

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	618
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	M Kiniari and T Glenn
Pupil premium lead	N Hodgson
Governor / Trustee lead	Tony Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£342,342
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£342,342

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 schools 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



Academy Priorities 2024-2025



1. Develop the use of computing across the curriculum
2. Progression of Oracy throughout the Academy
3. To ensure high standards of handwriting and presentation
4. Embed and live the Christian vision within the whole school community
5. Consistent use of feedback and marking across the Academy
6. Embed "Talk for Writing" approach across the Academy
7. Revisit the structure of Destination Reader session – opening doors, discussion-based approach
8. Review the structure of playtime and lunchtime - Teaching children to play, playleaders
9. Refine high quality Maths lessons

'Let your light shine'

John 1:1-5 "In him there was life, that life was Light for the people of the world– the Light shines in the darkness and the darkness has not overpowered the Light"

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
Raising the progress and attainment of PPG children to be at least in line with national average.	Individual targets met and on track to achieve at data capture points. (3 times a year)
Ensure our current planning addresses the needs of pupils through intervention and 'catch up'	Moderation of provision maps and two-termly impacting of data Engagement with parents through phone consultations / face to face meetings and sharing of intentions
Improved attendance for all pupils but especially PPG pupils.	Attendance officer tracks and monitor attendance levels' Assistant head and attendance officer to work with identified families with low attendance rates. Hold attendance meetings to tackle persistent absences. Improved attendance in line with academy target of 96% for all pupils.
Ensure that all PPG children have equal access to resources, including books, equipment, uniform, life experiences, music tuition, educational & residential visits	More PPG children will attend after school club, trips and residential opportunities.
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.	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: £16,342

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics Sounds Write training rolled out to targeted TA3s in EYFS/ KS1 lower KS2 TAs and harbour staff.</i>	EEF Guidance on improving literacy in KS1 and KS2.	2 and 4
<i>National College CPD package for all staff and governors</i>	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 subscription	EEF Guidance on improving mathematics in KS1/KS2	2,4 and 5
Testbase	EEF Guidance on improving mathematics in KS1/KS2 EEF Guidance on improving literacy in KS1 and KS2	2,4
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: £246,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>PPG teacher to support EYFS speech and language and phonics</i>	EEF Early Years Toolkit EEF Guidance on giving feedback	2 and 4
<i>PPG teacher to support Year 6 in English and Mathematics.</i>	EEF Guidance on improving literacy in KS2	2 and 4

	EEF Guidance on improving mathematics in KS2 EEF Guidance on giving feedback	
TA2/3 interventions in speech, language, phonics, handwriting, mathematics and EAL support	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: £80,000

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
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.	DFE promoting children and young people's mental health and well-being.	3 and 6

Total budgeted cost: £342,342

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 2023 to 2024 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, gap reduces significantly. This cohort are at least in line with national for disadvantaged children but the gap is below national. This will need to be a focus for the Year 2024-2025.

Y6 Reading (2023/24 data)

- Above national for non-dis attainment in reading.
- In line with national for dis attainment in Reading.
- Wider than the national gap (-22%)

	No.	23/24	National
Non Dis	53	84%	79%
Dis	37	62%	62%
Gap		-22%	-17%

Y6 Writing (2023/24 data)

- Above national for non-dis attainment in Writing.
- Above national for dis attainment in Writing.
- Narrower than the national gap (-7%)

	No.	23/24	National
Non Dis	53	84%	77%
Dis	37	77%	59%
Gap		-7%	-20%

Y6 Maths (2023/24 data)

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

	No.	23/24	National
Non Dis	53	88%	79%
Dis	37	60%	59%
Gap		-28%	-20%

Year 1 phonics data

64% of our disadvantaged children passed the Phonics screening check. This is just below the national figure (68%)

Year 2 phonics data

58% of our disadvantaged children passed the re-sit. National figures stand at 89% for the all children. Ours was 71%

This cohort is our most vulnerable with high levels of Pupil premium (54%) and SEN.(26%) They will need to be closely monitored in Year 3.

Our OFSTED inspection in June 2024 found that:

“Pupils, including those with special educational needs and/or disabilities (SEND) and those from disadvantaged backgrounds, make rapid progress.”

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.

	2022/23 (%)	National average (%)	24.05.24	07.06.24	14.06.24	21.06.24	28.06.24	05.07.24	19.07.24
		95.5							
Whole School	92.8		93.9	93.8	93.8	93.8	93.7	93.7	93.7
SEN	89.5		91.1	91.2	91.1	91.1	91.1	91.1	91.2
Disadvantaged	90.2		91.7	91.7	91.6	91.6	91.6	91.5	91.5
persistant absentee	25.4	14	17.6	17.5	17.6	17.8	17.8	17.8	16.7
FAI			95	95	95	94.9	94.9	94.9	94.7

Comparison of data from 22/23 with 23/24

	Term 2 16.12.22	Term 2 08.12.23	Term 4 30.03.24	Term 4 29.03.24	Term 6 16.07.23	Term 6 16.07.24
National average	93.3		93.6		93.7	94.2
Whole School	92	93.9	92.7	93.8	92.8	93.7
SEN	87.4	91.1	89.1	91.2	89.5	91.2
Disadvantaged	88.7	92	89.5	91.7	90.2	91.5
persistant absentee %	29.7	19.1	26.7	18.4	25.4	17.2
	Term 4 27.04.23	Term 4 28.04.24	Term 6 16.07.23	Term 6 16.07.24		
Number of pupils FSM	186	214		214		
PA	72	67		64		
% of FSM who are PA	39	31.3		29.9		
Number of pupils SEN	90	108		117		
PA	35	36		36		
%of SEN who are PA	39	33.3		30.8		

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. A change in our booking system means that we can ensure that as many disadvantaged children get a place if wanted.

Ofsted found that:

“The after-school and lunchtime clubs are valued highly by pupils, and many attend these regularly. This again includes pupils with SEND or those experiencing disadvantage.

This year to further increase this number, we will be offering more lunchtime clubs to target specific children and reduce parental barriers.

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

“The after-school and lunchtime clubs are valued highly by pupils, and many attend these regularly. This again includes pupils with SEND or those experiencing disadvantage.

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

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