



# Pupil Premium Strategy Statement 2025 - 2026

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 outcomes for disadvantaged pupils last academic year.

## School Overview

Detail	Data
School name	St Paulinus Catholic Primary
Number of pupils in school	175 (including 24 Nursery)
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	December 2025
Dates on which it will be reviewed	December 2026



Statement authorised by	Anna McClurey/Rachel Bircham
Pupil premium lead	Anna McClurey
Governor / Trustee lead	M Metcalfe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,429.92
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable).  <i>Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	0
<b>Total budget for this academic year</b>  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£37,429.92



## Part A: Pupil premium strategy plan

### Statement of intent

It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers.

Pupil Premium children at St Paulinus Catholic Primary School will make expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to have access to a wide range of interventions in school to meet their needs.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The percentage of our pupils eligible for pupil premium is significantly lower than the national 2025-2026 average. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Provision in school is carefully mapped to ensure we can accurately report our policy and spending, agencies contacted where needed; pastoral care organised; timely interventions catered for; extended school activities and school trips supported. The child and its family are at the centre of our planning for pupil premium. We never confuse eligibility for pupil premium with low ability. Pupil Premium is used to support our disadvantaged pupils to achieve their highest levels. We use achievement data and professional dialogue regularly to check whether interventions or strategies are working and amend where needed, and constantly and rigorously measure the impact to learning.

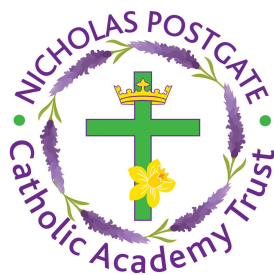
The school ensures all staff are aware of the pupils eligible for Pupil Premium. Anna McClurey (EHT) and/or Rachel Bircham (EHT) meet with teachers to monitor targets for our Pupil premium so in conjunction with our intentions, teachers can take responsibility for their progress.



## **Challenges**

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

Challenge number	Detail of challenge
1 Outcomes & Progress	Disadvantaged pupils are attaining lower and making slower progress with reading and language/vocabulary acquisition than their peers.
2 Oracy	Lack of school readiness on entry to school in the Early Years for PP children. Increased numbers of children with more complex needs, including speech and language, social communication and poor working memory.
3 Pastoral	Increased number of children with social and emotional needs caused by changing contexts throughout the pandemic. This may cause mental health issues and need for support either regularly or ad-hoc as and when required.
4 Enrichment	Limited experiences/opportunities beyond the school day and access to books/vocabulary for some pupils (some eligible for PPG) has a detrimental effect on outcomes/progress. Many of our Pupil premium children do not have a range of rich and varied experiences outside of school.
5 Outcomes	High ability pupils who are eligible for PPG do not achieve greater depth in writing or maths at the end of KS2
6. Attendance	Poor attendance of some PPG children when compared to whole school attendance.



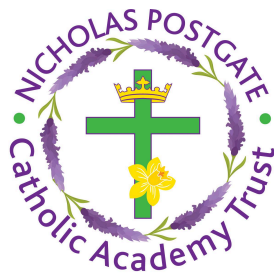
## Intended outcomes

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
Accelerate progress in Reading, Writing, Maths and Phonics	<p><b>Closing the attainment gap:</b> Disadvantaged pupils achieve outcomes closer to national averages across key measures, including GLD (EYFS), Phonics Screening Check, Multiplication Tables Check and end-of-Key Stage 2 assessments.</p> <p><b>Accelerated progress for targeted pupils:</b> Tailored interventions enable pupils at risk of underachievement to make rapid progress, ensuring they reach or exceed age-related expectations.</p> <p><b>Evidence of impact:</b> Progress is monitored termly through assessment data, observations, Pupil Progress Meetings and pupil discussions, with outcomes reported to senior leaders, governors and the Trust to ensure accountability and continuous improvement.</p>
<p><b>To provide tailored intervention</b> to target pupils at risk of underachievement in reading, writing, phonics and maths in order to ensure accelerated progress is made.</p>	<p>Children across school benefit from high quality and swift interventions to ensure that any gaps in learning are quickly closed, allowing for accelerated progress in RWM.</p>
<p><b>To promote the personal development and well-being</b> of pupils through work in school with individuals, families and outside agencies, raising aspirations and increasing attendance.</p>	<ul style="list-style-type: none"> <li>● Pupils are confident, resilient and able to express their views and feelings articulately. They feel safe, supported and able to focus fully on learning without being inhibited by personal experiences.</li> <li>● Throughout the year, pupils make consistent academic and social progress, underpinned by strategies</li> </ul>



	<p>that promote emotional wellbeing, resilience and self-regulation.</p> <ul style="list-style-type: none"> <li>• Pupils are encouraged to take on meaningful roles and responsibilities, including House Chaplains, School Councillors and Mini Vinnies, fostering autonomy, leadership, collaboration and a sense of accountability.</li> <li>• Pupils demonstrate the ability to articulate opinions, make considered decisions and act as proactive responsible members of the school community</li> </ul>
<p><b>To enable pupil premium children to engage more fully in the wide range of enrichment activities on offer at school.</b></p>	<ul style="list-style-type: none"> <li>• Pupils have sustained access to high-quality enrichment opportunities that broaden experiences, develop skills and enhance engagement. Disadvantaged pupils increasingly participate in trips, visits, excursions and extracurricular clubs, accessing experiences they may not otherwise encounter.</li> <li>• Cultural capital is planned and embedded across the curriculum and a range of extracurricular activities is available to all pupils at no cost. These opportunities support personal development, social and emotional growth and aspiration, enabling pupils to engage fully with learning and develop skills, knowledge and experiences beyond the classroom.</li> </ul>
<p><b>To improve levels of attendance of PP children.</b></p>	<ul style="list-style-type: none"> <li>• The number of pupils whose attendance falls below the persistent absence (PA) threshold is reduced.</li> <li>• Year-to-date (YtD) whole-school attendance shows clear improvement compared with the previous academic year.</li> </ul>



	<ul style="list-style-type: none"><li>• Attendance improvements are evident across all pupil groups, including disadvantaged pupils and other demographic groups.</li><li>• Attendance is embedded in a whole-school culture of high expectations, with effective monitoring, early intervention and support mechanisms in place, including use of data to identify and support pupils at risk of absence, in line with statutory guidance.</li></ul> <p>There is evidence of increased parental engagement and communication around attendance, supporting shared responsibility between the school and families to maintain high attendance.</p>



### **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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>High quality CPD /INSET/ monitoring activities embed high standards of teaching across school</i></p>	<p>Through engagement with our Trust CPD calendar, leadership development training and performance management we identify high quality and targeted CPD which improves leadership at all levels. Our INSET offer is current and impacts positively on teaching standards. These strong standards are exemplified through our monitoring activities of staff at all levels.</p> <p>“High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings, INSET &amp; ongoing school improvement work. 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.”</p> <p>EEF Toolkit Mastery suggests +5 months progress.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p><i>Professional develop prog: Walkthrus, mastery teaching, CUSP,</i></p>	<p><b>Great teaching as a lever for improvement:</b> The Education Endowment Foundation (EEF) states</p>	<p>1, 2, 5, 6</p>



<p><i>adaptive/responsive teaching</i></p>	<p>that “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.”</p> <p><b>Mastery approaches:</b> EEF research on mastery learning suggests that structured, high-quality teaching can lead to approximately +5 months’ progress.</p> <p><b>Implication for practice:</b> Providing ongoing CPD, coaching, and support for staff is critical to ensure consistent delivery of high-quality teaching, thereby accelerating progress for disadvantaged pupils across the curriculum.</p> <p><a href="#">EEF Mastery learning</a></p>	
<p><i>Further develop and refine our curriculum offer so that is sequenced, connected and ambitious for all children: allowing them to know and remember more</i></p>	<p><b>Evidence-informed and research-based:</b> The CUSP curriculum is underpinned by evidence, educational research and cognitive science, ensuring that teaching approaches are grounded in what works best for learning.</p> <p><b>Structured progression:</b> Modules are deliberately sequenced to build knowledge and skills systematically, supporting robust progression across year groups.</p> <p><b>Teacher focus and consistency:</b> The curriculum design allows teachers to focus on delivering high-quality lessons, reducing planning burden and</p>	<p>1, 2, 5, 6</p>



	<p>ensuring consistency in pedagogy and outcomes.</p> <p><a href="#">EEF High-quality teaching</a></p>	
<p><i>Use of standardised diagnostic assessments .</i></p> <p><i>Training for staff to ensure assessments are interpreted and administered correctly.</i></p>	<p><b>Diagnostic insight:</b> Standardised tests, including PiXL assessments, provide reliable, objective data on pupils' specific strengths and weaknesses.</p> <p><b>Targeted support:</b> This information enables teachers to tailor instruction and interventions to meet individual needs, ensuring disadvantaged pupils receive the most appropriate and effective support. When used systematically, PiXL assessments help accelerate progress, close attainment gaps and inform ongoing monitoring and evaluation of Pupil Premium strategies.</p> <p><a href="#">EEF Assessing Learning Blog</a></p>	5

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Diagnostic insight:</b> Standardised tests, including PiXL assessments, provide reliable, objective data on pupils' specific strengths and</p>	<p><b>Strong evidence base:</b> Systematic phonics approaches have a proven positive impact on reading outcomes, particularly for disadvantaged pupils.</p> <p><b>Targeted interventions:</b> Phonics interventions are most effective when delivered as regular, structured</p>	



<p>weaknesses.</p> <p><b>Targeted support:</b> This information enables teachers to tailor instruction and interventions to meet individual needs, ensuring disadvantaged pupils receive the most appropriate and effective support. When used systematically, PiXL assessments help accelerate progress, close attainment gaps and inform ongoing monitoring and evaluation of Pupil Premium strategies.</p> <p><a href="#">EEF Assessing Learning Blog</a></p>	<p>sessions over a sustained period (up to 12 weeks), enabling pupils to consolidate learning and accelerate progress.</p> <p><b>EEF impact estimate:</b> According to the EEF Toolkit, high-quality phonics teaching can lead to approximately +5 months' progress. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p><i>Structured interventions - Small group &amp; 1:1 tuition</i></p>	<p><b>Targeted, evidence-informed support:</b> Well-evidenced TA interventions can be strategically targeted at pupils requiring additional support, helping previously low-attaining pupils overcome barriers to learning.</p> <p><b>Impact on attainment:</b> These interventions enable pupils to catch up with previously higher-attaining peers, accelerating progress and narrowing attainment gaps.</p> <p><b>EEF impact estimate:</b> The EEF Toolkit indicates that effective use of TAs can contribute to approximately +4 months' progress. <a href="#">EEF Small group tuition</a></p>	



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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Monitor attendance each week (HT/trust attendance officer)</i></p> <p><i>Improve attendance and punctuality of all pupils particularly PPG and PA children.</i></p>	<p>Working proactively with parents to improve attendance impacts positively behaviour, work and friendships.</p> <p>The provision of wraparound provision supports children and families and also allows for school to ensure that children have access to a healthy breakfast every morning, enabling them to perform better in class</p> <p>The Department for Education (DfE) published research in 2016 which found that: "The higher the overall absence rate across Key Stage (KS) 2 the lower the likely level of attainment at the end of KS2." EEF Toolkit Parental Engagement</p>	<p>6</p>
<p><i>Monitor and support pupil well-being.</i></p> <p><i>Counselling service and emotional well being support.</i></p>	<p>In order for children to become effective learners, Maslow (1970) suggested that it is first necessary to ensure that children's physiological and emotional needs are met. The ELSA programme is designed to improve pupils' ability to recognise, understand, manage and appropriately express their emotions</p> <p><a href="#">University of Southampton: The Emotional Literacy Support Assistant (ELSA) Programme:</a></p>	<p>3</p>



<p>Employ a trained Child Counsellor to support SEMH needs of children in school, oversee therapeutic support for all children in their capacity as mental health lead and help to engage families in their child's education.</p>	<p>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):</p> <p><a href="#">EEF Social and Emotional Learning</a></p> <p>UK Government review of school-based counselling services report improved psychological well-being, reductions in emotional/behavioural difficulties, and positive effects on relationships and engagement with learning following counselling support.</p> <p><a href="#">Written evidence from the British Association for Counselling and Psychotherapy (CMH0148)</a></p>	<p>3</p>
<p><i>Embedding principles of good practice set out in the updated 2024 DfE's guidance on working together to <a href="#">Improve School Attendance</a></i></p>	<p>Evidence shows that embedding the principles of good practice outlined in the updated 2024 DfE guidance <i>Working Together to Improve School Attendance</i> which is effective in raising attendance and reducing persistent absence. The guidance draws on case studies and sector-wide learning from schools that have successfully reduced absence, highlighting that combining universal strategies with targeted support for vulnerable pupils, results in sustained increases in attendance and improved access to learning.</p>	<p>6</p>

**Total budgeted cost: £ 37,000**



## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021-2022 academic year.

#### **Accelerate progress in Reading, Writing, Maths and Phonics**

Pupils receive an exceptional education. Leaders have paid meticulous attention to setting out the precise knowledge, skills and key vocabulary that pupils need to learn to achieve ambitious end points. Resulting in pupils who have the knowledge and skills to be well prepared for their next phase in education: every pupil, regardless of background or barrier to learning, reaches their full potential at St Paulinus.

Leaders, managers at all levels and governors take full responsibility for their roles and the impact they have on pupils' achievements. Improvements were seen in the following statutory assessments:

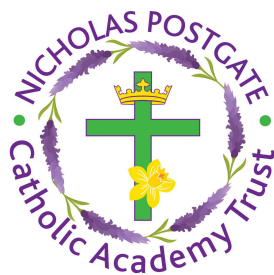
- Percentage of children achieving the passmark in Phonics Screening Check in Year 1 and Year 2 resits.
- Percentage of children scoring 25 in the Multiplication Tables Check
- Percentage of children achieving the expected standard in reading, writing and maths combined at the end of Key Stage 2..

Please note: COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

#### **Improve attendance of all pupils to 97% or above**

Whole school attendance (statutory age) was broadly the same as the previous year but has not yet returned to pre-pandemic levels. Improvements are evident across the following demographic groups: male pupil premium recipients, SEN Support, those with an EHCP, and children in the care of the local authority.

Soft, informal data from parents suggests that, even post-pandemic, some remain over-cautious about sending children to school with minor ailments or illnesses. The school is aware that persistent absenteeism remains higher among disadvantaged pupils.



Consequently, our funding targeted at wider strategies remains essential in addressing gaps in pupils' readiness to learn.

**Confident and resilient pupils who can share views and feelings in an articulate way**

Pupils have consistently positive attitudes towards their learning. They are polite and respectful learners. Pupils participate in lessons with enthusiasm. Pupils' behaviour is exemplary. There are clear and high expectations of behaviour in place. Pupils know, understand and abide by the school's behaviour routines.

The school ensures that pupils have an in-depth understanding of how to keep mentally healthy. Specific sessions equip pupils with tangible, positive coping strategies, such as breathing techniques. Pupils know the scientific names for the parts of the brain that affect their mental well-being.

**To continue to provide enrichment opportunities for all pupils.**

The school provides an extensive extra-curricular offer for pupils.

The curriculum provided by the school ensures pupils are met with a wide, memorable range of experiences and provides opportunities for pupils' broader development.

The school purposefully plans 33 stimulating events linked to the curriculum that pupils experience during their time at St Paulinus. For example, in Year 1, pupils learn about the Great Fire of London and in Year 2, they visit York and use their knowledge to explain how fire spreads in narrow streets and across key stage 2 children learn French and in Year 6 they visit Paris to use their knowledge and language skills. These educational visits enable pupils to apply their learned knowledge in a new context. Leaders carefully balance academic rigour with rich life experiences.

**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
X Tables Rockstars	TTRockstars
CUSP Curriculum	Curriculum with Unity Partnership



Third Space Learning	Third Space Learning
Chess	Chess in Schools and Communities

## 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

## Further information (optional)

N/A
-----