



St Paul's Catholic Primary - Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year 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 Catholic Primary School, Turner Lane, Hyde
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	19% (42 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 2025/2026 2026/2027
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Miss M Flynn, Headteacher & The Governing Body
Pupil premium lead	Miss M Flynn, Headteacher
Governor / Trustee lead	Ms S Nicholson, Foundation Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,970.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,216.44
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	£56,186.00

Part A: Pupil premium strategy plan

Statement of intent

‘Living our Faith by Word & Deed’

At **St Paul’s Catholic Primary School**, we believe that by having the highest expectations of all learners, the highest possible standards will be achieved. The **pupil premium** is additional funding given to schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers, supports children with Parents in the armed forces and provides funding for Looked After Children (LAC). The purpose of this additional funding is to raise aspirations, improve progress and increase achievement for these pupils.

Our Objectives

- To ensure that everything we do is underpinned by our mission statement – **‘Living our Faith by Word and Deed’**.
- To provide additional educational support to raise the achievement of pupils in receipt of the Pupil Premium Grant.
- To narrow the gap between the educational achievement of these pupils and their peers.
- To promote and achieve high standards for all by providing teaching and learning of the highest quality so that each child reaches their full potential.
- To treat learners as individuals and to differentiate teaching and learning to take account of their individual needs.
- To provide opportunities for learners to develop their physical, mental, social, spiritual, moral and cultural needs.
- To work in partnership with the parents/carers of pupils to collectively ensure their success.

Quality first teaching is at the heart of our approach. We ensure that teaching and learning opportunities meet the needs of **all** pupils.

Allocation of funding will in the first instance be targeted towards raising the achievement of children entitled to Pupil Premium Funding. We, however, reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has identified as being in need of intervention and support.

We will ensure that all staff take responsibility for disadvantaged pupil outcomes in the following ways:-

- Ensure all pupils are emotionally ready to learn
- Ensure good outcomes through quality first teaching and appropriate adult support
- Promote healthy and active lifestyles
- Encourage and support good attendance and punctuality of disadvantaged pupils
- Ensure pupils have access to resources to support their learning

Challenges at St Paul's

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

Challenge number	Detail of challenge																									
1	<p>Assessment Data shows that by the end of July 2024 attainment of disadvantaged pupils across all year groups in school was below that of non-disadvantaged pupils. Average school outcomes for disadvantaged and non-disadvantaged pupils:-</p> <table border="1"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Non-Disadvantaged</th> <th>Gap - end of 2024</th> <th>Gap - end of 2023</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>76%</td> <td>26%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>64%</td> <td>14%</td> <td>15%</td> </tr> <tr> <td>SPAG</td> <td>38%</td> <td>69%</td> <td>31%</td> <td>29%</td> </tr> <tr> <td>Maths</td> <td>53%</td> <td>69%</td> <td>16%</td> <td>10%</td> </tr> </tbody> </table>		Disadvantaged	Non-Disadvantaged	Gap - end of 2024	Gap - end of 2023	Reading	50%	76%	26%	13%	Writing	50%	64%	14%	15%	SPAG	38%	69%	31%	29%	Maths	53%	69%	16%	10%
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2	Pupils with SEND are twice as likely to be doubly disadvantaged. 31% of the disadvantaged pupils also have SEND. To help them achieve as well as they can, we aim to remove any barriers to learning. This may include access to technology and additional adult support.																									
3	An increasing number of pupils enter school with low attainment on entry, particularly in the areas of communication and language, literacy and maths.																									
4	Disadvantaged pupils have had fewer opportunities and experiences to develop their cultural capital, through enrichment activities and opportunities. We aim to offer a range of experiences to pupils through visits and visitors to school.																									

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 outcomes for disadvantaged pupils in Reading, Writing, Grammar Punctuation and Spelling and Maths.	<p>By the end of Key Stage 2, to narrow the disadvantaged gap in:-</p> <p>Reading at the end of 2023/2024 = 27% gap</p> <p>Writing at the end of 2023/2024 = 63%</p> <p>Grammar, Punctuation & Spelling at the end of 2023/2024 = 9%</p> <p>Maths at the end of 2023/2024 = 30%</p>
To improve and sustain outcomes for those pupils who have SEND and are disadvantaged.	Pupils with SEND who are also disadvantaged will receive appropriate support and resources to enable them to succeed across the curriculum.
To ensure pupils in EYFS are well supported in order to ensure disadvantaged pupils achieve a Good level of Development.	<p>To ensure that outcomes for disadvantaged pupils are at least in line with or above national outcomes.</p> <p>End of EYFS national outcomes at the end of 2024 = 52%</p>
To continue to develop cultural awareness.	All pupils will have the opportunity to participate in a range of cultural opportunities and enrichment activities, including access to high quality teaching and educational visits and visitors to school.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of Teaching Assistants in KS2 and additional Teaching Assistant support whenever possible	EEF Education Evidence – Teaching & Learning Toolkit Teaching Assistant Interventions	1 & 2
Additional Teaching Assistant Support in EYFS from September 2024	EEF Education Evidence – Teaching & Learning Toolkit Teaching Assistant Interventions	1 & 3

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

Budgeted cost: £10,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to provide support with Reading for identified pupils across KS1 and KS2	Targeted reading support using the Guided Reading scheme will support pupils with comprehension and inference skills. EEF Education Evidence – Teaching & Learning Toolkit Reading Comprehension Strategies	1 & 2
Teaching Assistants to provide Sensory Circuit intervention for identified pupils across KS1 and KS2	Targeted support for pupils each day EEF Education Evidence – Teaching & Learning Toolkit Social & Emotional support	1, 2 & 3

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

Budgeted cost: £8,086.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of Educational Visits, Annual Y6 Residential & In-school enrichment activities for all year groups.	Pupil & Parent voice feedback on previous support provided. Enables 100% engagement in out-of-school visits & residential. EEF Education Evidence – Teaching & Learning Toolkit EEF: Arts Participation & Physical Activity	5

Resources to support disadvantaged pupils with SEND	Pupils will have access to appropriate resources to support teaching and learning for pupils with SEND. EEF Education Evidence – Teaching & Learning Toolkit	1 & 2
Additional Resources to support the teaching of Early Reading through phonics and reading resources in Key Stage 2.	To enable phonics teaching to take place in smaller groups. EEF Education Evidence – Teaching & Learning Toolkit EEF: Phonics	1 & 2

Total budgeted cost: £56,186.00

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.

Intended outcomes		
To improve outcomes for disadvantaged pupil in Maths and Reading.		
By the end of Early Years, disadvantaged pupils' outcomes were above the national outcomes. The focus needs to remain on supporting disadvantaged pupils throughout Key Stage 2 to ensure outcomes are at least in line with national.		
	School Disadvantaged	National Disadvantaged
End of EYFS (8 pupils)	75% achieved a Good Level of Development	52% achieved a Good Level of Development
Year 1 Phonics Screening Check (3 pupils – 2 SEND)	33% passed the phonics screening check	68% passed the phonics screening check
Year 4 Multiplication Check (6 pupils)	13.3 average score	18.9 average score
End of Key Stage 2 Reading (6 pupils – 3 SEND)	33% achieved expected	60% achieved expected
End of Key Stage 2 Maths (6 pupils – 3 SEND)	50% achieved expected	80% achieved expected
To improve and sustain good attendance and punctuality for disadvantaged pupils.		
The overall attendance figure for school will be at least 96% with a decline in the number of disadvantaged pupils falling into the persistent absence category.		
[Baseline = 39% PA for PP in 2022/2023]		
End of the academic year 2023/2024 = Overall attendance figure 95.1%		
End of the academic year 2023/2024 = 29% Persistent Absence for Disadvantaged pupils.		
Due to rigorous monitoring, overall attendance remained high and the % of PA pupils who are also disadvantaged declined by 10%.		
Limited support was received from the LA Education Welfare Officer so school took a decision not to buy back into that provision for the academic year 2024/2025.		

To improve and sustain outcomes for those pupils who have SEND and are disadvantaged.

Pupils with SEND who are also disadvantaged will receive appropriate support and resources to enable them to succeed across the curriculum.

Across school SEND pupils who are also disadvantaged at least expected progress from their relative starting points across school.

Pupils making at least expected progress from their relative starting points during 2023/2024			
Reading	75%	Grammar, Punctuation & Spelling	75%
Writing	75%	Maths	83%

To continue to develop cultural awareness.

All pupils will have the opportunity to participate in a range of cultural opportunities and enrichment activities, including access to high quality art teaching and educational visits.

Pupils had the opportunity to participate in a range of enrichment opportunities including the annual Year 6 residential, in class workshops, visits to a range of places including Jodrell Bank, Grosvenor Museum, Crowden Environmental centre, Museum of Science and Industry and Portland Basin.

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
Not applicable for 2024/2025	