St Paul's Catholic Primary School
Pupil premium strategy statement 2025-2026

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. It builds upon our 3 year plan of spending.

School overview

Detail	Data
School name	St Paul's Catholic Primary
Number of pupils in school	201 (2024-2025)
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	Termly
Statement authorised by	
Pupil premium lead	Sheena Sinclair
Governor / Trustee lead	Mr C Dos Santos

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,504(2025-2026)
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	£11, 504 (2025-2026)

Part A: Pupil premium strategy plan

Statement of intent

St Paul's Catholic Primary School is a Christian community, where care and respect is reflected in everything we do. We believe that all pupils deserve equity and success through positive experiences which enrich their lives and ensure they know they are values as learners, and members of our community who place human dignity at the heart of what we do.

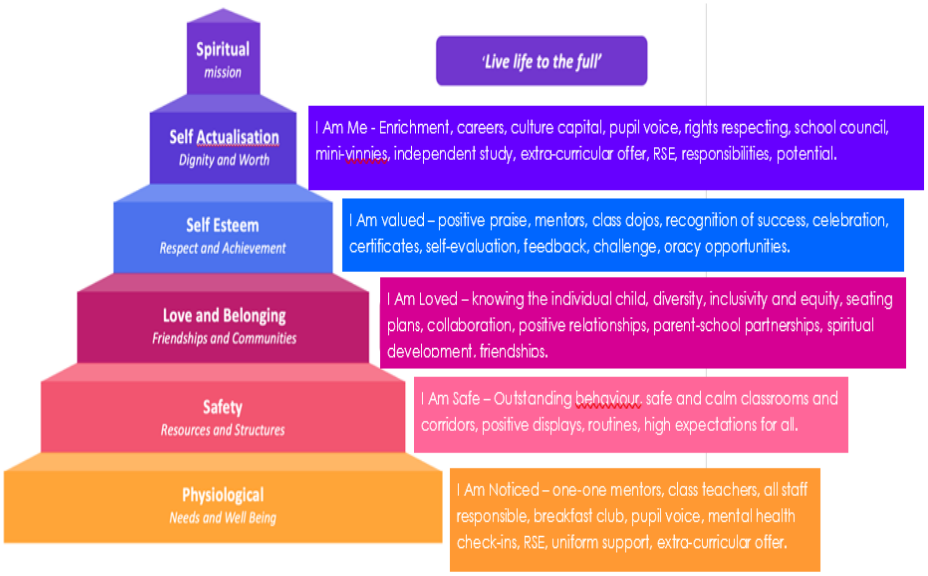
The aim of our Pupil Premium funding is to ensure equity between disadvantaged pupils and other pupils in our care. We recognise that Pupil Premium pupils are not necessarily low ability and we focus on supporting all disadvantaged pupils to achieve the highest levels. We aim to achieve this in a tiered approach, as researched in the Education Endowment Fund:

Effective daily teaching offering challenge and support.

Targeted academic support with structured interventions.

Wider strategies dependent on individual needs; provision for social and emotional support, access to extra-curricular activities or support around improving attendance and punctuality.

Our routines and expectations are grounded in the 'hierarchy of needs in education' model created by Maslow and developed to meet our school mission and ethos that we 'educate the whole child'. In alignment with Maslow's hierarchy. Our ultimate goal is to help every child discover their gifts and talents and their unique potential so that they experience success in life.



We consider the success of previous strategies and use an evidence-based approach when considering the most appropriate support for each pupil. We also recognise that other children can and should benefit from the additional strategies offered to Pupil Premium children.

We are committed to using a range of measures to evaluate the impact of the investment and this is monitored throughout the academic year. These include:

- Using a Support Plan, using the Assess, Plan, Do, Review model to set SMART targets to monitor and review the progress being made by each Pupil Premium funded child.
- Championing the collective responsibility across the whole school, to close the gap for disadvantaged pupils through high quality first teaching.
- Engaging the parents and carers of our pupils to ensure they fully support our aims for their child, providing additional support to them if needed.

Challenges

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

Challenge number	Detail of challenge
1	Working below expected standard in Reading, Writing and Maths.
2	Poor social and emotional resilience affecting relationships and behaviour for learning.
3	Reluctance to engage in physical activities to promote good health and wellbeing.
4	Some evidence of poor attendance

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
Greater progress in reading, writing and maths.	A narrowing of the gap between PP and non-PP will be identified.
Improved social and emotional resilience amongst PP children towards peers and adults. Children having greater focus and confidence.	Children will use strategies to help manage their difficulties and will be able to resolve issues more independently. Children will make greater academic progress.
A more positive approach to sport and fitness and a greater understanding of its benefits to a healthy lifestyle.	Children will take part in extra-curricular activities and enjoy participating. They will further develop their sense of participation and belonging, promoting mental health and physical health.
There will be fewer incidents of low attendance for specific children	Following a period of monitoring, attendance will improve (following procedures in attendance Policy).

Activity in this academic year 2025-26

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: £6271

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Reading Plus	Ongoing assessment via the programme ensures that a plan matches children's reading ability. The teacher is able to identify areas of weakness and immediately provide interventions based on these needs.	1
Access to Seesaw Premium to support home learning for all.	EEF promotes the need for good communication between home and school and positive parental engagement to support learning. NFER: Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children Helen Aston Hilary Grayson	1
Subscription to Read, Write, Inc. resource to support phonic teaching. Subscription to Reading Eggs and Reading Plus to support Reading across the school. Subscription to TTRS to support knowledge and fluency with multiplication tables Opportunities to develop oracy skills both understanding of vocabulary and debating skills	EEF The Big Picture. Current training around latest phonic intervention. NFER: Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children Helen Aston Hilary Grayson EEF: Oral Language Interventions	1 1 1
A robust feedback policy: clear and actionable feedback to	EEF Feedback – 'Low attaining pupils tend to benefit more from explicit feedback than high attainers.	1

employ metacognitive strategies as they learn.		

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

Budgeted cost: £3570.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted individual support. Additional adult in classroom to provide support for PP children. This includes pre-teaching of skills, 1:1 work and small group support.	EEF Making Best Use of TA's. EEF The Big Picture – Teaching Assistant Interventions. TAs who provide one to one or small group targeted interventions shows a stronger positive benefit of between 4 and 6 additional months on average.	1
Better Reading Support Partners. A time-limited, targeted intervention programme to promote reading fluency, comprehension and a love of reading. Reading Plus	Every Child Counts. Edge Hill University. Internal evidence shows on average, pupils make 6 months progress.	1
Regular practise of delivering pre-teaching and post teaching to develop confidence and knowledge of curriculum areas	Misconceptions are addressed quickly and pre-teaching has a huge impact on the confidence of learner's who may struggle with new vocabulary and the ability to retain information.	1

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

Budgeted cost: £1663

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Thrive Time' for identified children. 1:1 programmes of support for individual children. Progress is reviewed half-termly to assess	Improvements to the Thrive Online web-site provide greater benefits to school staff allowing greater access and addi-tional resources to all colleagues. School inspectors value Thrive to help manage behaviour more effectively, in	2

development in emotional state.	particular when used for early intervention, helping students to become more open to learning.	
Allocation of designated time from Future Steps Occupational Therapy Service for the needs of PP children. They provide support for sensory needs, therapeutic intervention and the development of fine and gross motor skills.	Future Steps' philosophy is that therapeutic success will allow children to develop and achieve educationally. Sensory lifestyle activities will prevent them displaying negative behaviours. By developing motor and sensory systems it provides the foundation for learning.	3
Access to a range of after-school clubs and subsidised residential visits. Pupil Premium children have access to one after-school club per week.	Youth Sports Trust. Promote and demonstrate the impact that PE, sport and physical activity has on young people's lives and how this affects the wellbeing of children. PE Association / Children's Health Project and SEND Gateway. EEF research - 'By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.'	3
Access to Alliance Psychology Service. Cognitive Behaviour Therapy support in school for children to manage anxieties and mental health issues and support for parents through the Incredible Years parenting programme.	Future in Mind, the Children and Young People's Mental Health Taskforce report estimates that half of mental health conditions in adult life start by age of 14. Improving children and young people's mental health services is a priority across health, education and social care. NfER Parental Engagement Robust evidence of the impact of the Incredible years behaviour and relationships intervention on improved child literacy.	2
Carefully structured lunchtime routines to ensure the needs of vulnerable pupils are addressed. Play-leaders and sports council members encourage involvement in physical activities	Jenny Mosely – Promoting Positive Playtimes and Calm Dining Halls. Demonstrates the need for a well-managed lunchtime system so everyone can experience positive lunchtimes. DfE PSHE Curriculum	2 & 3

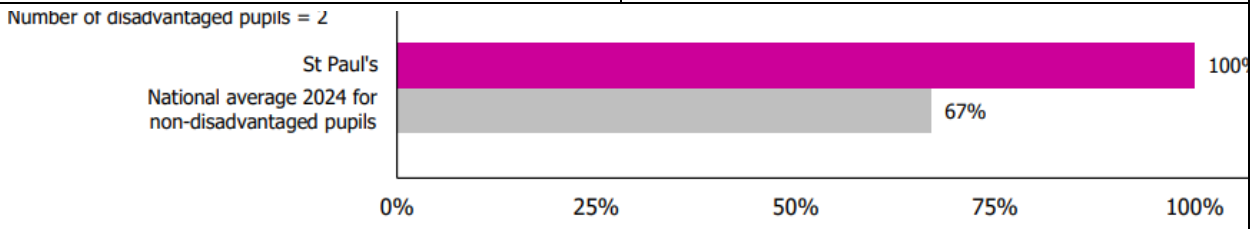
across the school each lunchtime Additional support from external sports coaches to promote greater physical movement amongst identified children		
Ongoing delivery of My Personal Best to raise personal aspirations. This is incorporated into PE sessions and is encouraged throughout the whole of the curriculum and the school day.	Youth Sports Trust. Evidences the benefits of teaching life skills, resilience and character through PE.	2 & 3
Meet and greet each morning and adaptation of morning routines for those children unable to make the transition into the classroom successfully.	EEF promotes the need for an holistic understanding of pupils and their needs.	2
Tracking system to monitor attendance of children whose attendance falls below 95%. First day response to query unexplained absences.	EEF promotes the benefit of effective parental engagement. NFER: Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children Helen Aston Hilary Grayson. NFER. Why school attendance really matters for social mobility.	4
Purchasing of school uniform and whole community promotion of pre-loved uniform for all.	Internal research indicates children cannot flourish unless they feel valued and part of the school community.	2

Total budgeted cost: £23,000

Part B: Review of outcomes in the previous academic year (2023-2024)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. **It is important to be mindful that the low numbers of PP pupils across the school make it difficult to make comparisons with national data and to identify trends across school,**

<table>
<tr><th>Intended outcome</th><th>Success criteria</th></tr>
<tr><td>Greater progress in reading, writing and maths.</td><td>A narrowing of the gap between PP and non-PP will be identified.</td></tr>
<tr><td colspan="2">
</td></tr>
<tr><td>Improved social and emotional resilience amongst PP children towards peers and adults. Children having greater focus and confidence.</td><td>Children will use strategies to help manage their difficulties and will be able to resolve issues more independently. Children will make greater academic progress.</td></tr>
<tr><td colspan="2">Disadvantaged support plans created to ensure full curriculum access and targeted support. Pupils with EHCP ensured full entitlement to the curriculum.</td></tr>
<tr><td>A more positive approach to sport and fitness and a greater understanding of its benefits to a healthy lifestyle.</td><td>Children will take part in extra-curricular activities and enjoy participating.</td></tr>
<tr><td colspan="2">Disadvantaged pupils were prioritised to access wider curriculum offer, including residentials where appropriate and there was increased participation.</td></tr>
<tr><td>There will be fewer incidents of low attendance for specific children</td><td>Following a period of monitoring, attendance will improve (following procedures in attendance Policy).</td></tr>
<tr><td colspan="2">Absence Outcomes 2021-22
Disadvantaged 7% Other 5.5%
Absence Outcomes 2022-23
Disadvantaged 6.6% Other 4.8%
Absence Outcomes 2023-24
Disadvantaged 7.1% Other 5.6%
Absence Outcomes 2024-25
Disadvantaged 6.7% Other 3.9%</td></tr>
</table>

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
Reading Plus	Reading Solutions
Phonics Play	Phonics Play Ltd
Reading Eggs	Blake eLearning
Read, Write, Inc.	Ruth Miskin Literacy
Grammarsaurus	Grammarsaurus Ltd
White Rose Maths	White Rose Maths
Number Sense	Number Sense Maths Ltd
Times table Rock Stars	Maths Circle Limited
Thrive	The Thrive Approach

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?	Emotion books purchased personal family circumstances. 1:1 reading. Time to talk when needed. Access to Art Therapy group. Thrive assessment and programme.
What was the impact of that spending on service pupil premium eligible pupils?	1:1 reading – time to feel special with an adult. A greater understanding of why parent is away from home. Time to talk – opportunity to express feelings and talk about them. Art Therapy – relaxing and therapeutic when feeling anxious Thrive programme – 1:1 activities appropriate to emotional state.