



ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL & NURSERY

Pupil Premium Strategy

Updated by	Kate Robinson
Updated when	December 2025
Next Review Date	December 2026

COURAGE	RESPECT	HOPE	ENJOYMENT	COMMUNITY
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Pupil premium strategy statement – December 2025

St Paul's Church of England Combined School

This statement details our school's use of pupil premium (and previously recovery 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 of strategies implemented for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	19 December 2025
Date on which it will be reviewed	19 December 2025
Statement authorised by	Charlotte Dennis
Pupil premium lead	Kate Robinson
Governor / Trustee lead	Teaching, Learning and Standards Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,415
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:	£31,415

Part A: Pupil premium strategy plan

Statement of intent

School Context

St Paul's C of E School and Nursery has a low proportion of pupils eligible for Pupil Premium (12%) than the national average (25.7%). Although funding levels are modest, we are committed to ensuring that every disadvantaged pupil receives targeted, high-quality support. Our strategy prioritises evidence-informed approaches that are cost-effective, sustainable and integrated into whole-school practice. Our current pupil premium strategy plan works towards achieving this objective by considering the holistic development of each child individually. In line with our Christian vision, our priority is the emotional wellbeing and mental health of the children. In short, confident, resilient learners learn more efficiently.

Our intention is that all pupils, regardless of background or challenges, make good progress and achieve high attainment across all subject areas. With only 12% of our pupils eligible for Pupil Premium, our funding is limited; therefore, our strategy focuses on high-impact, sustainable approaches embedded within whole-school practice.

The strategy supports disadvantaged pupils to achieve their full potential academically, socially and emotionally. High-quality teaching is at the heart of our approach, alongside targeted intervention and equitable access to enrichment. Our approach is responsive to individual needs and based on robust assessment and understanding of barriers faced by our disadvantaged pupils.

This strategy will also benefit non-disadvantaged pupils, as many of our approaches support the development of all learners.

Barriers to Learning for Our Pupil Premium Pupils

- 1. Lower starting points in early reading, language and vocabulary acquisition.**
- 2. Limited access to enrichment opportunities outside school.**
- 3. Reduced confidence, wellbeing or readiness to learn in some pupils.**
- 4. Lower home learning engagement for some families.**
- 5. Risk of PP pupils falling behind rapidly due to smaller than average PP numbers (statistical vulnerability).**

On completion of the three-year plan, the school will create a new three-year strategy which will consider any new guidance available. The Senior Leadership Team is responsible for ensuring a Pupil Premium Strategy is always in effect.

Strategic Priorities 2025–2028

We take a multi-year view to ensure stability, sustainability and impact, especially with a small budget.

Priority 1: Improve early reading, phonics and language development

Priority 2: Strengthen attainment and progress in writing and maths for identified pupils

Priority 3: Support wellbeing, attendance and readiness to learn

Priority 4: Ensure equitable access to enrichment and wider school life

Ensuring Sustainability with a Small Budget

Because of low funding levels, we ensure:

- Interventions are **teacher-led or in-house**, not bought-in packages.
- Strategies benefit **all pupils**, preventing isolation of PP children.
- CPD focuses on **building staff skill**, not external consultants.
- Governors receive a **concise, value-for-money report** each term.
- Provision maps show clear, low-cost but high-impact actions.

Spending decisions are always evidence-informed (EEF guidance, internal data)

Summary Statement

Although our Pupil Premium cohort is small, we are committed to closing attainment gaps and ensuring every child can thrive academically, socially and emotionally. Our strategy focuses on high-quality teaching, targeted intervention and equitable access to enrichment. By embedding support within whole-school practice, we ensure sustainable, cost-effective provision that benefits disadvantaged pupils and raises outcomes for all.

Challenges

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

Challenge number	Detail of challenge
1	Lower starting points in early language, vocabulary and phonics skills.
2	Gaps in core learning (reading, writing or maths) for some PP pupils.
3	Limited access to enrichment opportunities beyond school.
4	Reduced confidence, self-esteem or wellbeing affecting learning behaviours.
5	Lower home learning engagement for some families.
6	Risk of rapid statistical variation due to smaller than average PP numbers

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 reading, phonics and language outcomes	PP pupils meet age-related expectations; phonics screening outcomes improve; vocabulary use in spoken and written work improves.
Accelerated progress in writing and maths	PP pupils make at least expected progress and gaps close across year groups. Accessing I am a Clever Writer and writing outcomes improving.
Children use their phonics knowledge to read and write to an age-appropriate level.	Phonics screening levels back up to 80%
Improved wellbeing, resilience and readiness to learn	Pupil voice indicates improved confidence; behaviour data show positive learning behaviours; pastoral support accessed when needed.
Improved attendance and punctuality	PP attendance meets or exceeds 95%; reduced persistent absence among PP pupils.
Children with EAL able to access the curriculum and make progress	Children with EAL achieve in line with their peers.

Equal access to enrichment opportunities	All PP pupils attend trips, clubs and enrichment events; no child is unable to participate due to cost.
All children who are receiving the Pupil Premium grant will make continually improving progress.	Children will be part of dedicated intervention groups if required to support in core subjects. HLTA/LSAs will be across year groups to offer high quality in class support. Quality first teaching

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: £12,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD in phonics, reading comprehension, I am a Clever Writer, adaptive teaching and inclusive practice. £5125	EEF: High-quality teaching + explicit instruction + feedback	1 and 2
Investment in phonics resources, decodable books and vocabulary materials plus training	EEF: Phonics (+5 months), reading comprehension (+6 months). EEF KS1 Improving Literacy at KS1 & 2 The EEF toolkit - 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' 'Teachers are supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' Ofsted - 'Adapting teaching in a responsive way, for example by providing focused support to pupils who are not making progress, is likely to improve outcomes.'	1 and 2


	National Literacy Trust – ‘Not only do fewer disadvantaged pupils say that they have a book of their own at home than their advantaged peers, but those who do have books of their own report fewer books than their more advantaged peers.’	
<i>National College CPD and pupil coaching £780</i>	https://nationalcollege.com/	1, 2 and 4
<p>Teacher-led short interventions addressing misconceptions and pre-teaching vocabulary.</p> <p>£5541 taken from PP fund but actual cost is closer to £17,100</p> <p>Investment in I am a Clever Writer</p> <p><i>IDL – Online platform for English and Maths. £559</i></p>	<p>EEF: Small-group tuition (+4 months).</p> <p>Ofsted - ‘Adapting teaching in a responsive way, for example by providing focused support to pupils who are not making progress, is likely to improve outcomes.’</p>	1 and 2
<p><i>ELSA supervision is ongoing</i></p> <p><i>Wellbeing support for staff and children</i></p> <p><i>Support for parents through networking and signposting to resources</i></p> <p><i>Mental Health and wellbeing week in school</i></p>	<p>That all stakeholders have a responsibility for safeguarding all children</p> <p>PAC-UK – ‘Children and young people who have experienced early life trauma can experience a range of challenges in school. The Department for Education is increasingly recognising the long term impact of trauma and loss.’</p> <p>Department for Education - Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment.</p>	4

	<p>Mental Health Foundation – ‘A growing body of evidence...has shown there is a strong socioeconomic gradient in mental health, with people of lower socioeconomic status having a higher likelihood of developing and experiencing mental health problems.’</p> <p>EEF: Social and emotional learning (+4 months).</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £14,332

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Structured interventions for speech and language</i></p> <p>Our pupil premium children with speech and language difficulties can have early identification and targeted intervention. Funded by Buckinghamshire Council</p> <p>Language and communication groups (e.g., vocabulary boosting, NELI-style sessions). Provided free by NELI for Nursery children</p>	<p>EEF oral language interventions</p> <p>Ofsted - ‘Adapting teaching in a responsive way, for example by providing focused support to pupils who are not making progress, is likely to improve outcomes.</p> <p>The EEF Toolkit – ‘There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.’</p> <p>EEF: Oral language interventions (+6 months).</p>	<p>1 and 4</p>
<p>Targeted daily reading</p>	<p>EEF: Reading comprehension + oral language.</p>	<p>1 and 2</p>

for identified PP pupils £1488		
Individualised interventions & 1 to 1 LSA support to access whole class learning Precision teaching for reading, writing or maths delivered by trained LSAs. £12,168	EEF use of teaching assistants EEF small group tuition EEF Teaching Assistant interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Ofsted - 'Adapting teaching in a responsive way, for example by providing focused support to pupils who are not making progress, is likely to improve outcomes.' The EEF Toolkit – 'There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.' EEF: Teaching Assistant-led targeted interventions (+4 months).	1, 2, 4
Flash Academy subscription to support EAL children (funded from EAL budget) £676	Award-winning Technology 	1 and 4

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

Budgeted cost: £5,078

Activity	Evidence that supports this approach	Challenge number(s) addressed
Membership to	Children's engagement in sporting activities impacts on their learning positively	3 and 4

sports clubs & music lessons Music - £2520	https://www.unicef-irc.org/article/1900-participation-in-sport-can-improve-childrens-learning-and-skills-development.html Sandringham Research School – ‘subtle interactions and relationships are more important than big interventions...Part of this needs to be creating a sense of belonging, by enabling pupil premium students to access clubs and extra-curricular.’ DfE & EEF: Cultural capital and engagement improve attendance and outcomes.	
ELSA support £1258	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4
Open Sessions for parents	EEF Parental Engagement Engagement with Buckinghamshire Learning – Children’s Services.	5
Trips & residential with kit £1300	Children’s engagement in enrichment activities impacts on their learning positively https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf The Government continues to focus on the teaching of a broad and balanced to help children, including those disadvantaged children hit hardest by the effects of Covid-19, to catch up. This includes wider school experiences such as school trips and external visitors.	3 and 4
Attendance monitoring and early intervention with families.	DfE: Improving school attendance guidance. Attendance monitoring with early supportive conversations with families.	1, 2, 3, 4, 5

Total budgeted cost: £31,415

Current budget £31,415

Shortfall: £11,559 (funded from School Budget share)

Monitoring and Implementation

Monitoring

- Termly data reviews and pupil progress meetings
- PP focus during pupil Progress meeting
- Work scrutiny and Development Drop-Ins
- Pupil voice interviews
- School Council
- Attendance, punctuality and wellbeing tracking
- Feedback from children/parents via the PP questionnaire.
- Annual review at the end of each academic year with governors.
- PP strategy is reviewed termly by the Senior Leadership Team and reported to the Governing Body.
- A named PP link governor is responsible for monitoring the strategic use of funds.
- The school publishes an updated PP Strategy annually on its website in line with DfE expectations.

Implementation Approach

- Adapted to the needs of a small PP cohort
- Focus on sustainability rather than purchased programmes
- Staff trained in evidence-based strategies
- Consistent communication with families

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for children at the end of Key Stages are not published due to the small number of children in receipt of PP and the risk of identification. Governors and Senior Leaders analyse, review and evaluate the attainment and progress data of disadvantaged children.

Evaluation of last PP strategies:

Success criteria: Children present with fewer emotional and mental health concerns:

Training and provision of emotional /mental health support in school through ELSA, Mental Health First Aid & transition support meant the children who needed support, received it. As a result, many content, confident children made greater progress in their learning. Those who have been supported previously have shown an increase in resilience. Unfortunately, there has been a further increase in need for this support but due to redundancies we have had to reduce our ELSA provision and more informal ELSA provision is in place via class-based staff. We provide a number of quick daily check-ins with a named adult as well as emotion scales and visual prompts and calm corners in all classrooms. We provide a soft start to all children so they can come into school between 8:35-8:45 and feel less overwhelmed on the playground.

Success criteria: Children's fine motor skills enable them to express themselves through their writing:

Children in Year 1 and 2 have better fine motor skills and are developing their writing as a result. Staff have also received support with OT training in how to support children with gross and fine motor skills.

Success criteria: Children are able to communicate successfully, developing their social skills and learning confidence:

Children are increasingly identifying as resilient learners and interact socially with increased confidence. We are extending this priority to include the whole community to increase parental engagement including training on the learning process generally and metacognition specifically. Visitors often comment on the confidence of our children when visiting such as during open days or Governor visits. There are some children who are still not able to articulate their learning and this is a step to continue working on.

Whole School Outcomes 2024-2025

Attendance:

Attendance			
Disadvantaged	85 - 89.99%	90 - 94.99%	>= 95%
All Disadvantaged	1	5	11

Reading

Attainment Scores					
Disadvantaged	Below	Emerging	Developing	Expected	Greater Depth
All Disadvantaged	12%	6%	12%	53%	18%

Steps of Progress				
Disadvantaged	1 Step	3 Steps	4 Steps	5 Steps or more
All Disadvantaged	7%	20%	33%	40%

Writing

Attainment Scores					
Disadvantaged	Below	Emerging	Developing	Expected	Greater Depth
All Disadvantaged	19%	6%	13%	56%	6%

Steps of Progress					
Disadvantaged	0 Steps	2 Steps	3 Steps	4 Steps	5 Steps or more
All Disadvantaged	7%	7%	33%	20%	33%

Maths

Attainment Scores					
Disadvantaged	Below	Emerging	Developing	Expected	Greater Depth
All Disadvantaged	12%	6%	12%	59%	12%

Steps of Progress				
Disadvantaged	2 Steps	3 Steps	4 Steps	5 Steps or more
All Disadvantaged	7%	20%	53%	20%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
PSHE subscription to support and inform SEMH provision	https://pshe-association.org.uk/
Jigsaw PSHE programme	https://jigsawpshe.online/
Online reading monitoring, recording & assessment programme	https://go-read.co.uk/
Research based evidence leadership courses within the Pathways platform	https://www.discoveryeducation.co.uk/professional-learning/pathway/
Support for participating in activities beyond school & development of the PE curriculum to develop resilience	https://realpe.co.uk/
Youth Mental Health First Aid courses	https://www.bucksmind.org.uk/training/
Art of Brilliance – Brilliant Schools	https://www.brilliant.school/
IDL	https://idlsgroup.com/

Service pupil premium funding – N/A

NB We provide a range of further support for disadvantaged children at St Paul's which is either not paid for with PP/CU funding or is not costed.