



St Paul's CE Junior School Pupil Premium Strategy 2025 - 2028

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.

School overview

Detail	Data
School name	St Paul's CE Junior School
Number of pupils in school	361
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 - 2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Julieanne Taylor
Pupil premium lead	Headteacher
Governor	Stephen Howard

Statement of intent

Our aim is to ensure that our pupils are not disadvantaged irrespective of background or the challenges they face. We believe that with the correct support all pupils can make good progress and attain highly in all subject areas, through well-matched provision and targeted support.

Objectives:

- Remove barriers to learning created by poverty, family circumstance and background;
- Diminish the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts;
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum;
- Develop confidence in the ability to communicate effectively in a wide range of contexts;
- Empower pupils to look after their social and emotional wellbeing and to develop resilience;
- Provide access a wide range of opportunities to deepen knowledge and understanding of the world.

To achieve this, we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;
- Provide teaching staff with high quality CPD to ensure that pupils access effective quality first teaching;
- Deliver a well-sequenced, knowledge rich curriculum which provides cultural capital and focuses on the acquisition of vocabulary;
- Provide targeted intervention and support to swiftly address identified gaps in learning, including the use of small group and 1:1 work;

- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences;
- Provide opportunities for all pupils to participate in enrichment activities including sport and music;
- Provide appropriate nurture support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individual pupils.

Key Principles

We will ensure effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will have access high quality provision from appropriately trained adults.

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

Challenge	Details
1	Attendance & punctuality - attendance is below that of non-disadvantaged pupils and a greater proportion are persistent absentees.
2	Social, emotional and mental health and a lack of resilience.
3	Diminishing the difference in attainment and progress for Reading, Writing and Maths.
4	Access to wider opportunities, including facilities, resources and coaching within the local and the wider community e.g., Brownies & Cubs, gymnastics lessons etc.

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
Attendance	Ensure attendance of disadvantaged pupils is at least 95%.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that more than 70% of disadvantaged pupils met the expected standard. (2024/25: 67%)
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more than 65% of disadvantaged pupils met the expected standard. (2024/25: 50%)
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing teacher assessments in 2027/28 show that more than 60% of disadvantaged pupils met the expected standard. 2024/25: 50%)
Improved RWM attainment for disadvantaged pupils at the end of KS2.	KS2 combined outcomes in 2027/28 show that more than 50% of disadvantaged pupils met the expected standard in RWM. 2024/25: 42%)
To achieve and sustain improved wellbeing for all	Sustained high levels of wellbeing demonstrated by:

pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> data from pupil questionnaires, feedback via school councillors, parent surveys and teacher observations an increase in participation in enrichment activities with every disadvantaged pupil attending at least one extracurricular club of their choice
Children will be ready for transition to the next stage of their education.	<p>Year 6 disadvantaged pupils will report they feel well prepared for KS3. Their parents of Year 6 report they feel their children are ready for the next phase of the education.</p> <p>Disadvantaged pupils in other year groups will be ready to access learning from September as evidenced by progress data and pupil feedback during interviews at end of key stage 2 (sample exit interviews).</p>

Funding Overview 2025 - 2026

Detail	Amount
Pupil premium funding allocation this academic year (2025 – 2026)	£60,915
Pupil premium funding carried forward from previous years	Nil
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	£60,915

Activity in this academic year (2025 – 2026)

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching

Budgeted cost: £ 17,061

Activity	Evidence that supports this approach	Challenge addressed
Targeted Support delivered by Learning Mentors: £12,500	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Reading Fluency Intervention Phonics Intervention Sensory Circuits Touch Typing	Digital access to high quality reading resources at the right level, plus screening and progress monitoring enables teaching staff to effectively intervene and guide the development of essential reading skills at all abilities and at levels.	2, 3
Accelerated Reader Software & resources £2,721		

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Through the Master Reader approach teach comprehension strategies through modelling and supported practice.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	2,3
Bright Start Occupational Therapy Sessions 4 x per week, to improve fine and gross motor skills and increase focus during lessons. £1,840	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 There is evidence that help with barriers that affect a person's emotional, social, and physical needs. To do this, they use everyday activities, exercises, and other therapies. OT helps kids play, improves their school performance, and aids their daily activities	1, 2, 3
Provide effective feedback about the learner's performance relative to learning goals or outcomes to improve pupils' learning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task, the process of the task, the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective). This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers (see Peer tutoring).	1, 2, 3
Use oral language interventions to ensure pupils make the most of spoken language and verbal interaction for learning: Through: <ul style="list-style-type: none">• explicitly extending pupils' spoken vocabulary in Vocabulary section of all lessons• the use of purposeful, curriculum-focused, dialogue and interaction in Talk Tasks in all lessons.• targeted reading aloud and book discussion and the use of structured questioning to develop reading comprehension through Master Reader and Reading Fluency Interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Oral language interventions are about making the most of spoken language and verbal interaction for learning.	1, 2, 3

Targeted academic support

Budgeted cost: £14,491.24

Activity	Evidence that supports this approach	Challenge addressed
Weekly release time for teachers to work with pupils delivering targeted writing, reading or maths booster sessions to	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3

address identified knowledge gaps. JPS = £13,832		
Read Write Inc. Phonics intervention groups & resources	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 14 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Reading Fluency Intervention	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
CPG SATs Revision Guides £250		2, 3
Foundry College Behaviour Support Team £630	Targeted behaviour for learning interventions can have positive overall effects.: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 2
Handwriting pens £6.60		3
Books purchased from the Book Fair £272.64		1, 2, 3

Wider strategies

Budgeted cost: £28,862.56

Activity	Evidence that supports this approach	Challenge addressed
Attendance: Well planned transition arrangements into Y3 to identify 'at risk' pupils, prior to joining the school; Rigorous monitoring of attendance and support for vulnerable families to ensure good attendance is maintained. Access to Parent workshops and training to support specific needs that arise out of discussions between parents and school staff. £50	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1, 2, 3
Therapeutic Thinking Training for Head, and Inclusion Manager & a	Both targeted behaviour interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 2

review of all behaviour related policies and procedures.		
Whole school approach to mental health lead by Senior Mental Health Lead: including referrals, signposting, parent workshops & pupil small group work.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	1, 2
Canine Assisted Learning £5,940	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 2
Extra-curricular activities £8,600. Uniform £300 Funding for trips £2,348.56	An Unequal Playing Field – Extra-Curricular Activities, Soft Skills and Social Mobility Report The Social Mobility Commission https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Learning is contextualised in concrete experiences and language rich environments Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils	1, 2, 4
Forest School Sessions to develop confidence, resilience, communication and good mental health £10,340	An Unequal Playing Field – Extra-Curricular Activities, Soft Skills and Social Mobility Report The Social Mobility Commission https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils	1, 2, 4
Cool Milk subscriptions £284		4

Total budgeted cost: £60, 915

Pupil Premium Strategy Outcomes 2024 - 2025

This performance data represents a 3-year trend and details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

End of Key Stage 2 Test Results 2023 - 2025

(3-year trend)

E0KS2	% of disadvantaged pupils reaching expected standard					
	2023		2024		2025	
	NA	St Paul's	NA	St Paul's	NA	St Paul's
Reading	60	59	64	71		64
Writing	53	53	60	71		50
Maths	54	41	61	43		50
GPS	59	53		57		57
RWM	45	35	47	43		43

E0KS2	% of disadvantaged pupils reaching greater depth					
	2023		2024		2025	
	NA	St Paul's	NA	St Paul's	NA	St Paul's
Reading	17	12		14		36
Writing	7	0		0		14
Maths	13	18		0		21
GPS	18	12		0		14
RWM	3	0	10	0		14

Average Scaled Score	NA 2023	St Paul's 2023	NA 2024	St Paul's 2024	NA 2025	St Paul's 2025
Reading				101.7		104.4
Maths				96.9		100.8
GPS				99.9		100

Our aim is that every child will make a minimum of 6 steps progress each year in Reading, Writing and Maths across each academic year. The following tables summarise data from our pupil progress tracking system and reflects teacher assessment judgements for our disadvantaged pupils as at the end of the Summer Term 2024.

Pupil Premium:

Year 6 outcomes	Reading	Writing	Maths	Combined
% Expected Standard	57	50	57	43
% Higher Standard	36	14	21	14
Progress	6.7	7.0	6.4	6.7

Year 5 outcomes	Reading	Writing	Maths	Combined
% Expected Standard	50	17	50	17
% Higher Standard	0	0	0	0
Progress	5.5	5.5	6.0	5.6

Year 4 outcomes	Reading	Writing	Maths	Combined
% Expected Standard	46	27	27	18
% Higher Standard	0	0	0	0
Progress	6.2	4.5	5.7	5.4

Year 3 outcomes	Reading	Writing	Maths	Combined
% Expected Standard	56	33	68	33
% Higher Standard	0	0	0	0
Progress	6.1	5.6	5.8	5.9

Teaching and Targeted Academic Support 2024 - 2025

The Pupil Premium cohort for 2024 – 2025 included 2 double-disadvantaged pupils, both of which had an EHCP, with one also having special secondary placements on their plan due to the fact their needs could not be met in a mainstream setting. Another pupil was a late joiner to Year 6, having been away from a school setting since year 4, and was therefore ill equipped to access the full year 6 curriculum. These factors disrupted the trend of improving end of KS2 outcomes in reading and writing. However:

- In 2025, average scaled scores improved in Reading, Maths and GPS;
- Year 6 maths booster groups had a positive impact on the outcomes for Pupil Premium children at the end of KS2, 2024/25. The percentage of pupils working at the expected standard increased from 43% to 50%;
- High expectations, a well-designed curriculum and good quality, effective teaching resulted in a significant increase in the percentage of Pupil Premium pupils reaching the higher standard across all subjects and combined at the end of KS2;

- Effective academic targeting ensured that all Pupil Premium pupils made more than average progress in all subjects across the academic year, particularly in writing;
- Revision sessions and CPG Revision Guides supported Pupil Premium children in their readiness for KS2 SATs with the majority of pupils, even those with complex needs, being prepared for sitting the tests;
- Use of CAT scores and good teacher assessment enabled the accurate identification of Access Arrangements for Pupil Premium children, giving them an equitable chance of performing well in SATs.
- Accelerated Reader, Master Reader and redesigned Fluency and Phonics interventions resulted in accelerated progress and improved outcomes in reading across school;
- The school investment in CPD around curriculum development, teacher subject and pedagogical knowledge led to more embedded learning and higher cultural capital for Pupil Premium pupils.
- Daily Bright Start sessions contributed to 2 double disadvantaged Pupil Premium children being ready for learning by increasing focus and motivation, addressing sensory need and developing gross and fine motor skills to access different elements of the curriculum, including developing handwriting fluency and legibility.

Wider Strategies

- Over the course of the year, 37 of the 39 Pupil Premium pupils attended at least one extra-curricular club. In the summer term 38 club places were registered to PP pupils.
- Attendance for Pupil Premium pupils in 2024 – 2025 was 93.71% (compared to 95.72% across the school as a whole). This compares to 93.96% in the previous year (compared to 96.14% across the school)
- 3 Pupil Premium families registered for the Child Mental Health workshop and parents of 5 Pupil Premium pupils registered for the anxiety workshop, providing them with access to supporting their child with emerging mental health needs, including anxiety, fears and worries and challenging behaviour.
- In autumn, 2024, 2 Pupil Premium children worked with Canine Assisted Learning timetable and in summer 2025, this increased to 8 children. These sessions built resilience, self-esteem and confidence as well as supporting the development of reading fluency.
- Over 50% of disadvantaged pupils were invited to represent the school at sporting fixtures, with 15 pupils taking up this invitation.
- In 2024 – 2025, all Pupil Premium children experienced small group Forest School sessions on alternate weeks over one half term, in addition to their whole class session. This enabled them to experience a healthy range of emotions, work both independently and as part of a team and thus develop personal, social and emotional life skills through learner-led, nature-based learning.
- The behaviour of Pupil Premium children was generally very good during the 2024-2025 academic year. Only 3 Pupil Premium pupils demonstrated challenging behaviour, all of whom had complex needs, an EHCP and for two pupils, a recommendation of specialist secondary provision. 2 other Pupil Premium pupils engaged in minor behaviour incidents that were very quickly dealt with and not repeated and 1 pupil engaged in negative online behaviour that was swiftly dealt with through working with parents and education around online safety.

Externally provided programmes

Programme	Provider
Times Tables Rock Stars	Maths Circle Limited
My Maths	My Maths UK
Accelerated Reader	Renaissance