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

Year 3 – 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the **2023 to 2024** academic year) 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 C.E, Primary
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	21% (49)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	November 2023
Date on which it was reviewed	September 2024
Statement authorised by	The Governing Board
Pupil premium lead	Ms R. Knipe (Headteacher)
Governor / Trustee lead	Mrs M McKay (Chair of Curriculum)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,567.15
Recovery premium funding allocation this academic year	£2,937.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3005.85
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	£75,510.00

Part A: Pupil premium strategy plan

Statement of intent

At St. Paul's our intention is 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	**Social, Emotional and Mental Health (SEMH)** - Assessments, observations, and discussions with pupils indicate some pupils are facing social, emotional and mental health difficulties. It is evident that this is im-

	pacting on their attainment from Reception through to KS2 and in general and is more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with **phonics** than their peers. This negatively impacts their development as readers, performing on average 25% below their non-disadvantaged peers.
3	Internal assessments indicate that **Writing attainment** among disadvantaged pupils in some cohorts is significantly below that of non-disadvantaged pupils.
4	**Attendance and punctuality** - Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and their social and emotional 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
1. Improve pupil's attainment by supporting and addressing their **Social, Emotional and Mental Health** needs.	Assessments and observations indicate significantly improved mental health and attainment among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including data, pupil voice, engagement in lessons, book scrutiny and ongoing formative assessment. *Starting Point 2023-24* 	*End of KS data combined*	*September '23*	*July '24*
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Year R (All)	*70%*	*70%*
Year 2 (All)	*67%*	*66%*
Year 6 (All)	*82%*	*74%*	
2. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with **phonics** than their peers. This negatively impacts their development as **readers,** performing on average 25% below their non-disadvantaged peers.	KS1 PSC outcomes in 2024/5 show that more than 79% of disadvantaged pupils met the expected standard. *Overall target 2024 Y3 – 83%* *Starting Point 2021-24* | *Phonics*	*Dec '21*	*July '22*	*July '23*	*July'24*
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Year 1 (all)	*69%*	*80%*	*90%*	*79%*	

		Year 2 (all)	86%	97%	93%	97%

3. Internal assessments indicate that **Writing attainment** among disadvantaged pupils in some cohorts is significantly below that of non-disadvantaged pupils.	Improved progress from starting points year on year *Starting Point 2023-24*

Writing	September '23	July '24
Year 2 (All)	80%	76%
Year 6 (All)	70%	93%

4. **Attendance and punctuality** - Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils including disadvantaged pupils being no more than 4% • reduce proportion of pupils in receipt of the pupil premium classed as persistent absentees *Starting point 2021-2024*

Attendance	Dec 21	July 22	Jul 23	Jul 24
ALL (229)	93.4%	93%	94.62%	95.21%
D pupils (49)	88.19%	88.89%	89.56%	90.93%

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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils particularly in phonics and writing: **Specifically, the development of Subject Leaders and their im-**	Evidence indicates that high quality teaching of phonics, maths and language is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or	1,2,3

pact on the improvement in the subject knowledge of all staff.	investment in the use of standardised assessments. Supporting resources: • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. • Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers.	
Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning: **Specifically, in training all staff in approaches to support children with SEMH needs.**	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources: • The EEF Toolkit and guidance reports. • The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD. • The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design', and more here.	1,2,3
Mentoring and coaching: **Particularly to develop Early Career Teachers.**	A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources: • The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make	1,2,3

| | mentoring or coaching more likely to be effective. | |

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

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy: **Phonics and Writing structured interventions for Reception and Year 6.**	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources: • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy.	1,2,3
Activity and resources to meet the specific needs of disadvantaged pupils with SEND: **Particularly, the use of technology and group activities to support pupils with SEND.**	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources: The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND	1,2,3
Teaching assistant deployment and interventions: **Specific interventions are planned for through pupil progress meetings.**	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources: • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.	1,2,3 4

| | • The EEF Toolkit has a strand on [teaching assistant interventions](#). | |

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

Budgeted cost: £ 12,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs: **Through bespoke nurture sessions for groups and individuals**.	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources: • The EEF guidance report on [Improving Social and Emotional Learning in Primary Schools](#) includes 5 core competencies to be taught explicitly. • The EEF guidance report on [Improving Behaviour in Schools](#) includes 6 recommendations to support evidence-informed decisions about behaviour strategies. The EEF Toolkit has a strand on [social and emotional learning](#) and [behaviour interventions](#)	1,2,3 4
Supporting attendance and building positive parental partnerships: **Through a dedicated attendance lead who targets specific parental engagement strategies as required.**	There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources: The EEF guidance report on ['Working with Parents to Support Children's Learning'](#) includes a focus on offering more intensive support, which can include approaches to support attendance	4

Total budgeted cost: £ 75,510

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 2022 to 2023 academic year.

Challenge 1: Speech and language development

Success criteria: Improved S&L development of all pupils including D pupils

Starting Point 2022-23

Wellcomm	September '22	July '23
Year N (All)	54%	54%
Year R (All)	75%	79%

Comment:

This data shows improvement in speech and language development across EYFS over the year 2022-23.

Challenge 2: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers.

Success criteria: KS1 PSC outcomes in 2024/5 show that more than 79% of disadvantaged pupils met the expected standard.

Overall target 2023 Y2 – 88%

Starting Point 2022-23

Phonics	December '22	July '23
Year 1 (all)	71%	90%
Year 2 (all)	86%	93%

Comment:

This data shows that the target set was met and exceeded.

Challenge 3: Internal assessments indicate that maths attainment among disadvantaged pupils in some cohorts is significantly below that of non-disadvantaged pupils.

Success criteria: Improved progress from baseline in EYFS year on year

Starting Point 2022-23

Maths	September '22	July '23
Year R (All)	20/326=77%	21/30=70%

Comment:

 Internal data shows that the gap between disadvantaged and non-disadvantaged pupils is narrowing.

Challenge 4: Attendance and punctuality - Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Success criteria: Sustained high attendance from 2024/25 demonstrated by:

- the overall absence rate for all pupils including disadvantaged pupils being no more than 4%
- reduce proportion of pupils in receipt of the pupil premium classed as persistent absentees
  Starting point 2022-2023

Attendance	Dec '22	July '23	National July '23
ALL (230)	93.48%	94.62%	92.5%
D pupils (37)	88.77%	89.56%	

Comment:

Despite efforts to improve rates of attendance, figures from 2022-23 remained at 94.6% and work will continue to take place to achieve 96%. The gap between disadvantaged and non-disadvantaged is narrowing to closer to 5%.

Externally provided programmes

Programme	Provider
NTP	Tutor Trust

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Establishing 'Emotionally Friendly School Status' The programme aims to evidence the support offered to both pupils and staff on the school's approach to their mental and physical wellbeing.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. Including - Mental health week
- RRSA
- Forest School

Planning, implementation, and evaluation

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.