

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Paul's CE Primary, Woodhouse Eaves
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	L. Gilchrist
Pupil premium lead	L. Gilchrist
Governor / Trustee lead	B. Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 35,545.00
Recovery premium funding allocation this academic year	£ 0
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	£ 35,545.00

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium funding (PPF) was introduced in April 2011 and paid by means of a specific grant based on school census figures for pupils. There was an acknowledgement that children who have had a difficult start in life, need extra support in order to achieve their full potential.

At St Paul's, the Pupil Premium additional funding we receive is used to diminish any attainment gaps between eligible children and their peers and to address any other underlying inequalities these children may be experiencing. This will ensure that these children achieve age-related standards or better, by the time they leave us in Year 6.

In deciding which strategies should be used with PP children, the school took special note of The Sutton Trust Toolkit, EEF recommendations, LLA training at Ashmount School in Loughborough and the Leicestershire Primary Heads' Pupil Premium Conference featuring guidance from Sir John Dunford.

PP funding will be used to ensure that those children eligible will be:

- taught in classes where high-quality teaching is evident
- taught in classes and groups where there are cooperative and positive relationships
- taught individually or within small groups by a qualified, experienced teacher
- supported by qualified LSAs or those trained in specific areas e.g. reading/spelling support
- taught in a way that targets any gaps in learning or areas of difficulty.

Challenges

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

Challenge number	Detail of challenge
1	Attendance issues
2	Social, Emotional and Mental Health issues
3	Lower levels of spoken language development, especially in younger age groups
4	Persistent reading and/or spelling difficulties
5	Lower levels of mathematical knowledge and gaps in learning

6	Challenging family circumstances (previous & current Early Help/ Family support/ Child in Need social care interventions) and poorer engagement and/or relationships with school
7	Lack of wider, out-of-school experiences both cultural and social

Intended outcomes

Intended outcome	Success criteria
Consistently strong teaching and learning practice, where evidence-led strategies are employed within lesson delivery	Teachers have strong pedagogical knowledge Teachers make well informed pedagogical choices Pupils remember more over time
Raise disadvantaged attainment in all key metrics at each statutory assessment point	Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point.
Children will have had access to a full timetable of quality teaching and learning	Average or above attendance
Children are well-regulated and make good behaviour choices. They know what to do and who to go to when their feeling are escalating.	Behaviour incidents are very low. Children access 'feel better zones' and other support, independently.
Children will have age-appropriate of higher levels of spoken language and vocabulary use.	Children are confident and articulate their ideas and thoughts well. Reception children meet their ELG in this area.
Children will have age-appropriate or higher levels of reading and age-appropriate or higher levels of spelling or can independently use strategies to support their own spelling.	Reading results are show age-appropriate or higher standards. Children's English books show good progress. Children demonstrate good spelling and/or use appropriate strategies.
Children will have age-appropriate of higher levels of mathematical knowledge, skills and understanding.	Maths results show age-appropriate or higher standards. Children's maths books show good progress.
Relationships with home and school are good and parents know how they can support their children.	Positive parental survey results; high engagement of parents and good signposting on the school website.
All children feel confident about moving to secondary school and are positive about their ability to learn and their future choices.	Enhanced transition has been arranged, where necessary. Full and detailed hand-over to pastoral/PP leads at new school.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,152.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching & Learning Leads.	Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning. Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies, and also have time to practice them with peers and apply them to future classroom practice. EEF Effective Professional Development Guidance Report Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust	All
Provide instructional coaching for teachers, delivered by experienced and well-trained leaders.	Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments, and having this modelled with time to practice and have feedback on by an expert. The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training. Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD Putting Evidence to Work – EEF What is Instructional Coaching – Ambition Institute	All
Development of high quality curriculum resources that are ambitious and academically	A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place.	All

rigorous, including teacher resources that support development of teacher subject knowledge.	Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlighted as effective practice. The Great Teaching Toolkit: Evidence Review – Evidence Based Education	
To identify a pupil premium champion in school to lead on raising attainment strategically.	Cat 4 testing for all Rise+ children. Rigorous tracking of interventions and clear tracking of termly assessment. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://support.gi-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/	All
Provision and training/supervision of an ELSA in school	Social and emotional learning EEF	2

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

Budgeted cost: £ 17,914.040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	All

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

Budgeted cost: £3240.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Employing trust attendance officer.	DfE	1
Additional support staff time to deliver bespoke behaviour intervention techniques for some children	LA Short-Stay School recommendations	2
Use of Children's Attendance and Welfare Service (CAWS) to support good attendance and challenge poorer attendance quickly.	DfE recommendations	1
Development of an outdoor learning area for Y1 and Y2 as these children have missed some EYFS provision due to lock downs.	EEF & Sutton Trust Toolkits, Ofsted subject reviews	2, 3, 4, 5
Music tuition subsidy to enable 1-to-1 and small group tuition	EEF & Sutton Trust Toolkits, Ofsted subject reviews	7
Trips/visits subsidy including one residential trip	Council for Learning Outside the Classroom studies	1, 2, 3, 7

Total budgeted cost: £35,545.00

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 2025 to 2026 academic year.

Barrier to Learning/ Challenge addressed	Impact	Next Steps
Attendance	Attendance rates of 97.5% (whole school) Attendance rates for PP children improved from 88.7 to 95.8% over the year	Insist upon proof for all illnesses/medical appointments
Social, Emotional and Mental Health needs	No permanent exclusions, number of suspensions reduced Pupil interviews report that children are happy and settled and know where to go if they need help Individual support plans were in place	Further mental health and wellbeing support through an NHS mental health practitioner, working via the local secondary school
Lower levels of spoken language	Internal data showed that 2/3 children achieved well in this aspect of ELGs.	Introduce regular Talk Boost sessions for identified children 'Shrec' system of modelling talk, used with younger children
Persistent Reading/ Spelling	84% of Y1s achieved a pass in their Phonics Check (3/4 PP) 85% of Y2s achieved ARE in Reading (3/4 PP) 57% of Y6s achieved ARE in Reading (2/5 PP) 73% of Y6s achieved ARE in Grammar, Punctuation and Spelling (3/4 PP)	Build upon high quality class teaching and targeted intervention
Lower levels of Mathematical	73% of Y6s achieved ARE in Maths (2/4 PP)	Build upon high quality class teaching and

knowledge and gaps in learning	77% of Y2s achieved ARE in Maths (2/3 PP) Average score= 23 in the Y4 Multiplication Check (2/4 PP)	targeted intervention
Challenging family circumstances	Attendance rates of 97.5% (above primary average)	Increased ELSA and mental health support
Lack of wider social and cultural experiences	100% (4/4) PP children took part in the Y6 residential visit and 3/3 Y4s took part in their residential visit All children who access Pupil Premium funding went on all trips and visits scheduled and were supported with funding	Continue with a full programme will be offered in 2026/27, including a visit to St Paul's Cathedral, London.

Externally provided programmes

Programme	Provider
Reading Recovery	University College London
Fresh Start Reading (KS2)	Raed. Write, Inc
1-to-1 Phonics	Read, Write, Inc
Talk Boost	I Can

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	As per general Pupil Premium, as individual need requires
What was the impact of that spending on service pupil premium eligible pupils?	6/7 achieved age-related expectations or higher in Reading, Writing and Maths in their respective age groups All service pupils were well-settled and supported effectively, upon joining the school Good relationships with parents were evident.

Further information (optional)

The school has a relatively high number of Forces children and looked after children.