

Pupil premium strategy statement St Paul's CE VC Junior School 2025-2026

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil 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	324
Proportion (%) of pupil premium eligible pupils	26%
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	Caroline Owen
Pupil premium lead	Laura Parfitt
Governor / Trustee lead	Julie Spikings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 134,320 (includes Service children & Post LAC) £130,290 (Ever 6)
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 5,643
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 1,735,115

Part A: Pupil premium strategy plan

Statement of intent

At St Paul's we have high aspirations for all pupils, and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, academically, socially and emotionally. Our vision is to empower pupils to make a difference, we want all our children to thrive and find purpose. We provide a rich and varied curriculum, which makes an contributes to pupils' outcomes so that children are engaged and progress. When considering how best to direct pupil premium funding, is to ensure all our children are given the best opportunity to make good progress and achieve well, irrespective of the challenges they face. Linked to this aim, we are committed to ensuring that all children receive the social and emotional support they need to thrive. We firmly believe that high quality teaching is the most effective way to support children academically.

Where the approach of quality first teaching needs to be supplemented by targeted interventions, including academic support, social skills, or emotional support, we have built a robust programme led by experienced teachers and HLTAs, or by TAs with particular skills, we have three qualified ELSAs, a qualified Forest School Leader, and a trained phonics intervention lead as well as other skilled TAs who prepare and lead intervention ensuring that there is clear pre and post data to ensure that the intervention is effective. We also have the support of a highly effective SENDCo.

Without seeking to generalise, Pupil Premium (PP) pupils can encounter greater barriers than Non-Pupil Premium (NPP) students in achieving these goals. Our ultimate objective for disadvantaged pupils lies in our school value of Equality; to provide an equitable playing field.

The principal ways in which we achieve our aims are as follows:

- Knowing children as individuals: Each child will have different strengths and barriers to greater success. Knowing what they are allows us to target support effectively.
- Closing the Attainment Gap: Focus on narrowing gaps in achievement, especially for our most economically disadvantaged children. Ensuring that we use targeted early intervention to address need. Also, providing regular opportunities for all staff to discuss progress, attainment and ways to support children on both an individual and common needs basis
- Building Self-Regulation Skills: Ensuring students develop the skills to self-regulate, fostering independence and resilience
- Accessible to All: Ensuring work is accessible yet challenging for all pupils
- A flexible, creative and open-minded approach to supporting children's wider needs

Challenges

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

Challenge number	Detail of challenge
1	Assessment Data and Pupil Progress Meetings show that our Pupil Premium Children in Upper School are not making as rapid progress as Non-Pupil Premium Children.
2	Our attendance data for our Pupil Premium children as a group is lower than the whole school average (PP attendance is 91.47% and Non-PP is 95.27%) and there are some individual children who have attendance that is significantly below what is expected.
3	Many of our Pupil Premium children also fit into another vulnerable group such as having an additional special education need.
4	A small but significant number of the cohort have difficulties in regulating their behaviour which impacts on learning as well as on their ability to thrive in social situations
5	Our observations and discussions with staff and families indicates that experiences for many of our Pupil Premium families lack cultural capital and rich experiences to enhance learning and ensure aspirations for future destinations.

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
<i>Improved attainment and progress for disadvantaged pupils.</i>	<ul style="list-style-type: none"> • PP children develop a love learning and enjoy sharing their learning with a adult mentor. • PP children are actively engaging in lessons. • PP children are taking up opportunities given such as TTRS, Doodle, Homework Club. • PP children are regularly heard read. • PP children are 'checked in' on by teachers during lessons. • Progress is seen on Insight and praised and discussed at Pupil Progress Meetings.
<i>Attendance is improved and sustained for out disadvantaged pupils.</i>	<ul style="list-style-type: none"> • Families are contacted promptly who have a child absent without reason. • A 3-stage formal letter will be sent out if attendance drops, after three letters parents will be invited into school to form an attendance support plan. • Fines will be issued as appropriate • Support from our PFSA will be offered to families. • Good attendance will be recognised and praised.

<i>For PP families to feel and see that support is available within school.</i>	<ul style="list-style-type: none"> • Appropriate support and interventions are in place, PFSA, ELSA, Social Skills, Wellbeing Sessions, Academic Interventions. • Learning Mentors in place for selected Upper School children to be a key trusted adult. • The SENDCO will provide opportunities for parents to come to drop in sessions led by the Somerset Parent Carer Forum as part of the PINS project. • The SENDCO will be available during parents evenings for parents to book a slot if they wish to discuss provision.
<i>For PP children to feel that there is support to help regulate their behaviours and emotions</i>	<ul style="list-style-type: none"> • Appropriate support is in place through ELSA sessions, timetabled well being sessions, SEND Hub sessions, access to the sensory room, individual reward charts. • Parents will have Individual Behaviour Plans shared with them which are written by school staff are personalised to the individual child.
<i>For PP children to enjoy the wide range of enrichment activities on offer at St Paul's.</i>	<ul style="list-style-type: none"> • A wide range of extra-curricular clubs will be offered at lunch times and after school and children actively encouraged to join. • Discounts available for PP children for trips, residentials, music lessons etc.

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: £100,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensure Inclusive Quality First Teaching (IQFT) provision for all learners.</i></p> <ul style="list-style-type: none"> • Staff CPD led by subject leads to support developing the teaching of their own subject across the school. • Continue to define and implement our behaviour and relationship policy, to ensure a safe classroom where children benefit from high quality teaching. • New staff and ECT and ECT2 to be supported on reviewing PP in their class. 	<p>Metacognition and self-regulation EEF</p> <p>Feedback EEF</p> <p>Metacognition and Self-Regulated Learning EEF</p> <p>Mastery learning EEF</p> <p>As part 4 of the DfE guide on developing professional development (Department</p>	1, 3, 4

<ul style="list-style-type: none"> School agreed fidgets to be used consistently across the school. 	for Education) states, training and support should be sustained over time.	
<p><i>Phonics Lead HLTA to lead phonics interventions for Year 3 and 4 within a group and 1:1 sessions for Year 5.</i></p> <ul style="list-style-type: none"> Training to support the delivery of phonics sessions. ILI training to enable children supported on a 1:1 basis make accelerated progress. 	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics EEF	1, 3
<p><i>School to be part of the PINs Project this academic year allowing staff to gain additional training and information on neurodiversity.</i></p> <ul style="list-style-type: none"> Whole staff half day INSET Opportunity for staff to reflect on their own classrooms considering all groups including PP and how they are supported. Additional training throughout the year Training for governors 	Staff who feel skilled and confident leading an intervention will see better progress from the children. SENCo and PP lead support strategic decisions which can impact positively on PP children who are also SEN. Somerset's Graduated Response Tool	1, 3, 4
<p><i>Delivery of Termly Assessments of Reading (PIRA), Grammar and Spelling (GAPS) and Maths (NTS) are accurately administered and results are analysed to ensure that PP children are making progress.</i></p>	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	1, 3
<p><i>The school's marking and assessment policy continues to be embedded in classrooms.</i></p> <ul style="list-style-type: none"> Marking is live in lessons. Misconceptions and errors are addressed. Children can see their progress and achievements. FAB books are kept for teachers to make notes on points from lessons. 	Feedback to children is important for them to progress. Feedback in the moment is effective in moving learning forward. Teacher Feedback to Improve Pupil Learning EEF	1, 3
<p><i>Begin to embark on a 3-year journey of bringing Oracy to the curriculum.</i></p> <ul style="list-style-type: none"> Led by DHT and another member of SLT. Through Voice 21 Development Days and then fed into school. Slowly introduced. 	Voice 21: Oracy Curriculum, Culture and Assessment Toolkit -... EEF Voice 21: Improving Oracy - second pilot EEF	1, 3, 4, 5

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

Budgeted cost: £21,684

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Children who are SEND and PP will be supported to close the gap with their peers. Intervention and provision will be considered and implemented.</i></p> <ul style="list-style-type: none"> • Intervention data is monitored to ensure there is impact. • Children are discussed at Pupil Progress Meetings • Interventions will be mainly TA led but may be teacher led if felt appropriate. • Early Yr 3 baseline carried out to identify need 	<p>The Somerset Graduated Response Tool is used to seek accurate provision to support children Somerset's Graduated Response Tool</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Teaching Assistant Interventions EEF</p> <p>Interventions tailored to meet individual needs so that identified PP children make accelerated progress. Small group tuition EEF</p>	1, 3
<p><i>Reading Interventions are in place for targeted children ensuring that any PP child in the lowest 20% is getting intervention.</i></p> <ul style="list-style-type: none"> • Available intervention to be used as appropriate; Beanstalk, Reading Recovery, Reading Comprehension Group, Precision Teach for sight reading, Phonics. • High quality texts are chosen as class novels and for use in English lessons 	<p>Reading Comprehension Strategies to support reading Reading comprehension strategies EEF</p> <p>Phonics EEF</p>	1, 3
<p><i>Pupil Progress Meetings.</i></p> <ul style="list-style-type: none"> • Tracking document completed by teachers ahead of the meeting to allow them to consider progress and attainment. • Attended by teacher, SENDCO/DHT and HT 	<p>Time for ongoing professional dialogues regarding further support for PP children will help to keep this a priority. There is a collected responsibility for PP children's progress to make accelerated progress. Barriers to learning must be identified and strategies put in place to support educational and emotional needs.</p>	1, 3
<p><i>Subscriptions – Doodle, Nessy, Accelerated Reader</i></p> <ul style="list-style-type: none"> • Homework is supported by a personalised programme to support all learners to achieve. • Homework club after school is offered and some are encouraged to attend. <p>Nessy is used as an intervention</p>	<p>Parents can view progress. Homework EEF</p>	1, 3, 5

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

Budgeted cost: £12,726

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Children are supported by trained adults in school through ELSA, Well-Being Sessions, Forest School, Social Skills.</i></p> <ul style="list-style-type: none"> Children are identified by class teachers, SENDCO, DSLs, PFSA. Interventions are tracked. Support is given for, self-esteem, self-worth, anxiety, social skills, well being. 	<p>Aspiration interventions EEF Improving Behaviour in Schools EEF Small group tuition EEF</p>	4
<p><i>PP Mentors</i></p> <ul style="list-style-type: none"> Adults in school will champion individual children, check in with them, show an interest, celebrate learning and achievements. 	<p>Mentoring has a high impact with a low cost associated. Mentoring EEF</p>	2, 3, 4, 5
<p><i>Exciting trips, visits and visitors will be planned to enhance the curriculum</i></p> <ul style="list-style-type: none"> Including residentials, swimming and 'Makethesunshine' project. Visitors will also come into school to enhance topics. Some trips will be offsite. 	<p>Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these. Improving Social and Emotional Learning in Primary Schools EEF</p>	5
<p><i>Breakfast Club Provision</i></p> <ul style="list-style-type: none"> 30 sessions per week Helps some children to use Breakfast Club as a "soft start" into school. 	<p>Positive impact upon children's social and emotional wellbeing to support academic progress, ensure a good, nutritious breakfast and improve links with parents. Also ensures children are in school on time, ready to learn. EEF statement: re-publication of the evaluation of school... EEF Free school breakfast provision EEF</p>	2, 4
<p><i>PFSA Support</i></p> <ul style="list-style-type: none"> Supporting families Attending SEND Coffee Mornings Engaging with families 	<p>Parental engagement EEF</p>	2, 4
<p><i>Monitoring of Attendance</i></p> <ul style="list-style-type: none"> Regular meetings between Attendance Officer in School and Head Teacher to review attendance. Letters sent home Personal phone calls made Strategies developed to improve attendance 	<p>Parental engagement EEF</p>	2

<p><i>Clothing Allowance and Washing Machine in School</i></p> <ul style="list-style-type: none"> • Children not seen as being different to their peers. • Children wear well fitting, clean uniform. • Children are ready to learn 	<p>School uniform EEF</p> <p>Improving Behaviour in Schools EEF</p>	<p>5</p>
<p><i>Provide a Hot Meal free.</i></p> <ul style="list-style-type: none"> • £2.20 daily • A nutritious meal is provided and makes a difference to a child's wellbeing and readiness to learn. • Support children be alert. 	<p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>5</p>

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Attainment and Progress Data – 2024/2025

	Number of PP Pupils	Reading		Writing		Maths	
		Below ARE	At or Above ARE	Below ARE	At or Above ARE	Below ARE	At or Above ARE
Year 3 PP	19	33%	68%	53%	47%	26%	74%
Non-PP Year 3	61	28%	73%	46%	54%	25%	75%
Year 4 PP	22	55%	45%	68%	32%	50%	50%
Non-PP Year 4	62	32%	67%	40%	60%	26%	75%
Year 5 PP	24	50%	50%	59%	41%	50%	50%
Non-PP Year 5	63	29%	70%	29%	70%	22%	76%
Year 6 PP	24	58%	42%	71%	29%	58%	42%
Non-PP Year 6	51	8%	92%	14%	86%	12%	88%

Further information (optional)

- We were able to support parents financially with attendance at extra-curricular clubs, music lessons, residentials, Breakfast Club and After School Club.
- All year 3 children had a 4-week block of Forest School in the Autumn Term
- Make The Sunshine Project – this provided live theatre shows for all year groups.
- The Year 6 PP children were able to visit the Life Skills Museum in Bristol which was a way of showing them scenarios from everyday life and how to deal with the situations.
- Many Pupil Premium Children benefited from ELSA support, social skills interventions and other interventions.
- Many Pupil Premium families benefited from support from our well-being team and PFSA.
- Some Pupil Premium Children visited Field House residential Home to help the residents create a window display as part of the Shepton Mallet Window Wanderland Celebration.
- Pupil Premium had access to targeted interventions to support them academically.
- Pupil Premium children were able to attend a wide range of after school clubs.