St Paul's CE Primary School

Pupil Premium Strategy 2025-2026



(including a review of 2024-25)

Introduction:

This statement details our school's use of pupil premium (and recovery 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
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	56.8%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2023-26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Wendy Budsworth
Pupil premium lead	Wendy Budsworth
Governor / Trustee lead	Diane Martindale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177255
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*	£177,255

Part A: Pupil premium strategy plan

Statement of intent:

At St Paul's CE Primary School, our Pupil Premium strategy is driven by our commitment to ensuring that every disadvantaged pupil flourishes academically, socially, and emotionally. We recognise that socio-economic disadvantage is strongly linked to lower educational outcomes, with national evidence consistently showing persistent gaps in attainment between disadvantaged pupils and their peers. The Department for Education states that *disadvantaged children typically face additional challenges that impact their achievement*, while the Education Endowment Foundation highlights a *19.2-month attainment gap by the end of secondary school*. As a school in the heart of the city of Salford, 56.8% of our students face hardship due to poverty and socio-economic disadvantage.

We are therefore committed to early, sustained and evidence-informed intervention.

Our intent is to use Pupil Premium funding strategically and effectively to:

1. **Raise attainment and accelerate progress**, ensuring disadvantaged pupils achieve in line with or above national expectations across the curriculum. At our school we are particularly focused on outcomes in early years and at KS2 in Writing and Maths.
2. **Close gaps early**, recognising evidence that disadvantage affects language, literacy, and core skills from the earliest years of schooling.
3. **Prioritise high-quality teaching**, consistent with EEF recommendations that improving classroom practice has the greatest impact on disadvantaged learners, forming the foundation of an effective, tiered strategy. To support our staff in achieving this we have recently invested in new curricular materials.
4. **Provide targeted academic support** where specific needs are identified, drawing on approaches with strong impact evidence such as small-group tuition, structured interventions, and diagnostic assessment-based planning. This is well established at our school.
5. **Address wider barriers to learning**, including attendance, readiness to learn, wellbeing, and speech and language needs—common challenges identified in many school contexts and reflected in national evidence bases. Reducing persistent absenteeism is a key feature of our work this year.

Our strategy aligns with the **DfE's "menu of approaches"** and the **5-step model for effective pupil premium use** (diagnose need, use strong evidence, develop the strategy, deliver and monitor, evaluate and sustain). We will adopt a **three-year, long-term approach**, as recommended by the

EEF and DfE, while reviewing and publishing updates annually in line with statutory expectations. This plan forms the 3rd year of this planning cycle.

Ultimately, our intention is to ensure that:

- **Every disadvantaged pupil is known, valued and supported** to reach their potential.
- **Our use of funding is transparent, evidence-informed and impactful**.
- **High expectations and inclusion are central to our ethos**, enabling all children—regardless of background—to flourish academically and as responsible, confident individuals shaped by our Christian values.

This strategy ensures that Pupil Premium investment has the greatest possible impact on outcomes, embedding approaches that are research-led, sustainable, and tailored to the needs of our pupils and community.

For the academic year 2025-2026 our will focus on the following:

Challenge number	Detail of challenge
1	**Low starting points** – consequently the attainment of disadvantaged pupils achieving a good level of development at the end of the Early Years Foundation Stage was below national average in 2024-25. Internal assessments indicate that our children from disadvantaged backgrounds start below non disadvantaged and national expectations. This is particularly the case in relation to reading, writing and number. This therefore impacts on the ability to achieve GLD at the end of reception.
2	**Phonics & Early Reading:** Assessments and observations of students indicate that disadvantaged students generally have greater difficulties with their phonics than their peers. At St Paul's attainment of disadvantaged pupils was below national average in 2024-25 and this impedes reading development.
3	**Increased Needs/ Complexity of need –** an increasing number of children attending the school have SEND – a significant minority of children have particularly complex needs and require significant adaptations.

4	**Attendance,** particularly persistent attendance, is a concern, particularly for our disadvantaged children and children with SEND. Persistent absence levels are high and this is impacting on achievement levels and relationships at school.
5	**Cultural Capital:** 88% of pupils live in the most deprived areas of Salford and this affects their life experiences which, in turn, impacts on development of vocabulary, knowledge, the wider world.
6	**Vocabulary** Our disadvantaged children have limited vocabulary and this impacts on their ability to read and write throughout 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
Improved attainment of disadvantaged pupils achieving a good level of development by the end of EYFS .	The % of pupils achieving GLD is in line with non-disadvantaged peers at school and in the local area and the gap is narrowing rapidly to peers nationally.
Improved attainment of pupils passing the Phonic Screening Check by the end of Y1.	By July 2026, attainment of disadvantaged pupils passing the PSC will be in line with peers at school and locally, and the gap between national peers will have closed or improved significantly.
More pupils attend school and arrive on time.	The persistent absence of disadvantaged children will be inline with peers nationally.
Improved aspirations and life experiences.	Pupils will have greater aspirations and knowledge of the world and will experience a wide range of trips and activities both in school and outside of school. As a result, attainment of disadvantaged pupils in KS1 and KS2 is in line with national. More disadvantaged pupils engage in after school clubs and activities.

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase in adult to pupil ratio in key year groups to enable improved levels of targeted support and intervention. This includes the recruitment of TA L3s in key year groups and the deployment of ECTEs to support learners to make rapid and sustained improvement overtime. £66,094	EEF Guidance: *(Making best use of teaching assistants)* Improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks. TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.	1,2,3,6

Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils - relevant training and CPD for staff on interactions and challenge in EY, adaptive teaching, subject leader release time and Learning Alliance development work. Our work will also focus on enhancements to each area of learning to ensure high quality provision and experience for students 20,000	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. (EEF - Feedback | EEF (educationendowmentfoundation.org.uk))	1, 2, 3

Teacher and TA professional development to include: I can early talk Boost Wellcom Training Read Write Inc Provision Maps (1129) ELKLAN training (£420) £3000	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly of disadvantaged pupils. Phonics | EEF	2

Opportunities for staff to complete NPQs and receive regular training as part of retention and CPD programme.	Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches - EEF	1,2, 4
Purchase of Reading Plus online programme to support reading fluency. Purchase widgets to support adaptive teaching £2000	Technology can support teaching and learning as well as pupil engagement. EEF_Digital_Technology_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net)	2, 4
Appointment of dedicated Attendance lead at the school to ensure a consistent and robust approach to monitoring attendance and providing holistic support to students and families. £30,000	EEF guidance stresses that schools should develop a **holistic understanding** of the underlying causes of absence by going *"beyond headline data"* and linking monitoring to diagnostic work that identifies specific pupil and family needs. This aligns with the EEF's Reflection Tool, which supports leaders in using data in a meaningful, structured way EEF's Rapid Evidence Assessment found "**responsive and targeted approaches**" to attendance—those that act on the individual causes of absence—show evidence of promise. Monitoring attendance data is therefore most effective when it informs timely, personalized responses rather than generic sanctions and administrative tasks.	4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for identified pupils following diagnostic assessments and gap analysis – pre and post- teach, phonic assessments, 1:1 phonics training £36,500	Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher.	1,2,6
Speech therapy to be commissioned from Speechwise £12,000	The EEF states that communication and language form the foundations of learning, cognitive development and future attainment. Children that acquire core language skills (phonology, syntax, vocabulary) achieve better at school.	1, 2, 6

Targeted interventions for identified disadvantaged pupils – small group tuition from Tutor Trust for identified disadvantaged Y6 pupils in English and maths. £3000	EEF identifies *small-group tuition* (2–5 pupils) as having a meaningful **impact**, typically delivering around +4 months of additional academic progress over the course of a year. This makes it a strong, evidence-aligned choice for supporting disadvantaged Y6 pupils approaching SATs. One to one tuition | EEF Small group tuition | EEF (educationendowmentfoundation.org.uk)	1,2 , 6

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addresse d
Implementation of a new curriculum for targeted foundation subjects £6000	Evidence indicates that a well-designed curriculum that builds on prior learning in a coherent, sequential manner engages pupils and impacts on behaviour and attendance.	3

Provision of free Breakfast Club/Take Home packs for disadvantaged pupils.	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.	5
Enhance life experiences and aspirations of pupils through provision of opportunities to go on trips, have visitors into school, etc. Parental workshops (phonics, SEND, year group, SATs, MTC, relational behaviour, emotional support) to support parents in helping their children learn at home.	Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes. Parental engagement | EEF	6

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of last year's aims and objectives (2024-26)	
Intended outcome	**Outcome**
By July 2025, attainment of disadvantaged pupils in KS1 for reading, writing and maths will be in line with national figures.	Reading – 35.7% Writing – 21.4% Maths – 50% National data is not yet available.
By July 2025, attainment of disadvantaged boys in KS2 for writing and maths will be in line with national figures.	Writing – 33% Maths – 50%
By July 2025, attendance and persistent absenteeism of disadvantaged pupils is in line with national average.	Attendance – 92.3% (national – 89.4%) Persistent Absence – 24.7% (national – not yet available)

Pupils will have greater aspirations and knowledge of the world and will experience a wide range of trips and activities both in school and outside of school. As a result, attainment of disadvantaged pupils in KS1 and KS2 is in line with national. More disadvantaged pupils engage in after school clubs and activities.	Aspirations Day encouraged pupils to have greater awareness of the range of jobs and experiences open to them. The Y6 Leavers' Assembly demonstrated a wide range of aspirations. KS2 disadvantaged pupils data: Reading – 73% (above national – 68%) Writing – 60% (in line with national – 59%) Maths – 60% (in line with national – 61%) The number of disadvantaged pupils engaging in after schools and activities was in line with that of those pupils who are not disadvantaged.