

Pupil premium strategy statement 25/26 – St Paulinus CE Primary School

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

School overview

Detail	Data
Number of pupils in school	St Paulinus CE Primary School
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs C Rhodes
Pupil premium lead	Mrs C Rhodes
Governor / Trustee lead	Mrs S Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,775.42
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
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>	£32,775.42

Part A: Pupil premium strategy plan

Statement of intent

At St Paulinus CE Primary School, it is our intention that all pupils, irrespective of their background or the challenges that they face, learn in an environment that allows their educational, emotional, spiritual and social development to flourish. We want all of our pupils to make good progress in these areas, including those who are already high attainers. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal and realise their own unique gifts. As children of God we strive to ensure our pupils nurture their gifts, including those of knowledge, curiosity, resilience, respect, spirituality, creativity and love. "Having gifts that differ according to the grace given to us, let us use them" (Romans, 12:6), so that our school is a happy, caring place where everyone is valued, safe and able to learn and grow.

Our strategy takes into account an in-depth understanding of any academic and wider challenges that our disadvantaged pupils face, as well as their levels of attainment and academic progress. It also recognises challenges common between disadvantaged and non-disadvantaged pupils and aims to benefit both parties. We focus on effective implementation and robust diagnostic assessment of the activities outlined in this statement.

To ensure a sustained impact, our strategy is aligned with our Curriculum and Christian vision and existing practices. All of our outlined activities will be implemented and underpinned by an intent to develop our children's knowledge, creativity and curiosity so they have the ability to be critical thinkers, respect and love to ensure they are good communicators, build their capacity to be resilient and spiritual to prepare them for, and encourage them to be appreciative of, the diversity that they will experience in their lives.

Quality first teaching, targeted academic support and wider strategies form our tiered approach. 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.

To ensure they are effective we will:

- *ensure disadvantaged pupils are effectively adapted for*
- *act early to intervene when 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	The Curriculum in some areas needs to be developed as pupil premium children in particular struggle to retain knowledge and skills and therefore to make links reducing chances of good or better progress. This is a particular focus in Spelling embedding new schema and Handwriting.
2	Attendance and persistent absence for pupil premium children is a barrier to learning as this leads to gaps in their knowledge and skills meaning that their understanding is fragile.
3	Where pupil premium children have multiplicity of need, there are gaps in a range of areas which need closer targeting through small steps assessment and following up through targeted support.

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
In Reading and Writing pupil premium children are significantly more able to communicate their understanding and evidence / apply skills taught in the curriculum. They are able to evidence that they know and remember more, making links between learning to aid their cognitive load and have a firmer grasp of technical vocabulary.	Pupil premium children across the school significantly increase their achievement at both expected and greater depth in Reading and Writing.
Attendance and persistent absence for pupil premium children will have significantly improved leading to improved outcomes and progress for pupil premium children in all year groups.	Persistent absence and attendance is better than national for all pupil premium children Pupil premium children are evidenced both through formative and summative assessment to have reduced gaps in their knowledge and therefore are more secure in their understanding.

Reduction of gaps in key skills for pupil premium children targeted enabling access to full curriculum and reducing oracy barriers as well as cognitive overload.	Improved speech and language and social skills leading to improved mental health and wellbeing amongst the group and confidence evidenced through pupil voice and review.
There is improved support for pupil premium children both in phonics and wider reading through better targeted and more responsive interventions.	Increased percentage of children achieving the expected standard in phonics in both year 1 and year 2. Increased percentage of children achieving age related expectations in reading.

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: £9043.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to embed and build on focusing on handwriting and Spelling a precise curriculum for English feeding into Early Years to ensure sequential learning, systematic retrieval practices, support technical vocabulary instruction and increased clarity around what we want children to know and remember. Targeting related CPD and Subject Leadership support to improve Quality First Teaching and adaptation for PP children</p> <p>Related Resources</p>	<p>Retrieval Practice: https://researchschool.org.uk/news/effective-retrieval-practice-what-should-we-consider https://www.researchgate.net/publication/306271315_Benefits_from_retrieval_practice_are_greater_for_students_with_lower_working_memory_capacity</p> <p>Sequencing: https://researchschool.org.uk/durrington/news/curriculum-and-sequencing</p> <p>Retrieval Practice: Kate Jones</p> <p>Robust research, including comprehensive meta-analyses and authoritative guidance from the Education Endowment Foundation (EEF), provides unequivocal support for the implementation of structured handwriting instruction in primary</p>	1

schools. Such approaches demonstrate a direct positive impact on handwriting legibility and fluency, which are crucial for overall writing quality. Proficient handwriting functions as a foundational transcription skill, effectively reducing the cognitive burden associated with the physical act of writing. This reduction in cognitive load is vital, as it liberates essential mental resources that can then be redirected towards higher-order compositional tasks, thereby significantly enhancing a child's capacity to articulate complex thoughts in written form. The evidence consistently highlights that structured handwriting instruction is not merely beneficial but a critical component of foundational literacy, directly impacting multiple writing outcomes particularly for Pupil Premium pupils and enabling more sophisticated cognitive processes in writing.

Works cited

1. Improving Literacy in Key Stage 2 | EEF, accessed on June 24, 2025, <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>
2. EEF Improving Literacy in Key Stage 2 Report Second Edition | PDF ..., accessed on June 24, 2025, <https://www.scribd.com/document/546565811/EEF-Improving-literacy-in-key-stage-2-report-Second-edition>
3. Full article: Handwriting Accuracy of Beginning Writers and Its Impact on the Readability of Their Sentences,

	<p>accessed on June 24, 2025, https://www.tandfonline.com/doi/full/10.1080/19411243.2024.2315582</p> <p>4. Handwriting Acquisition and Intervention: A Systematic Review, accessed on June 24, 2025, https://www.researchgate.net/publication/328397510_Handwriting_Acquisition_and_Intervention_A_Systematic_Review</p> <p>5. HELPING HANDWRITING SHINE - Cloudfront.net, accessed on June 24, 2025, https://d2tic4wvo1iusb.cloudfront.net/production/documents/projects/Helping-Handwriting-Shine-Addendum-Report-Final.pdf?v=1740855385</p> <p>6. Helping Handwriting Shine - trial EEF, accessed on June 24, 2025, https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/helping-handwriting-shine</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £20,324.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
To train and allocate hours for team members to deliver targeted support	<p>Social and Emotional Intervention Support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=</p>	3

	paign=site_search&search_term=social%20skills Specific to EYFS https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-and-modelling-social-communication-skills&utm_source=/early-years-evidence-store/communication-and-language&utm_medium=search&utm_campaign=site_search&search_term=knowledge%20and%20skills	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3407.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use the EWO service in order to more closely target attendance and persistent absence for our pupil premium children.	Prior use of targeted EWO support in line with EEF guidance, evidences the impact of increased oversight / supervision of Attendance. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance 1) Building a holistic understanding of pupils and families 3) Communicating effectively with families.	2

Total budgeted cost: £32,775.42

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our external data showed:

Reading

Key stage 2 attainment of the expected standard (100+) in reading (81%) and the high standard (110+) in reading (37%) was above the national average for 2025 (75% expected standard and 33% greater depth) For Pupil Premium children this stood at 50% (1/2) for the expected standard and 50% (1/2) at the high standard.

Writing

Key stage 2 attainment of the expected standard in writing was 81% and those at Greater Depth was 14% which is significantly above the national average for 2025 (expected standard at 72% and Greater Depth 12%) For Pupil Premium children this stood at 50% (1/2) for the expected standard.

Mathematics

Key stage 2 attainment of the expected standard (100+) in maths (74%) and the high standard (110+) in maths (33%) was in line with the national average for 2025 (74% expected standard and 26% Greater Depth) For Pupil Premium children this stood at 50% (1/2) for the expected standard and 50% (1/2) at the high standard.

Other Attainment measures:

In Year 1 91% of children met the threshold in Phonics which includes 75% of PP children (3/4) the National data for 2025 was 81%

In Year 2 89% of children met the threshold in Phonics by the end of the year which includes 60% of PP children (3/5) the National data for 2025 was 91%

Wider Impact:

Through a greater engagement in activities around mental health and well-being including the celebration of various national days children are clearer on how to keep themselves mentally healthy as referenced in pupil voice. The vast majority of pupils have a trusted adult in school they would be happy to talk to about any issues.

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
CUSP	Unity Schools Partnership
Essential Letters and Sounds	OUP
Letter Join	Green and Tempest Ltd

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i>
How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A