held around reading, phonics and maths.</i></p> <p><i>Workshops for parents on supporting children with SEND, health issues (diet, sleep, toileting etc) and challenging behaviours.</i></p>	<p>Greater % of children who are heard to read at home regularly. More parents confident to work with their child at home to support learning in the classroom. Parents have a greater understanding of how to support their children at home with a variety of difficulties.</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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £196,554

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Speech and Language Therapy</u> <i>Sp & Lang therapist, Wellcomm, Speechlink, Language Link programmes. 1-1 and small group work with these interventions and with the speech therapist across the EY, and other year groups if appropriate. Sp & Lang programmes delivered by support staff throughout school, and by members of the Inclusion Team. Workshops for parents to show how they can support their children at home.</i></p>	<p>Speech and Language therapy has proven to improve skills and outcomes. The Wellcomm, Speechlink and Language Link interventions are used widely and there is a wealth of evidence to show how it helps to identify difficulties and plan appropriately to move children forward. We have used them successfully for a number of years, and seen positive outcomes in terms of progress made.</p> <p>Small group interventions with qualified staff have shown to be effective, targeting and delivering according to specific needs for children.</p> <p>The Inclusion Lead will track the progress of the children and monitor the quality of delivery and future needs.</p> <p>Engaging parents to feel confident in supporting their children at home is also known to improve outcomes.</p>	1, 2 and 4
<p><u>Small Group Interventions</u> <i>Small group teaching by specialist teachers, staff training around quality first teaching and data sharing with all staff using Capita,</i></p>	<p>The small group teaching will focus on all abilities of those eligible for PP. The outcomes from this support was analysed as successful from the previous year in all year groups and in the end of key stage tests.</p> <p>Using specialist teachers as support and the use of targeted small group/1-1 work has been</p>	1 and 2

<p><i>EY and end of Key Stage data.</i></p> <p><i>Weekly/daily small group or 1-1 sessions focused in KS1 on maths/reading/phonics.</i></p> <p><i>In KS2 the same, focusing on maths/reading/writing depending on the most need.</i></p> <p><i>Year groups will be targeted at different times of the year.</i></p>	<p>evidenced to be successful in raising standards.</p> <p>This alongside teaching staff who have had training and support in how to deliver quality first teaching and using support staff in a more defined role, again with training, has been seen by groups like the EEF and the Sutton Trust to be effective and cost effective in helping to drive up standards. This year we have been able to provide a TA for every class to ensure maximum impact on standards whilst creating a non-dependent attitude in learners.</p>	
<p><u><i>Learning With Parents</i></u></p> <p><i>This will continue with EY parents and will be extended to Year 1 and Year 2.</i></p>	<p>Groups such as EEF have evidence that shows children who receive support with learning at home often achieve better outcomes and have raised aspirations.</p> <p>This charity, low cost initiative has proven evidence of how successfully they can engage parents in the learning process, improving their knowledge and skills, whilst also supporting their children.</p>	<p>1, 2 and 4</p>

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

Budgeted cost: £155,187

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u><i>Emotional Wellbeing</i></u></p> <p><i>Use of our Inclusion Team - children will have time with these staff to explore feelings/emotions supporting them in class and in the Inclusion Room.</i></p> <p><i>Counselling will target our most vulnerable children in the hope of improving outcomes for them.</i></p> <p><i>The Inclusion Team has been developed to support vulnerable/SEN/PP children, offering a range of interventions to support children, both in and outside the classroom.</i></p> <p><i>Vita Ecology project - an outdoor project to engage</i></p>	<p>All evidence shows that children who are emotionally unstable or who have difficult issues in their home backgrounds are less likely to do well in school.</p> <p>Children are more successful when they feel safe and secure and when they have their emotional needs met in a consistent way and with people that they trust.</p> <p>The Inclusion Team will continue to support children and this has been a strength of the school in making children feel safe, secure and able to learn.</p> <p>Working and being in the outdoor environment has proven benefits for improving the</p>	<p>5</p>

<p><i>all children in looking after the environment, connecting with nature and wildlife, and understanding how to plant, grow and look after plants, flowers and food. To engage in a range of activities that support emotional wellbeing, social skills, resilience and risk assessing in a safe environment.</i></p> <p><i>ELSA/Mental Health trained staff will deliver support and interventions to improve the wellbeing of children - this could be mental health concerns, bereavement, anxiety, aspects of SEN, children living with DV.</i></p>	<p>emotional health and wellbeing of children and adults.</p> <p>Nationally, evidence shows how being in the outdoors also helps children to develop a range of new skills, whilst improving their self-confidence, self-esteem, behaviour and resilience. School pupil evaluations also support this when we ask for feedback after the sessions, and staff also comment on how it has improved engagement and behaviour in the classroom for some children.</p> <p>ELSA is a nationally recognised training that has delivered success in supporting children. The LA has offered free funded places for schools, and we now have 2 fully trained ELSA staff working with children across the school, and a 3rd currently doing the training,</p>	
<p><u><i>Improved Attendance</i></u></p> <p><i>Monitor attendance and to do first day absence calls. Attendance will be discussed at TAS meetings and families identified for support by our school age plus worker. Half termly and weekly attendance analysis and below 90% meetings with parents. Attendance discussions at TAS meetings will take place where attendance is seen as key issue for a child/family. Rewards and prizes for good attendance. End of year 100% attendance prize. Half termly raffle draw for >95%. (6 winners) Class attendance of the week trophy, and individual class weekly targets set, with reward for achieving the target. Governing Board working party set up to support strategies around improving attendance.</i></p>	<p>We know that we can only improve attainment if children are actually at school. Research by NFER unsurprisingly identifies addressing attendance as a key step. Pupil progress meetings clearly demonstrate the link between poor progress/attainment and poor attendance.</p> <p>Intervention evidence shows the greatest impact when children attend all sessions and have good parental support.</p>	3 and 4

Total budgeted cost: £351,741

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 to 2024 academic year.

We have continued to offer all the activities outlined in this statement, and to monitor the progress and achievement of this group of children using school based assessments eg intervention start and end data, and also National tests.

We continued to need to plug gaps in learning for all our children, including this FSM cohort, as well as ensuring new learning was being taught and all children were prepared for National tests. On entry levels to Nursery and Reception remain very low, with key areas of speech, language and communication, reading and writing well below national. There are more children who are non-verbal, high levels of SEN/EHCP, and who are still in nappies and not school ready. Attendance has continued to cause us real concern, as we have been unable to return our attendance data to a level that was our target, or meets national levels. Illness remains a problem for many of our children – the high levels of deprivation mean they are less resilient to infection due to poor health, diet and home conditions, and this has impacted on our authorised absence levels. We have also seen a sharp rise in holidays taken in term time – this is a financial issue, as our families cannot afford to take holidays within the school holidays, and any fines given make no difference to their choice. This has impacted on our unauthorised absence data.

We have growing numbers of children who are eligible for FSM, and this has stretched our ability to deliver interventions to as many children. Delivering quality first teaching for all has been a focus of our CPD and our monitoring, and Inclusion Team staff have helped to support with this. We have spent a lot of the year working with the Inclusion Service to develop and implement adaptive practice, helping to meet the needs of all children with QFT. We have introduced a new QFT&L Strategy statement, which is a 'checklist' of everything we have agreed a good lesson should have.

We continued with the strategies that we have put in place, but also made sure that we were working with our more able PP children in an attempt to improve data at GDS.

We ensured a tight focus to the intervention groups in terms of what is being covered, making sure this was planned to address gaps in learning and providing time for re-cap, repetition and consolidation. We also ensured that work was followed up in class between sessions. Quality first teaching ensures that progress is maintained when the interventions have finished, and checks are made on these children at different stages to ensure that progress has been maintained. Children can move between class and interventions if there data suggests this is necessary.

At Key Stage 2 we have continued to focus on Year 6 in the Autumn/Spring Term, and Year 5 in the Summer Term. This follows the pattern of work from last year, and we have evidence in terms of data that shows this was successful in achieving good outcomes for Year 6, and in preparing our Y5 children for their final year. However, we were disappointed in our Y6 Reading outcomes, which were much lower than we had predicted, and which then impacted on our RWM combined data. We have analysed the reasons for this in great depth, including looking at the mobility of the cohort since Y2, and how the paper itself impacted on our children's ability to achieve expected outcomes. We have changed the pattern of teaching, both in class and in interventions, to address the issues found in our analysis, and we are using new resources to support this as well as those that worked well before. We have understood the need for our children to work at greater pace and to read with more accuracy and fluency. English planning will show how this is being addressed, and how the whole school reading offer is helping to improve this throughout school.

Another member of staff worked with Year 3 and 4, supporting groups for Maths, Reading and some 1-1 work with EHCP children.

This split of KS2 allowed us to target far more children with the small group intervention work we needed in place.

We have continued to employ a Speech Therapist for 2 days a week, who has a real impact on outcomes, both with the 1-1 teaching that she delivers, but also the group work and support in developing programmes of work for staff to follow, and preparing resources to be used. Due to a high level of need in addressing Speech and Language difficulties on entry to school, we will continue to supplement this with a full time member of support staff, who will provide Speech and Language work in EY, but also to support transition into Y1. All the data from the work we do in this area shows real progress for all children.

Narrowing the gap for the FSM children in EY is still a key part of our work, but children continue to come into school with attainment that is well below expectations, and this appears to be getting worse, rather than improving.

Learning With Parents is a really good resource, and we have seen a good uptake of this during the year. For this reason we have now extended it to Y1 and Y2 parents.

We also offered information and support workshops for parents around Speech and Language, parenting, managing challenging behaviour, phonics and reading. The attendance at these has improved over the year, and we will be planning to continue with this offer and see how it can be extended.

We have continued to use our Pastoral support in school to help children struggling emotionally and also who have some challenging behaviours linked to a range of conditions.

Our Inclusion Team is now fully implemented, and working very successfully to meet the needs of a wide range of children. We also have two trained ELSA members of staff on this team and a school counsellor - they have allowed a number of children to be successful, as their emotional and behavioural needs are met.

We continue to work within the TAS framework, accessing support from a range of agencies for some of our most vulnerable children and families. However, as all services find themselves stretched, more of the workload falls on schools, and we have to find new ways all the time to meet the needs of our children who are living in a community where disadvantage is growing significantly, and needs are becoming more complex, and where all classes find themselves with more than half their children being entitled to FSM/PP.

Last year we assessed our children termly using NFER tests, and also by the National tests which for EY, Phonics, Multiplication Check Y4, and KS2.

EY GLD 52.2% (All pupils 58.5%)

Prime - 60.9% (All 68.3% N FSM 61.8%) Specific - 47.8% (All 53.7% N FSM 51.1%)

On analysis, we saw again a real difference between boys and girls, and a number of our FSM cohort who were also SEN/EHCP children, which impacted on their attainment and progress.

Y1 Phonics 72% (All pupils 72.7% N FSM 68.3%) Girls 82.6% Boys 61.9%

Very positive FSM data, above national, but a real difference between boys and girls. This has been analysed, and is due to high numbers of boys with SEN/EHCP. We have looked at how this will be addressed this year with additional specialist phonics support in place.

Year 2 Reading 68% (All 68%)

Writing 47% (All 48%)

Maths 79% (All 73%)

This data shows an equity of attainment between all pupils and the FSM cohort. What it does highlight is that writing is an area for improvement, and this is going to be addresses with a new planning format and scheme, P2W, which will provide a consistent approach, and link with our reading strategy.

Year 4 X Check Average score 22 (All 22.7 NFSM 18.7)

Very successful in terms of FSM data matching all pupils and being considerably higher than the national data.

Year 6	Reading	59.5%	(All 60.7%	NFSM 62.3%)
	Writing	56.8%	(All 60.7%	NFSM 58.8%)
	Maths	56.8%	(All 64.5%	NFSM 59.4%)
	RWM	37.8%	(All 44.6%	NFSM 45.5%)

Whilst there is a gap with national FSM data in all areas, it is a narrow gap, with the most significance in the RWM combined data. The writing gap has narrowed significantly from the previous year, and we are aware that our Maths data dipped for all groups in this cohort. We had a high number of SEND in the cohort at 34%, much higher than the National figure. This had an impact on outcomes, as some of these children were working so far below their age, that they did not sit the SATS papers. The cohort also suffered significantly from their Covid experience of school missed, and there were also a number of children who were experiencing issues with their mental health and wellbeing. These are all areas that we are working hard to address across school, and particularly in ways that we can reduce stress and increase resilience for our Y6 children.

The data reflected the cohort that we had, and close analysis of it suggests that the majority of children achieved the expected outcome. We were pleased that the Reading outcome improved, and we are hoping that the introduction of new English teaching will continue to show further improvements in outcomes. The Maths was the biggest concern, as that was a significant difference to previous years, and something that we are addressing through our subject leader.

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

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)

We have a wide range of after school activities, all free of charge, that we ensure are accessed by our PP children.

Residential visits are all subsidised to ensure that all children can go on these, irrespective of their parents' financial position. This is funded through school fund.

We offer a HAF programme in all school holidays, supporting FSM families and LAC children.

We continue to offer foodbank vouchers for our families, and pre-loved school uniform, and have close links with all external agencies, to ensure that we can offer the widest possible level of support to all our families who are in need, and those who are struggling.