St Paul's Church of England Primary School
Pupil Premium Strategy Statement 2026–2029

Academic year 2026/27

This statement details our school's use of pupil premium funding to help improve the educational outcomes of disadvantaged pupils. It outlines our three-year strategy, how we intend to spend the funding in 2026/27 and our evaluation of outcomes for disadvantaged pupils in 2025/26.

School overview

Detail	Data
Number of pupils in school	107 (latest available school roll used for this statement)
Proportion of pupil premium eligible pupils	Approximately 10% (11 of 107 in the latest 2025/26 cohort data)
Academic years covered by current strategy	2026/27 to 2028/29
Date this statement was published	August 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Governing Body
Pupil premium lead	Benjamin Hulme
Governor lead	David Strachan, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,500
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£15,500

Part A: Pupil premium strategy plan

Statement of intent

At St Paul's, our ambition is that disadvantage should never determine a child's educational outcomes or limit the opportunities available to them. We aim for every disadvantaged pupil to achieve well from their individual starting point, participate fully in school life and leave St Paul's with the knowledge, confidence and character needed for their next stage of education.

Our strategy is based on careful identification of the barriers experienced by individual pupils rather than assumptions about disadvantage. Our disadvantaged cohort is small and pupils' needs vary considerably. In 2025/26, a significant proportion of disadvantaged pupils also had identified SEND, including Education, Health and Care Plans. Our approach therefore combines consistently high-quality inclusive classroom teaching with precisely targeted academic support and wider strategies where individual barriers to attendance, wellbeing or participation are identified.

High-quality teaching is at the heart of our strategy. Current assessment identifies the greatest disadvantage gaps in writing and mathematics. Reading is comparatively stronger, but a gap remains and will continue to be monitored. We will use assessment diagnostically so that additional support is timely, specific, evidence-informed and closely connected to classroom learning.

We maintain high expectations for disadvantaged pupils at all levels of attainment. The strong statutory outcomes achieved by the two disadvantaged pupils completing Key Stage 2 in 2025/26 demonstrate that disadvantage is not a ceiling on achievement. Our strategy is designed both to help pupils who have fallen behind and to ensure that disadvantaged pupils who are attaining well continue to be challenged.

Alongside attainment, attendance is a key priority. In 2025/26 disadvantaged pupils attended less well than their peers. We will identify the underlying causes of absence at individual-pupil and family level and intervene early. Behaviour is not currently identified as a cohort-wide barrier: there were no suspensions and only six recorded behaviour incidents involving two disadvantaged pupils in 2025/26.

Disadvantaged pupils already participate strongly in the wider life of St Paul's, including clubs, trips, visits and residential experiences. We will sustain this strength and continue to remove financial or practical barriers wherever they arise.

All staff share responsibility for the outcomes of disadvantaged pupils. We will monitor implementation and impact throughout the year and will stop, adapt or strengthen approaches according to evidence of their effectiveness.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in writing and mathematics. In 2025/26, disadvantaged pupils' average reading score was 109 compared with 118 for non-disadvantaged pupils; writing was assessed as Below compared with On-track; and mathematics averaged 98 compared with 115. The largest current attainment concerns are therefore writing and mathematics, while the reading gap will continue to be monitored.
2	SEND, communication and foundational learning needs. In the 2025/26 disadvantaged cohort, four pupils had EHCPs and one was receiving SEN Support. Provision mapping identifies needs in cognition and learning, communication and interaction, phonics, language, mathematics, sensory regulation and social/emotional development. Support must therefore be precisely matched to individual barriers rather than based on disadvantage alone.
3	Attendance. Disadvantaged attendance in 2025/26 was 93.3%, compared with 96.5% for non-disadvantaged pupils. 9.1% of disadvantaged pupils were persistently absent and a further 63.6% were at risk of persistent absence. Both authorised and unauthorised absence were higher for disadvantaged pupils, requiring early, individualised work with pupils and families.
4	Ensuring targeted academic support has demonstrable impact. Provision mapping shows a substantial level of targeted support during 2025/26. However, evaluation information is variable across interventions and does not consistently demonstrate the extent to which additional provision accelerated pupils' progress. In 2026/27, intervention will therefore have clearly defined entry criteria, intended outcomes, review points and exit or adaptation criteria.

Intended outcomes

Intended outcome	Success criteria by the end of the strategy period
Improve writing attainment for disadvantaged pupils.	Three-year outcome: the proportion of disadvantaged pupils working at or above age-related expectations in writing increases from the 2025/26 baseline, individual progress from starting points is strong, and the PP/non-PP writing gap narrows. 2026/27 milestone: termly assessment demonstrates that the majority of disadvantaged pupils are making at least expected progress in writing from their September baselines; the number working well below age-related expectations reduces; and book scrutiny shows increasing independence in transcription, sentence construction and composition.
Improve mathematical attainment and secure foundational knowledge.	Three-year outcome: disadvantaged pupils make strong progress from their starting points and the PP/non-PP mathematics gap narrows from the 2025/26 baseline. 2026/27 milestone: diagnostic assessment identifies individual gaps in number, fluency and mathematical understanding; the majority of pupils receiving targeted support demonstrate measurable gains against their baselines; and the disadvantaged cohort average improves from the 2025/26 baseline of 98.
Maintain strong reading outcomes while addressing individual literacy and communication needs.	Three-year outcome: disadvantaged pupils make strong progress in reading and phonics and the reading gap narrows while higher-attaining disadvantaged pupils continue to be challenged. 2026/27 milestone: disadvantaged pupils maintain or improve on their individual reading/phonics baselines; pupils receiving language, phonics or reading intervention demonstrate measurable gains at each review; and intervention is reduced, adapted or ended when intended outcomes are secured.
Improve attendance for disadvantaged pupils.	Three-year outcome: disadvantaged attendance improves and the gap with non-disadvantaged pupils reduces substantially from the 2025/26 baseline. 2026/27 milestone: PP attendance improves from the 2025/26 baseline of 93.3%; the gap with non-PP attendance (96.5% in 2025/26) reduces; the proportion of disadvantaged pupils at risk of persistent absence falls from the 2025/26 baseline of 63.6%; and every PP pupil below 95% attendance has an identified cause, action and review.
Targeted support is demonstrably effective.	Three-year outcome: targeted provision can be demonstrably linked to improved pupil outcomes and is routinely sustained, adapted or stopped according to evidence. 2026/27 milestone: 100% of PP-funded targeted interventions have a recorded baseline, intended pupil outcome, planned duration, named lead and review point. At each half-termly review, leaders record whether the intervention will continue, adapt or stop and why, using pupil outcome evidence rather than session completion alone.
Sustain equitable participation in the wider life of the school.	Three-year outcome: disadvantaged pupils continue to participate fully in clubs, trips, residentials and enrichment, with no avoidable financial or practical barrier.

Intended outcome	Success criteria by the end of the strategy period
	2026/27 milestone: participation in clubs, trips and residentials is reviewed termly by PP status; where a disadvantaged pupil is not participating, leaders establish whether a financial, attendance or other barrier exists and record the action taken.

Activity in this academic year

The activities below have been selected from the DfE menu of approaches and are informed by the school's diagnosis of need, the EEF tiered approach and evidence on effective implementation.

For 2026/27, the £15,500 allocation is planned as £6,000 for high-quality teaching, £6,500 for targeted academic support and £3,000 for wider strategies. These figures represent contributions to the relevant staffing, professional development and provision costs and will be reviewed during the year against actual expenditure and impact.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenges addressed
Contribution to staff release, professional development, coaching, moderation and collaborative planning to strengthen high-quality inclusive teaching in writing and mathematics. Focus: explicit instruction, modelling, scaffolding, feedback, adaptive teaching and ambitious curriculum access for disadvantaged pupils.	DfE guidance identifies high-quality teaching, assessment, professional development, mentoring/coaching and a curriculum responsive to pupils' needs as eligible approaches, and states that high-quality teaching should be central to pupil premium strategy. EEF evidence supports prioritising high-quality teaching for disadvantaged pupils.	1, 2, 4
Diagnostic and formative assessment, moderation and pupil-progress review time to identify precise gaps in writing, mathematics, phonics, reading and language and to plan responsive teaching.	DfE guidance emphasises effective identification of pupil need through diagnostic assessment and using assessment to target support accurately.	1, 2, 4
Professional development and coaching on effective deployment of teaching assistants and inclusive/adaptive teaching for pupils whose disadvantage overlaps with SEND.	DfE's menu explicitly includes targeted approaches for disadvantaged pupils with SEND and effective teaching-assistant deployment, while retaining high-quality classroom teaching as the core provision.	1, 2, 4

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

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenges addressed
Contribution to teacher and teaching-assistant staffing for time-limited one-to-one and small-group academic support in writing and mathematics, selected through diagnostic assessment and closely linked to classroom teaching.	DfE identifies one-to-one and small-group tuition, literacy/numeracy interventions and teaching-assistant deployment as evidence-informed approaches. Support will be time-limited, targeted and reviewed against pupil outcomes.	1, 4

Activity	Evidence that supports this approach	Challenges addressed
Structured phonics, reading, language and communication support for identified pupils, including RWI/phonics, Language Link and Colourful Semantics where diagnostic assessment shows these approaches are appropriate.	DfE identifies targeted language development, literacy and interventions for disadvantaged pupils with SEND. The school's provision map shows these are relevant to identified pupil needs; continued use will depend on measured impact.	2, 4
Targeted mathematics support, including structured practice, fluency work and precision teaching where diagnostic assessment identifies foundational gaps.	DfE identifies targeted numeracy intervention and tutoring as appropriate approaches. Previous provision demonstrates identified need in mathematics, but evaluation will focus on whether learning transfers into classroom attainment.	1, 2, 4
Half-termly review of targeted provision: baseline, intended outcome, dosage, attendance, progress and exit/adaptation decision recorded for each intervention.	DfE guidance requires effective monitoring and evaluation and recommends deciding whether to sustain, adapt or stop activity according to outcomes.	4

Wider strategies (for example, attendance, wellbeing and enrichment)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenges addressed
Contribution to targeted attendance work: early identification, family contact, individual attendance plans, attendance review time and external attendance support where required.	DfE identifies supporting attendance and communicating with/supporting parents as eligible wider strategies and recommends addressing underlying causes of absence. School data identifies a clear PP/non-PP attendance gap.	3
A ring-fenced contribution to remove identified financial or practical barriers to participation in curriculum trips, residentials, clubs and enrichment. Funding is used according to assessed need rather than as an automatic entitlement.	DfE includes enrichment and wider life skills within the menu of approaches. School evidence indicates strong existing participation; funding will therefore sustain equitable access rather than respond to an assumed cohort-wide deficit.	3
Targeted social, emotional, sensory or readiness-to-learn support where an assessed individual barrier is affecting access to learning or attendance.	DfE includes support for social, emotional and behavioural needs within wider strategies. This will be targeted according to individual need; behaviour is not identified as a cohort-wide challenge.	2, 3

Total budgeted cost: £15,500

Monitoring and implementation

- The pupil premium lead will review attainment, progress, attendance and provision at least termly.
- Class teachers remain accountable for disadvantaged pupils' progress and will identify emerging barriers early.
- Targeted interventions will have a baseline, intended outcome and review point; participation alone will not be treated as evidence of impact.
- The SENCO and pupil premium lead will review provision for pupils who are both disadvantaged and have SEND to ensure support is coherent and avoids unnecessary withdrawal from high-quality classroom teaching.
- Attendance will be reviewed pupil by pupil, with early action where attendance declines or patterns emerge.

- Governors will receive regular information about implementation, expenditure and outcomes, with an annual review informing the next published statement.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils: 2025/26

The school evaluated outcomes for disadvantaged pupils using statutory assessment, internal attainment data, attendance, provision mapping, behaviour information and participation in wider opportunities. Because the disadvantaged cohort is small, percentages are interpreted cautiously and individual pupil-level information is considered alongside cohort data.

Attainment: internal assessment identified a disadvantage gap. Disadvantaged pupils averaged 109 in reading compared with 118 for non-disadvantaged pupils; writing was assessed as Below compared with On-track; and mathematics averaged 98 compared with 115. Writing and mathematics therefore require continued strategic focus.

Statutory outcomes: the two disadvantaged pupils completing Key Stage 2 in 2025/26 both met the expected standard in reading, writing and mathematics. One achieved a high score in reading and writing. These outcomes demonstrate the importance of maintaining high expectations, while the very small cohort means percentage comparisons should not be overinterpreted.

Attendance: disadvantaged attendance was 93.3% compared with 96.5% for non-disadvantaged pupils. 9.1% of disadvantaged pupils were persistently absent and 63.6% were at risk of persistent absence. Authorised absence (5.2%) and unauthorised absence (1.6%) were both higher than for non-disadvantaged pupils (2.7% and 0.8% respectively). Attendance therefore remains a priority for 2026/27.

SEND and targeted support: there was significant overlap between disadvantage and SEND within the 2025/26 cohort. Provision mapping recorded 1,653 intervention sessions, totalling 441 hours 10 minutes, across language, phonics, reading, mathematics, cognition and learning, sensory and social/emotional provision. Evaluation information was variable across interventions and did not always demonstrate clearly whether additional provision accelerated pupils' progress. The principal learning from 2025/26 is therefore to strengthen entry criteria, intended outcomes, implementation, review and exit decisions rather than simply increase the quantity of intervention.

Behaviour: there were no suspensions involving disadvantaged pupils in 2025/26. Six behaviour incidents were recorded across two disadvantaged pupils. Behaviour is therefore not identified as a cohort-wide barrier in the new strategy, although individual needs will continue to be addressed.

Wider participation: disadvantaged pupils accessed a broad range of extracurricular clubs, trips, visits and residential opportunities. The school will sustain this strength and continue to identify and remove any individual financial or practical barriers to participation.

Overall evaluation: there were some strong outcomes for disadvantaged pupils during the period of the previous strategy, particularly at the end of Key Stage 2 and in participation in the wider life of the school. However, the available evaluation evidence does not allow the school to attribute these outcomes confidently to individual pupil-premium-funded activities. Current evidence also shows continuing gaps in writing, mathematics and attendance, while the impact of targeted intervention has not always been sufficiently clear. This has informed the 2026–29 strategy, which places greater emphasis on high-quality inclusive teaching, precise diagnosis, evidence-informed targeted support and a more rigorous implementation and evaluation framework.

Externally provided programmes

Programme	Provider
No externally provided programme is identified in the evidence available for this statement.	—

Service pupil premium funding

No separate service pupil premium activity is identified in the evidence available for this statement. This section will be updated if the school receives service pupil premium funding.

Further information

The strategy will be reviewed annually and updated in line with the DfE pupil premium conditions of grant and reporting requirements. The school will continue to use the Education Endowment Foundation's guidance and evidence resources to inform implementation and evaluation.

Evidence and guidance used

- Department for Education, Using pupil premium: guidance for school leaders (updated 24 August 2026).
- Department for Education, Pupil premium strategy statement template and menu of approaches.
- Education Endowment Foundation, The EEF Guide to the Pupil Premium.
- St Paul's 2025/26 internal attainment, statutory assessment, attendance, provision, behaviour, club and wider participation data.