

Pupil Premium Strategy Statement – St Paul’s CE Primary School

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	200
Proportion (%) of pupil premium eligible pupils	30%
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	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mr D Chapman
Pupil premium lead	Mr D Chapman
Governor / Trustee lead	Mrs T Isherwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,370
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£91,370

Part A: Pupil premium strategy plan

Statement of intent

At St Paul's CE Primary School, it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We aim to meet these objectives by engaging with evidence and ensuring our actions are research informed, resulting in our actions have maximum impact.

We will follow three key strands to our pupil premium spending:

1. High quality teaching
2. Targeted academic support
3. Wider strategies

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We also prioritise the delivery of in-house family support provision, as part of the wider strategies to ensure children and families are supported.

Challenges

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

Challenge number	Detail of challenge
1	Children with disadvantaged backgrounds do not reach the age-related expectation as often as those from non-disadvantaged backgrounds in combined Maths and English (<i>including spoken English</i>).
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.

3	Internal and external assessments indicate that Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Internal and external assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been on average 2.88% lower than for non-disadvantaged pupils. On average, 27.17% of disadvantaged pupils have been 'persistently absent' compared to 13.19% of their peers during that period (<i>a difference of 13.98%</i>). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Assessments, observations and pupil discussions show that some disadvantaged pupils struggle with the retention of key knowledge, the ability to exercise self-regulation. Some of these pupils' display low levels of self-confidence and engagement in learning, lacking a readiness to learn alongside the ability to self-regulate. This has an impact on their well-being and their academic progress. Metacognition and Self-Regulation strategies to support all learners, including those who are disadvantaged, requires further development.

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
Improved combined RWM attainment among disadvantaged pupils.	KS2 combined RWM outcomes in 2026/27 show that more than 62% of disadvantaged pupils met the expected standard.
Improved Reading attainment among disadvantaged pupils.	KS2 Reading outcomes in 2026/27 show that more than 75% of disadvantaged pupils met the expected standard.
Improved Writing attainment for disadvantaged pupils.	KS2 Writing outcomes in 2026/27 show that more than 73% of disadvantaged pupils met the expected standard.

Improved Maths attainment for disadvantaged pupils at the end of KS2.	KS2 Maths outcomes in 2026/27 show that more than 74% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. the percentage of all pupils who are persistently absent being below 13% and the figure among disadvantaged pupils being no more than 3% lower than their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £33,304

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Ongoing CPD for teachers and support staff on oracy, developing vocabulary, transcription, number fluency, and the SEN Guidance Report to support PP children to make accelerated progress.</p> <ul style="list-style-type: none"> • <i>EEF Preparing for Literacy guidance report</i> • <i>EEF Improving Literacy in KS1 guidance report</i> • <i>EEF Improving Literacy in KS2 guidance report</i> • <i>EEF Improving Maths in EYFS, KS1, KS2 guidance report</i> • <i>Implementation guidance report</i> • <i>EEF SEND guidance report</i> • <i>Little Wandle</i> • <i>ECF training</i> 	<p>Evidence indicates that high-quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.</p> <p>Findings show that schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>Nationally, the attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND which would also benefit PP pupils.</p> <p>Teachers should develop a repertoire of these strategies which can be used flexibly in response to the needs of all pupils:</p> <ul style="list-style-type: none"> • flexible grouping; • cognitive and metacognitive strategies; • explicit instruction; • using technology to support pupils with SEND; • scaffolding. 	<p>1, 2, 3, 4, 5, 7</p>
<p>To continue to embed Little Wandle to secure stronger teaching for all pupils (including those in KS2)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>EEF Toolkit + 5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2, 5</p>
<p>To have a clear oracy curriculum that is taught to pupils across school.</p>	<p>Speaking and listening are at the heart of all language development. They are foundational for reading and writing, whilst proving essential for thinking and communication.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1, 2, 3, 5</p>
<p>Professional development focusing on EEF Metacognition and Self-regulated Learning report.</p>	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.</p> <p>EEF Toolkit + 7 months</p>	<p>1, 2, 3, 4, 7</p>

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	
Use of diagnostics to identify barriers to learning, support targeted teaching and where required SMART IEP targets. 13% of our disadvantaged pupils are also on the SEND register.	<p>Diagnostics used to identify barriers to learning, support targeted teaching and where required implement SMART IEP targets.</p> <p>Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	1, 2, 3, 4, 5, 7
Pupil Progress meetings with class teachers to analysis assessment data and target gaps in learning.	<p>Responding to implementation data is an important part of the process of ensuring approaches are working.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	All
To further develop adaptive teaching strategies across school.	<p>The EEF states 'The term 'adaptive teaching', resets our expectations about what it means to differentiate, and it offers a more helpful and practical model. [It is] being responsive to information about learning, then adjusting teaching to better match pupil need.</p> <p>https://educationendowmentfoundation.org.uk/news/ee-f-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches</p> <p>https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</p> <p>https://educationendowmentfoundation.org.uk/news/ee-f-blog-the-five-a-day-approach-how-the-eeef-can-support</p>	1, 2, 3, 4, 5, 7
Strategic deployment of trained TAs to ensure priority pupils are supported in class.	<p>Strategic deployment of TAs is important to ensure priority pupils are supported and that the role has maximum impact. SLT will ensure TAs are fully prepared for their role and work within the research informed EEF guidance report.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	All
To further develop how feedback is given to learners, to ensure it supports all pupils, including disadvantaged, to address misunderstanding, build learning, support progress, and close gaps.	<p>Effective feedback provides information to the learner about their performance relative to learning goals or outcomes. This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers</p> <p>EEF Toolkit + 6 months</p>	1, 2, 3, 4, 7

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	
Continue to embed PIXL assessment systems across school, to ensure that staff are confident to target all pupils, including disadvantaged, plan effectively, and accurately report to parents.	<p>Within class, attainment grouping has a positive impact.</p> <p>EEF Toolkit + 2months</p>	1, 2, 3, 4, 7
Completion of the Early Career framework with ECTs in school, including regular support from in-school mentors.	The Education Endowment Foundation has independently reviewed the framework to ensure it draws on the best available evidence and that this evidence has been interpreted with fidelity.	All

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

Budgeted cost: £32,185.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic deployment of trained TAs to ensure priority pupils are supported through extra intervention.	<p>Well-evidenced 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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1, 2, 3, 4, 5, 7
Targeted interventions based on gaps in learning identified through diagnostics.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1, 2, 3, 4, 5, 7

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

Budgeted cost: £32,755.85

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>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Family Support Worker to support children 1:1 and in groups to remove barriers to learning and support social and emotional development</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	1, 2, 3, 4, 7
<p>Seek support from external providers regarding behaviour of disadvantaged pupils who may be at risk of exclusion.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	1, 2, 3, 4, 5, 6, 7
<p>Exposure to a wide variety of subject areas, arts and wider personal development opportunities to ensure children have the knowledge and cultural capital they need to succeed in life</p>	<p>Research shows the impact that a reduced opportunity for home learning (educational, trips and visits) has on future outcomes.</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf</p>	1, 2, 3, 4, 5, 6, 7

<p>Other strategies include:</p> <ul style="list-style-type: none"> • After School Clubs to support pupils offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. • Trip Grants – all PP pupils to access residential experiences in Key Stage 2. Activities will focus on building life skills such as confidence, resilience, and socialising. • Uniform – All PP pupils eligible for the following uniform items 1x polo shirt 1x jumper/cardigan x1 family hoodie. • Milk and Toast provision Providing all PP pupils with milk and toast at break times. 	<p>The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</p> <p>EEF Toolkit + 1month</p> <p>Social and emotional learning (SEL) seeks to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning (+4 months)</p> <p>EEF toolkit +4 months</p>	<p>6, 7</p>
<p>Contingency fund for acute issues.</p>	<p>During recent academic years, we have identified a need to set aside a small amount of funding to subsidise trips and essential resources that need responding to quickly.</p>	<p>All</p>

Total budgeted cost: £98,245.15

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.

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 (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrated that disadvantaged pupils at St Paul's are performing in line with or slightly above other disadvantaged pupils locally and nationally. A three-year trend highlights the progress school are making at closing the gap between disadvantaged and those who are not. However, the gap still remains.

Impact of PP funding on GLD

	2022	2023	2024
% GLD – Whole Cohort	48	79	71
% GLD – Bradford	62	62	62
% GLD – National	65	67	68
% GLD – Disadvantaged	20	50	100
% GLD – Bradford Dis.	52	48	51
% GLD – National Dis.	49	52	52

Impact of PP funding on Y1 Phonics

	2022	2023	2024
% achieving standard – Whole Cohort	68	80	90
% achieving standard – Bradford	72	78	77
% achieving standard – National	76	79	80
% achieving standard – Disadvantaged	50	57	67
% achieving standard – Bradford Dis.	62	70	67
% achieving standard – National Dis.	63	67	68

Impact of PP funding on Y6 Outcomes - RWM

	2022	2023	2024
% ≥ EXS RWM – Whole Cohort	40	35	63
% ≥ EXS RWM – Bradford	57	57	59
% ≥ EXS RWM – National	59	60	61
% ≥ EXS RWM – Disadvantaged	25	25	50
% ≥ EXS RWM – Bradford Dis.	45	45	47
% ≥ EXS RWM – National Dis.	43	44	46

Impact of PP funding on Y6 Outcomes - Reading

	2022	2023	2024
% ≥ EXS Reading – Whole Cohort	83	45	77
% ≥ EXS Reading – Bradford	72	70	72
% ≥ EXS Reading – National	75	73	75
% ≥ EXS Reading – Disadvantaged	88	42	63
% ≥ EXS Reading – Bradford Dis.	62	59	62
% ≥ EXS Reading – National Dis.	63	61	63

Impact of PP funding on Y6 Outcomes - Writing

	2022	2023	2024
% ≥ EXS Writing – Whole Cohort	47	62	67
% ≥ EXS Writing – Bradford	68	72	71
% ≥ EXS Writing – National	70	72	72
% ≥ EXS Writing – Disadvantaged	25	33	63
% ≥ EXS Writing – Bradford Dis.	58	61	60
% ≥ EXS Writing – National Dis.	56	59	59

Impact of PP funding on Y6 Outcomes – Maths

	2022	2023	2024
% ≥ EXS Maths – Whole Cohort	73	55	77
% ≥ EXS Maths – Bradford	70	72	73
% ≥ EXS Maths – National	72	73	73

% ≥ EXS Maths – Disadvantaged	88	33	75
% ≥ EXS Maths – Bradford Dis.	58	60	62
% ≥ EXS Maths – National Dis.	57	59	59

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 more work is required to ensure that the attendance of our disadvantaged pupils improves when compared to non-disadvantaged pupils. This includes the percentage of pupils with persistent absenteeism.

Based on the information above, the performance of our disadvantaged pupils met our expectations, and we are at present on course to diminish the attainments gap between disadvantaged and non-disadvantaged pupils further by 2026/27.

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

Externally provided programmes

Programme	Provider
Little Wandle Phonics	Little Wandle Phonics