

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 CE Academy
Number of pupils in school	634
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	M Kiniari and T Glenn
Pupil premium lead	N Hodgson
Governor / Trustee lead	Piers Claughton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£335,825.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1408.66
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	£337,233.66

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium funding is an allocation of additional funding provided to academies through the local authority to support specific groups of children who are vulnerable to possible underachievement. This includes pupils who are entitled to free school meals (FSM) at any one time in the last six years, children who are in care and those whose parents are in the armed forces. The premium is provided in order to support these pupils in reaching their potential. Our academy has the freedom to spend the pupil premium money, which is additional to the underlying school's budget, to effectively support the most vulnerable pupils. School is accountable for closing the gap and data will include the attainment of pupils who receive the pupil premium compared with their peers.

It is our **Intent** that all children entitled to Pupil premium make at least expected progress and those that have fallen behind make accelerated progress in order to reach their God given potential. We aim to provide a beacon of light to guide children on their journey through life, equipping them with the values which will allow them to flourish and lay the foundations for their future development. We strive to ensure no child is **disadvantaged** and have equal access to all opportunities we offer here both in the classroom and through our wider enrichment programmes.

Academy priorities



Priorities 2025/26

This year, we will not be displaying the priorities around the school as we have a new ADP format. Please choose the appropriate objectives for your Action plans.



1. Quality of Education [Curriculum, Achievement]

1.2 To further narrow the gap with consistent use of feedback and marking for our most vulnerable pupils

1.2 In light of the new curriculum, review consider the implications across all subjects and make necessary changes

1.3 Further improve the phonics provision across the school, with a particular focus on the provision for our most vulnerable pupils. [minimum attainment 63%]

2. Behaviour and attitudes [Attendance] See attendance strategy for further details

2.1 The attendance of disadvantaged pupils and pupils who have SEN and/or disabilities is raised to the same high level as that of other pupils. [attendance strategy]

2.2 Increase parents' awareness of ways of managing behaviour through the work of leaders in school

3. Personal Development and Wellbeing

3.1 Raise career aspirations for the children at St Paul's to increase ambition and awareness of opportunities beyond the local community

3.2 To develop a whole school, shared understanding of spirituality that is reflected across the curriculum and wider school life [SIAMs]

4. Early Years Education

4.1 4.1 To embed a new team in EYFS to ensure that the pupils continue to have a strong foundation to their journey through St Paul's

4.2 Continue to ensure the financial sustainability of the nursery within the new staff structure

4.3 Further develop opportunities for outdoor learning

5. Leadership, Developing Teaching, Inclusion, Safeguarding

5.1 To increase the % of exemplary teaching across the Academy

5.2 Continue to enhance the environment to mirror the ambition we have for children

5.3 To establish a new SEND team through effective induction and line management

Challenges

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

Challenge number	Detail of challenge
1	High numbers of vulnerable children joining with poor basic skills - speech and language.
2	Lack of progress and inconsistencies in reading, writing and maths

3	Attendance and persistent absence
4	Parental engagement
5	Lack of life enriching opportunities
6	Social, emotional, mental health and well being

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>Raising the progress and attainment of PPG children to be at least in line with national average. This will be done by:</p> <ul style="list-style-type: none"> Ensuring teaching is at least good Introduction of trust wide AFL focus 	<p>Individual targets met and on track to achieve at data capture points. (3 times a year)</p>
<p>Ensure our current planning addresses the needs of pupils through intervention and 'catch up' It is important that the curriculum is reviewed using up to date recourses and ensuring that it is fit for purpose. This will be done by:</p> <ul style="list-style-type: none"> Subject leads monitoring planning Subject leads being up to date with changes in content and resourcing. 	<p>Provision maps / learning plans will show clear interventions identified by need.</p> <p>Monitoring of planning shows that work is adapted to meet the needs of all pupils.</p>
<p>Improved attendance for all pupils but especially PPG and SEND pupils. This will be done by:</p> <ul style="list-style-type: none"> The Assistant head and attendance officer working with identified families with low attendance rates. Hold attendance meetings to tackle persistent absences. Rewards in place for persistent absentees. Rigorous tracking. Engagement with parents through phone consultations / face to face meetings and sharing of intentions. 	<p>Improved attendance in line with academy target of 96% for all pupils.</p>
<p>Ensure that all PPG children have equal access to resources, including books, equipment, uniform, life experiences, music tuition, educational & residential visits</p>	<p>More PPG children will attend after school club, trips and residential opportunities.</p>

Ensure children's mental health and wellbeing allows them to be ready to learn.	Children will make at least expected progress.
Improved Handwriting and presentation. This will be done by: <ul style="list-style-type: none"> Consistent use of Letter-join. Letter -join log ins available for parents to use at home. Monitoring of handwriting and presentation. 	Handwriting becomes more consistent across the academy.

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: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Sounds Write training rolled out to targeted TA3s in EYFS/ KS1 lower KS2 TAs and harbour staff.	EEF Guidance on improving literacy in KS1 and KS2.	2 and 4
AFL CPD trust wide Claire Gatsby – 1 day conference for Head and PP Lead. 3x twilight sessions for Teaching staff.	Durrington Research project EEF Guidance on effective professional development	1, 2, 4, 5
Pira and Puma tests bought to support teacher judgements and MARK software to carry out gap analysis.	Great teaching toolkit evidence review 2020	1 and 2
Mental Health training for Assistant Head to disseminate.	EEF Guidance on effective professional development	6
Talk for Writing whole school training (Yearly updated training)	EEF Guidance on improving literacy in KS1 and KS2	1, 2 and 4
Times tables Rockstar / Numbots subscription	EEF Guidance on improving mathematics in KS1/KS2	2,4 and 5
Testbase	EEF Guidance on improving mathematics in KS1/KS2	2,4

	EEF Guidance on improving literacy in KS1 and KS2	
Letter join subscription	EEF Guidance on improving literacy in KS1 and KS2	2

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

Budgeted cost: £250,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PPG teacher to support Year 6 in English and Mathematics.	EEF Guidance on improving literacy in KS2 EEF Guidance on improving mathematics in KS2 EEF Guidance on giving feedback	2 and 4
TA2/3 interventions in speech, language, phonics, handwriting, mathematics, reading and EAL support. There are also a number of interventions running for non-academic support such as sensory circuits, drawing and talking etc which enable children to be ready to learn.	EEF Guidance on improving literacy in KS1 and KS2 EEF Guidance on improving mathematics in KS1 and KS2 EEF effective use of Teaching Assistants	1,2 and 4

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring of attendance / engaging with parents	Durrington research school – Supporting the attainment of disadvantaged pupils; articulating success and good practice.	3 and 4
BMX coach to allow all children to have access to quality outdoor sessions	EEF Evidence and outdoor learning 2018	5 and 6
Termly outdoor learning sessions for Y1 and Y2	EEF Evidence and outdoor learning 2018	5 and 6

Music tuition subsidised Drumming workshops	EEF Arts participation	5
Increased parental engagement through Safeguarding Lead	EEF Working with parents to support Children's learning	4
Ensuring all children have access to clubs, resources and residential trips	EEF Evidence and outdoor learning 2018 EEF Arts participation	5 and 6
Behaviour Lead to monitor and support behaviour management across the academy	EEF Guidance on improving behaviour in school	2 and 4
Assistant head to initiate and implement strategies for supporting mental health, behaviour and attendance. The continued training of wellbeing ambassadors, play leaders, worship council, school council and sports ambassadors.	DFE promoting children and young people's mental health and well-being.	3 and 6

Total budgeted cost: £337,000

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 2024 to 2025 academic year.

Our pupil premium gap remains high in certain year groups, but our data shows that by the time the children reach Year 6, the gap reduces significantly. This cohort is at least in line with national or above for disadvantaged children, but the gap is below national.

Y6 Reading (2024/25 data)

- Above national for non-dis attainment in reading.
- Above national for dis attainment in Reading.
- Broadly in line with national gap.

	No.	23/24	National	T6	Term 1	Term 2	Term 3	Term 4	Term 6
All	90	78%	74%	47%	57%	58%	74%	80%	84%
Termly overview: At Expected and Disadvantaged gap									
	No.	23/24	National	T6	Term 1	Term 2	Term 3	Term 4	Term 6
Non Dis	56	84%	84%	61%	74%	72%	87%	91%	93%
Dis	37	64%	64%	27%	32%	38%	54%	65%	72%
Gap		-20%	-20%	-34%	N/A	-34%	-33%	-26%	-21%

Y6 Writing (2024/25 data)

- Above national for non-dis attainment in Writing.
- In line with national for dis attainment in Writing.
- Wider than the national gap (-5%)

	No.	23/24	National	T6	Term 1	Term 2	Term 3	Term 4	Term 6
All	90	78%	72%	65%	65%	68%	70%	75%	79%
Termly overview: At Expected and Disadvantaged gap									
	No.	23/24	National	T6	Term 1	Term 2	Term 3	Term 4	Term 6
Non Dis	56	84%	84%	72%	74%	78%	80%	83%	89%
Dis	37	77%	64%	54%	51%	54%	57%	62%	64%
Gap		-7%	-20%	-18%	N/A	-24%	-23%	-21%	-25%

Y6 Maths (2024/25 data)

- Above national for non-dis attainment in Maths.
- Above national for dis attainment in Maths.
- Wider than the national gap (-2%)

	No.	23/24	National	T6	Term 1	Term 2	Term 3	Term 4	Term 6
All	90	76%	73%	20%	37%	54%	67%	74%	80%
Termly overview: At Expected and Disadvantaged gap									
	No.	23/24	National	T6	Term 1	Term 2	Term 3	Term 4	Term 6
Non Dis	56	88%	79%	26%	48%	67%	80%	87%	89%
Dis	37	59%	59%	11%	22%	35%	49%	54%	67%
Gap		-29%	-20%	-15%	N/A	-32%	-31%	-33%	-22%

Year 1 phonics data

63% of our disadvantaged children passed the Phonics screening check. This is just below the national figure (64%)

Year 2 phonics data

85% of our disadvantaged children passed the re-sit. National figures stand at 89% for all children. Ours was 91% of the children we have had since Year 1, only one child failed. Without the children who have joined throughout Year 2 this % would be 99%

Year 4 MTC

	No.	23/24	National	Term 1	Term 2	Term 3	Term 4	Term 6
All	88	31%	34%	11%	31%	44%	62%	74%
Termly overview: At Expected and Disadvantaged gap								
	No.	23/24	National	Term 1	Term 2	Term 3	Term 4	Term 6
Non Dis	41	38%	21%	17%	46%	56%	77%	73%
Dis	47	21%	19%	6%	19%	34%	48%	76%
Gap		-17%	-2%	-11%	-27%	-22%	-29%	3%

- Trust average is 41%
- 74% puts us 1st out of 24 Trust school
- It also places us in 97th percentile nationally. Our disadvantaged children outperformed our non-disadvantaged.

Our Assistant Head and Attendance Officer continue to work incredibly hard at improving our attendance figures for all pupils by rigorously monitoring attendance, holding meetings with parents as well as putting in rewards and incentives for targeted children. Our persistent absence for our disadvantaged children is improving year on year. But this will need to continue to have a rigorous focus.

< St Paul's CE Academy> Attendance Strategy 2024-25					
Trends over time	2022/2023	2023/2024	2024/2025	Change since 2023/2024	Trend over time
Compulsory School Age (5 - 15)	92.60%	93.40%	94.04%	0.64%	
Disadvantaged	89.30%	91.20%	91.65%	0.45%	
EAL	93.00%	93.80%	94.78%	0.98%	
Ever 6 FSM	89.30%	91.20%	91.06%	-0.14%	
Female	92.20%	93.20%	94.31%	1.11%	
FSM	89.30%	91.20%	91.03%	-0.17%	
Gypsy / Roma / Traveller	95.90%			0.00%	
Has Medical Condition				0.00%	
In Year Admission	87.60%	89.30%	93.50%	4.20%	
Male	92.00%	93.20%	93.79%	0.59%	
Mobile (Y5 & Y6)	89.30%	96.50%	96.74%	0.24%	
Out Of Age Group Cohort				0.00%	
Pupil Premium Eligible	89.40%	91.20%	91.06%	-0.14%	
SEN	88.20%	90.60%	91.29%	0.69%	

Our take up on afterschool clubs has remained at around 40% for pupil premium children, and this will continue to be a focus to ensure as many disadvantaged children have access to clubs. Staff continue to prioritise Pupil Premium children. Our offer of more lunchtime clubs has helped to engage more children. We have subsidised 3 children's music tuition and enabled 6 children to attend PGL who wouldn't have attended without our funding.

Our continued work around language acquisition is strong. The specific teaching of vocabulary is now embedded across all areas of the curriculum.

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
National College	CPD package National College
Times Table Rock stars	Maths Circle Ltd
Accelerated Reader	Renaissance Learning
Destination Reader	Hackney Trust
My Maths	Oxford University Press
Testbase	AQA
Sounds Write	Sounds—Write Ltd
Letter join	Green and Tempest Ltd
Access Art	Registered Charity 1105049
Design and Technology Association	Registered Charity 1062270
PE Hub	The PE Hub
Purple Mash	2simple Ltd 2026

White Rose	White Rose Education
Widget	Widget Software Ltd
Speech link	Speech link Multimedia Ltd
The Historical Association	Registered Charity 1120261

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