

Pupil premium strategy statement St Paul's CE Primary

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 CE Primary
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	34.74%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 (The aims cover 3 years but we have focused on funding overview for one year)
Date this statement was published	December 23
Date on which it will be reviewed	December 24
Statement authorised by	S Wright
Pupil premium lead	L Crompton
Governor / Trustee lead	J Yates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112035
Recovery premium funding allocation this academic year	£11165
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£12320

Part A: Pupil premium strategy plan

Statement of intent

- For disadvantaged pupils at St Paul's, by the end of the strategy, to meet or exceed national expected progress in reading, writing and mathematics, so that they can attain at least age-related expectation at the end of year 6, closing the attainment gap, whilst also leaving St Paul's secondary ready.
- To continue to narrow the gap between disadvantaged pupils and non-disadvantaged pupils, bringing them broadly in line over the next three years
- To continue to reduce the number of disadvantaged pupils who are persistent absentees and improve disadvantaged pupils' punctuality
- To enable early identification of barriers to learning with carefully chosen interventions to reduce these barriers and meet the needs of pupils with SEND needs.
 - Disadvantaged pupils will have opportunities in school to look after their well-being and social emotional needs through targeted support in school to enable them to access learning at the appropriate level

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality are a challenge for our disadvantaged pupils
2	Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
3	Writing assessments have shown that spelling has become a barrier to success
4	Disadvantaged pupils are unable to independently interpret a mathematical problem
5	The impact of the pandemic has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. This is

	particularly noted with our younger children. Gaps in phonetical knowledge impacting on reading impacted on disadvantaged group.
6	Disadvantaged pupils struggle with phonics skills at KS1 which develop into spelling difficulties at KS2.
7	Disadvantaged pupils are unable to independently interpret a mathematical problem and have the requisite levels of fluency to apply to them.
8	Increased complex SEND need represented in disadvantaged group

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
To improve the attendance and punctuality of our disadvantaged pupils.	<ul style="list-style-type: none"> Attendance evidenced to be improved for disadvantaged group. Persistent absence to decrease. Gap between groups to diminish in terms of attendance.
Barriers to learning relating to gaps in knowledge are broken down.	<ul style="list-style-type: none"> Improved fluency in mathematics, impacting on improved outcomes in pupil's work, precision teaching interventions and standardised assessments.
Improved phonic and spelling outcomes for disadvantaged pupils	<ul style="list-style-type: none"> Progress and attainment to improve to be in line with and or gap narrowing for disadvantaged group, evidenced in phonics screening and in year 6 spelling test. Improved outcomes in reading linked to developments in phonics. Diminishing of attainment gap and improved progress
For the attainment and progress gap to diminish for disadvantaged pupils.	<ul style="list-style-type: none"> For disadvantaged pupils at St Progress through national tests and in school data to show good and better progress. St Paul's, by the end of the strategy, to meet or exceed national expected progress in reading, writing and mathematics Pupils attaining ARE or better at end of year 6 and being secondary school ready.

<p>For the SEMH needs to be met to remove barriers to pupil's attainment.</p>	<ul style="list-style-type: none"> • To support pupils with their social and emotional health and well-being needs to remove the barrier to pupil's attainment.
<p>To meet the expanded need of SEND pupils.</p>	<ul style="list-style-type: none"> • To meet the needs of SEND pupils through access to high quality external support.
<p>For improved progress and attainment in phonics that will impact on outcomes in early reading</p>	<ul style="list-style-type: none"> • Gaps in phonetical knowledge plugged • The gap for disadvantaged pupils to diminish • Improved outcomes in early 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: £96250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher and TA retention	Improved outcomes for learners requiring additional support. Raise self-confidence and increase participation/motivation for targeted learners. To work on closing attainment gaps. Improve attainment and progress, improved.	3,4,5,6,7,
To continue to implement a new DFE approved phonics scheme with CPD for staff and additional resources to support the scheme.	Phonics outcomes need to return to a pre pandemic level, then improve beyond that level. Achievement of a pass rate has been delayed for pupils as a result of gaps in knowledge.	5

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

Budgeted cost: £(included within budget above relating to retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching approach to raise attainment in fluency in reading, spelling, sight words and arithmetic. Keep up phonics sessions	Assessments conducted by class teacher has identified need. Precision teaching model used to deliver focussed interventions. New phonics scheme needs structured keep up sessions for children. TA support in class.	3,4,6,7

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

Budgeted cost: £38378

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance lead. And EWO support	Break down barriers between school and families to access support as needed and have better attendance. Attendance of PP children below school and national average.	1,2,5
Buy into Tameside’s Specialist Outreach Support Service (CLASS, SpLD and the SEMH Support and Inclusion Service). To respond to wide range of needs and additional Educational Psychology time (18 hrs)	Elevated need for complex SEND pupils represented in disadvantaged group. Specialist support is needed to assess the children, advise class teachers and support other staff in school to best meet the needs of the children.	8

Total budgeted cost: £ 134628

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Challenge 1: Attendance

Locally and nationally. Whole school attendance nationally decile 2, local 8th out of 77 (Dec 24). PP attendance nationally decile 1 (top 10% of schools), local out of 4th out of 77 (Dec 24). Persistent absence locally we are ranked 4th out of 77 and 1st for severely absent.

Attendance Newsletter was sent to all parents at the start of the academic year. Data is analysed and categorised into vulnerable groups including pupil premium to inform attendance procedures and early intervention.

Attendance Officer attends Tameside Attendance Group once a term discussing best practice with local schools and liaises with the educational welfare service.

Support and guidance on attendance is always available from our school and we invite parents to meet with us more regularly to address any concerns/unknown issues that may be preventing the child from attending school so we can work together to break down the barriers. Training planned for EBSA (Emotional Based School Avoidance).

Challenge 2: Attainment

The impact of the new maths scheme (Power Maths) has seen an increase in outcomes across school. The phonics scheme continues to show impact in the reading levels within KS 1 and the GLD within EYFS.

2024, Year 6 statutory data indicates 71% expected+ for Reading with 14% GD, 86% expected+ for writing with 14% GD and 86% expected+ for Maths with 29% GD. This is compared to Reading 53%/ 7%, Writing 53%/0% and Maths 47%/0% in 2023.

2024, Year 2 data shows 73% of PP children met the standard in Reading, Writing and Maths. Compared to Reading 50%, Writing 75%, Maths 67% in 2023.

2024, 71% of EYFS PP children achieved GLD (86% Reading, 71% Writing and 86% Maths). In 2023 only 25% of children achieved GLD (75% Reading, 25% Writing and 63% Maths).

Challenge 3 and 6: Phonics and Early Reading

As a whole school Phonics shows an increase of 7% (83% - 90%) from 2023 to 2024. The new phonics scheme continues to have a significant impact on phonics and early reading for all children through quality direct teaching of synthetic phonics and accurate matching of reading books to phonic levels.

88% of Year 1 pupil premium children met the phonics threshold compared to 70% in 2023 and 50% in 2022. 7 out of 8 Y2 PP children who resat their phonics in 2023 passed (88%).

Challenge 4 and 5: SEND and SEMH

There has been an increase in referral to TOSS (Tameside Outreach Support Service) with all referral leading to acceptance on to the neurodivergent pathways. All EHCP referrals have been awarded. There are currently 7 EHCPs within school which have included support from the service. Training has been attended and further is planned to support the developing needs of children within school. Teachers work closely with a range of professionals and engage in productive conversations to promote the well-being of all. Parents are signposted to support networks and services to support them. Well-being groups and social skills groups run across the school alongside bespoke check-ins with individuals. Early intervention is key and assessment through Wellcomm and the statutory baseline assessment in EYFS provide vital evidence to support and identify quick interventions from other professionals if appropriate.

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.