

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (**April 2025 to March 2026**) for the 2025/2026 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 Junior School																							
Number of pupils in school	501 (2025)																							
Proportion (%) of pupil premium eligible pupils	24% (120 pupils PP/FSM6/SERVICES/LAC) 23% (116 pupils FSM) 24% (118 pupils disadvantaged) 38% of our PP pupils are double disadvantaged (45/120) 82% of our total FSM pupils are ‘persistently disadvantaged’ (96/116). This is a 10% increase on last year* <table><thead><tr><th>%</th><th>2025/2026</th><th>2024/ 2025</th><th>2023/2024</th></tr></thead><tbody><tr><td>PP SEND (% of PP with SEND)</td><td>38</td><td>30</td><td>27</td></tr><tr><td>PP PA (% of PP and PA) ***</td><td>36</td><td>24</td><td>26</td></tr><tr><td>PP FSM (% of PP and FSM)</td><td>97</td><td>96</td><td>96</td></tr><tr><td>PP Plus + barrier (additional barrier other than FSM)</td><td>55</td><td>50</td><td>42</td></tr></tbody></table> PA December 2025 89 pupils (47 are PP) 53% of total PA pupils are PP pupils <i>*persistently disadvantaged pupils – defined as those eligible for free school meals for at least 80 per cent of their time in school.</i> *As a school we have widened our scope to 70% so we capture all pupils at risk of PD. <i>*Data taken from Educational Policy Institute: Tackling the Persistent Disadvantaged Gap November 2024</i>				%	2025/2026	2024/ 2025	2023/2024	PP SEND (% of PP with SEND)	38	30	27	PP PA (% of PP and PA) ***	36	24	26	PP FSM (% of PP and FSM)	97	96	96	PP Plus + barrier (additional barrier other than FSM)	55	50	42
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Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jamie Luck Headteacher
Pupil premium lead	Lindsay Lynd Deputy Headteacher
Governor / Trustee lead	Letitia Wilkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (October 2024 census): 111 pupils @ £1515 3 service pupils @ £350 1 Post Lac pupil @ £2630	£173,190 (actual)
Total budget for this academic year	£173,190
Planned Spend	£207,100

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their foundational skills and their development as readers, this is especially prevalent in our current Y3 and Y4 cohort .
2	It is important to acknowledge lower than expected KS1 starting points, however school outcomes V National is still an issue. Internal and external (where available) assessments indicate that Reading, Writing and Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils (national combined figure). School data also shows that SPAG and Maths attainment at end of KS2 has the biggest gap against national figures.

KS2 OUTCOMES (EXP+) MAY 2025	School	KS1 Starting Points	National 2025
READING	64.8%	38.6%	75%
WRITING	68%	0%	72%
MATHS	54.7%	16%	74%
RWM	46.1%	0%	62%
SPAG	63.3%		73%
SCIENCE	72.4%		82%
KS2 OUTCOMES (EXP+) PP PUPILS MAY 2025	School	KS1 Starting Points	National (tbc)
READING	58.8%	13.6%	
WRITING	55.9%	0%	
MATHS	38.2%	9%	
RWM	29.4%	0%	
SPAG	38.2%		
SCIENCE	55.9%		

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3	Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. 47 of our 120 PP children are PA (39%) 47 of our total PA children (47/89) are PP which equates to 53%.																																																																
4	Deprivation is growing in our school context. IDSR shows: <table><thead><tr><th></th><th>2023</th><th>2024</th><th>2025</th></tr></thead><tbody><tr><td>School number on roll</td><td>Well above average 491</td><td>Well above average 509</td><td>Well above average 500</td></tr><tr><td>School % FSM6</td><td>Close to average 20.16</td><td>Close to average 22.00</td><td>Close to average 22.80</td></tr><tr><td>Local area % FSM6</td><td>Below average 16.55</td><td>Below average 15.09</td><td>Below average 13.88</td></tr><tr><td>School % SEN support</td><td>Above average 19.35</td><td>Above average 18.27</td><td>Close to average 16.80</td></tr><tr><td>Local area % SEN support</td><td>Close to average 12.11</td><td>Close to average 13.11</td><td>Close to average 14.50</td></tr><tr><td>School % EHC plan</td><td>Below average 1.22</td><td>Below average 1.38</td><td>Close to average 3.20</td></tr><tr><td>Local area % EHC plan</td><td>Close to average 3.39</td><td>Close to average 3.78</td><td>Close to average 3.42</td></tr><tr><td>School % EAL</td><td>Below average 3.30</td><td>Below average 6.30</td><td>Below average 7.40</td></tr><tr><td>Local area % EAL</td><td>Below average 4.40</td><td>Below average 5.30</td><td>Below average 6.30</td></tr><tr><td>School % CIN</td><td>Below average 1.02</td><td>Close to average 2.36</td><td>Close to average 2.00</td></tr><tr><td>Local area % CIN</td><td>Below average 1.56</td><td>Below average 1.08</td><td>Below average 0.82</td></tr><tr><td>School % stability</td><td>Well above average 93.48</td><td>Well above average 92.14</td><td>Well above average 94.40</td></tr><tr><td>School pupil base deprivation</td><td>Close to average</td><td>Close to average</td><td>Close to average</td></tr><tr><td>Local area pupil base deprivation</td><td>Below average</td><td>Below average</td><td>Below average</td></tr><tr><td>School location deprivation</td><td>Below average</td><td>Below average</td><td>Below average</td></tr></tbody></table> 82% of our total FSM pupils are ‘persistently disadvantaged’ (96/116). This is a 10% increase on last year* <i>*persistently disadvantaged pupils – defined as those eligible for free school meals for at least 80 per cent of their time in school.</i> *As a school we have widened our scope to 70% so we capture all pupils at risk of PD. <i>*Data taken from Educational Policy Institute: Tackling the Persistent Disadvantaged Gap November 2024</i> We need to ensure that high aspirations and opportunities are encouraged for all of our pupils.		2023	2024	2025	School number on roll	Well above average 491	Well above average 509	Well above average 500	School % FSM6	Close to average 20.16	Close to average 22.00	Close to average 22.80	Local area % FSM6	Below average 16.55	Below average 15.09	Below average 13.88	School % SEN support	Above average 19.35	Above average 18.27	Close to average 16.80	Local area % SEN support	Close to average 12.11	Close to average 13.11	Close to average 14.50	School % EHC plan	Below average 1.22	Below average 1.38	Close to average 3.20	Local area % EHC plan	Close to average 3.39	Close to average 3.78	Close to average 3.42	School % EAL	Below average 3.30	Below average 6.30	Below average 7.40	Local area % EAL	Below average 4.40	Below average 5.30	Below average 6.30	School % CIN	Below average 1.02	Close to average 2.36	Close to average 2.00	Local area % CIN	Below average 1.56	Below average 1.08	Below average 0.82	School % stability	Well above average 93.48	Well above average 92.14	Well above average 94.40	School pupil base deprivation	Close to average	Close to average	Close to average	Local area pupil base deprivation	Below average	Below average	Below average	School location deprivation	Below average	Below average	Below average
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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																																													
Continue to improve reading fluency across school.	Continue with RWI programme. Aim to halve current phonics support. Summer 2026: 40 pupils across school requiring phonics (starting number 91). <table><tr><td></td><td>November 2022</td><td>November 2023</td><td>November 2024</td><td>November 2025</td></tr><tr><td></td><td>Phonics Support</td><td>Phonics Support</td><td>Phonics Support</td><td>Phonics Support</td></tr><tr><td>Number Passed PSC (second attempt)</td><td>10</td><td>19</td><td>20</td><td>18</td></tr><tr><td>Number of pupils HNM PSC</td><td>9</td><td>6</td><td>8</td><td>4</td></tr><tr><td>Y3</td><td>58</td><td>68</td><td>62</td><td>52</td></tr><tr><td>Y4</td><td>41</td><td>22</td><td>15</td><td>19</td></tr><tr><td>Y5</td><td>19</td><td>11</td><td>11</td><td>7</td></tr><tr><td>Y6</td><td>13</td><td>5</td><td>13</td><td>13</td></tr><tr><td></td><td>131</td><td>106</td><td>101</td><td>91</td></tr></table>		November 2022	November 2023	November 2024	November 2025		Phonics Support	Phonics Support	Phonics Support	Phonics Support	Number Passed PSC (second attempt)	10	19	20	18	Number of pupils HNM PSC	9	6	8	4	Y3	58	68	62	52	Y4	41	22	15	19	Y5	19	11	11	7	Y6	13	5	13	13		131	106	101	91
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Improved RWM and SPAG attainment among disadvantaged pupils (KS2 SATs outcomes)	Multiple layers of disadvantage / barriers are on the rise within our school cohort. 15 out of 25 current Y6 PP pupils (60%) have additional barriers: PA and /or SEND. This is an increase on last year by 12%. Across whole school 55% of PP population have additional barriers (an increase of 5% from last year). Following on from pupil progress meetings: Estimated target: 10 of 25 PP pupils (40%) will achieve ARE (RWM combined) Estimated target: 13 of 25 PP pupils (52%) will achieve ARE (SPAG) Estimated target: 12 of 25 PP pupils (48%) will achieve ARE (MATHS) <i>KS1 starting points: 3 of 20 pupils (15%) achieved ARE in RWM.</i>																																													
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	47 of our 120 PP children are PA (39%) 47 of our total PA children (47/89) are PP which equates to 53%. Improved attendance demonstrated by: - Aim: PP PA pupils 31/120 (25% - a reduction of 14%) - Aim of 16 of 47 pupils on PA list return to 90% or above attendance.																																													
Plan for enrichment	Continued focus on disadvantaged pupils.																																													

activities to enhance curriculum offer for all of our pupils and focus in particular on raising aspirations in particular amongst our PP pupils.	Whole school curriculum focus: Sustainability and STEM links. Enrichment Opportunities – plan for real life experiences and encourage arts participation. Evidence: Pupil Voice, record of attendance at after school clubs.
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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: £102,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching: ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving. Improve quality and effectiveness of formative assessment (e.g. verbal feedback) to raise standards and promote greater independence (links with OFSTED target 1: connections with key vocabulary, key content and prior knowledge) Developing Middle Leadership (YGLs and SLs), sharing of good practice and pedagogical research developments to improve outcomes for our disadvantaged pupils.	The Education Endowment Foundation (2021) note that <i>“the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment”</i>. Deans for Impact (The Science of Learning, 2015) states effective feedback is often essential to acquiring new knowledge and skills. Good feedback is explanatory and focused on improvement rather than merely verifying performance. Black and Wiliam (2009) proposed that formative assessment could be conceptualised as consisting of five key strategies: 1. clarifying and sharing learning intentions and criteria for success; 2. engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding; 3. providing feedback that moves learners forward; 4. activating students as instructional resources for one another; and 5. activating students as the owners of their own learning. Using the EEF: Effective Professional Development Guidance Report (2021) recommendations and focus on the four mechanisms: • Building Knowledge • Motivating Teachers • Developing Teaching Techniques • Embedding Practice Bennett (2017) found that successful schools tended to share a range of features including:	1, 2

	a clear understanding of what the school culture is 'this is how we do things around here, and these are the values we hold'. Providing expert support and the opportunity to share expertise about content and evidence-based practices, focused directly on teachers' individual needs is likely to increase the effectiveness of professional development (Darling-Hammond et al 2017). Trust is essential for the progressive and effective distribution of leadership. It is closely associated with a positive school ethos, improved conditions for teaching and learning, an enhanced sense of teacher autonomy in the classroom and sustained improvement in pupil behaviour, engagement and outcomes. (Day et al.2010) RATIONALE: feedback (+6) RATIONALE: collaborative learning (+5)	
Provision mapping will be used to ensure Pupil Premium children are monitored effectively. Deployment of LSAs to support phonics across whole school. Release time for English Leads – to coach, support and monitor phonics across school. Daily support in Reading and Maths lessons targeted towards PP pupils. Ability Groupings in Y5 and Y6. Diagnostic Intervention: Century for Y6 pupils – focussing on SPAG and Maths was a success, so this has been rolled out to all year groups. Century is now used as our main platform for home-work tasks.	Analysis of outcomes/data (Sonar & CPOMs) will inform planning and future provision for PP children. Pupil Progress meetings will ensure that children's progress and attainment is tracked effectively. All children, no matter what their background, should be enabled to access education; their primary needs must be met each day. Lower adult to pupil ratios specifically in Maths and English lessons will allow CTs to offer targeted support to disadvantaged groups not on track. Children respond positively to additional personal attention during lesson time and during intervention groups - this improves their engagement, attainment and develops their confidence. Individual misconceptions are addressed in small groups. RATIONALE: small group tuition (+4) RATIONALE: teaching assistants interventions (+4) RATIONALE: feedback (+6) RATIONALE: phonics (+5) RATIONALE: reducing class sizes (+2) RATIONALE: homework primary (+3)	1, 2
Focus on Sustainability links and Career led learning links. Review and refresh our current curriculum so that we weave sustainability links throughout to encourage our pupils to be: • Passionate about the natural world • Want to do their best to protect it • agents of change and influence their wider communities	DFE Sustainability Policy Paper December 2023: Children and young people are worried about climate change and want to know more about: • the impact it is having now • how it will impact their future lives DfE and the education sector have a joint responsibility for preparing children and young people for the challenges and opportunities they will	4

- Aware of the knowledge and skills needed to thrive in the green economy Review and refresh our current curriculum so that we improve career related learning skills, knowledge and understanding as well as improving our school's connections with employer networks creating opportunities for our pupils to have greater exposure to a wide range of careers. As a whole school we will focus on nine key skills for the workplace: Problem Solving: finding many solutions to a problem Speaking /Presenting: speaking clearly & ability to present oneself Listening: ability to listen critically to others and retain and process information Aiming High: aspiring to do your best in any task/ career Adaptability: ability to thrive and cope with changing conditions Leadership: ability to make difficult decisions and get support from others Creativity: thinking of new / different ways to do things Staying Positive / Resilience: being resilient in challenging situations Teamwork: being able to get along with others	face – with the appropriate knowledge, skills and pastoral care. Unconscious biases may lead to underperformance Sutton Trust 2019: 27% of FSM pupils attend University. 6% of doctors are from working class backgrounds and earn 10% less than their wealthier counterparts. Doyle et al (2022): teachers judged pupils of lower socio economic status inferior to higher socio economic status. RATIONALE: collaborative learning (+5) RATIONALE: teaching assistants interventions (+4) RATIONALE: 1:1 tuition (+5) RATIONALE: reducing class sizes (+2)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £91,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions: RWI – phonics Fast track tutoring Fresh start Number Stacks	Facilitate structured, collaborative learning opportunities which promote high expectations for all of our pupils, including our more-able pupils ensuring they achieve their full potential in English, Maths and Well-being activities.	1, 2

• Lego Therapy • Emotional Literacy • Think Yourself Great • OT / Speed Up Intervention groups will be planned for appropriately and will aim to reduce gaps in attainment. Maths intervention Number Stacks for target children in all year groups.	It is important to create a supportive professional environment to encourage teachers and LSAs to share practice and develop their skills collaboratively. Staff work in more-supportive environments become more effective at raising student achievement (Kraft and Papay 2014) <i>RWI + RWI interventions: Y3 (36) + Y4 (15) + Y5 (5) + Y6 (9) total 65 PP pupils (54% of total PP cohort and 72% PPs of total phonics numbers having phonics support)</i> <i>Inset interventions: 29/120 PP pupils (24%) and 29 of 44 intervention places (66%)</i> <i>Approximately 12 PP pupil access nurture base (10% of all PP pupils). 82% of nurture base PP pupils (14/17)</i> RATIONALE: collaborative learning (+5) RATIONALE: teaching assistants interventions (+4) RATIONALE: 1:1 tuition (+5) RATIONALE: reducing class sizes (+2)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
First Day response for every Pupil Premium pupil. Minibus / taxi morning pickups – where appropriate. Contribute to SLA – EWO support. Target List of PP / PA (aim to reduce by end of academic year) through close relationships with families.	Daily engagement with parents and offering support ensures that children are safe and in school. <i>47 of 120 PP Pupils (40%)</i> RATIONALE: parental engagement (+4)	3
Counselling / Well Being / self-esteem Examples of initiatives /providers: • Additional Seedlings support • Beautiful New Beginnings support • In house counselling sessions – Learning Mentor	Pupils develop strategies to enable resilience, self-motivation and life skills. RATIONALE: social and emotional learning (+4) RATIONALE: improving social interaction – targeted support (+6)	3
Free Taster Music Tuition Course (Keyboards) for PP pupils in all year groups (extended reach from previous year due to success and positive engagement). Whole school focus: opportunities for enrichment.	Statutory Guidelines – Music Development Plan <i>Target 16 out of each PP cohort. Currently 12 pupils in Y3 attend (potential</i>	4

	50% PP pupils across school could attend)) Extra-Curricular: 58/120 PP pupils attended clubs in Autumn (48%) RATIONALE: Arts Participation (+3)	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	3

