

Pupil premium strategy statement – Paulerspury C of E Primary

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	58
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Georgina Sensecall Head of School
Pupil premium lead	Georgina Sensecall Head of School
Governor / Trustee lead	Tom Romecin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,256
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
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>	£13,256

Part A: Pupil premium strategy plan

Statement of intent

At Paulerspury Primary School, we are committed to achieving the best possible outcomes for all our pupils. We understand that some children face additional academic, social, and emotional challenges that can create barriers to progress. Over the last few years we have seen an increase in SEMH need across the school. These challenges, particularly for disadvantaged pupils, affect their attainment, attendance, and well-being. To help eligible pupils overcome these barriers, we use Pupil Premium funding and similar resources effectively, guided by evidence-based strategies from the Education Endowment Foundation (EEF).

Our Objectives for Disadvantaged Pupils:

- To make at least good progress and achieve age-related expectations by the end of Year 6, ensuring they are well-prepared for secondary education.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils within the school.
- To increase the attendance of disadvantaged pupils to at least the national average (above 95%).
- To raise expectations, aspirations, and engagement for disadvantaged pupils and their families.

How We Work Towards These Objectives:

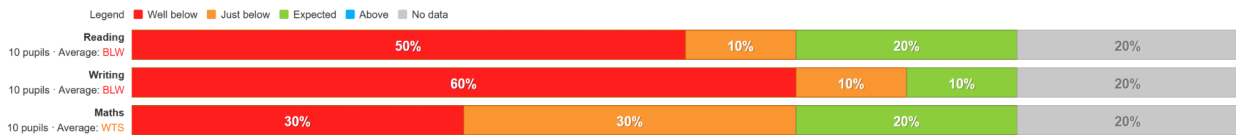
- **Quality First Teaching:** We prioritize high-quality teaching for all pupils, ensuring that disadvantaged pupils make progress alongside their peers.
- **Staff Development:** We support staff through professional development (CPD), focusing on effective lesson delivery, strong subject knowledge in maths and English, and the effective use of questioning to deepen understanding.
- **Targeted Interventions and tutoring:** We implement focused '20-day challenges' delivered by teaching assistants with specific, small-step targets that are regularly reviewed and adjusted. We provide focused tutoring for eligible pupils to close attainment gaps, targeting specific areas of need.
- **Social and Emotional Support:** Our trained staff offer targeted support to pupils with social and emotional needs, helping them develop resilience and positive relationships.
- **Inclusive Opportunities:** We ensure disadvantaged pupils can fully participate in the wider life of the school by funding access to clubs, music lessons, trips and uniform.

Key Principles of Our Strategy Plan:

- We aim to support the 'whole child,' addressing their social, emotional, and academic needs so they can make good progress and access all aspects of school life confidently.
- We are committed to creating an inclusive and aspirational environment where all pupils can thrive, regardless of their background.

Through this holistic approach, we seek to empower all our pupils to reach their full potential and succeed academically, socially, and emotionally.

Challenges



Summary of 8 Pupils ((from 2024-2025) who are disadvantaged)

Attendance percentage

School	88.4%
National	95.3%
Local Authority	95.7%

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

Challenge number	Detail of challenge
1	Attendance including lateness, disrupting learning and limiting effectiveness of planned support and interventions
2	Parental engagement and support – limited capacity for support at home impacts progress, particularly with reading and transcription
3	Access to enrichment – disadvantaged children are in danger of missing out on enrichment activities opportunities incl cultural capital
4	Attainment - low aspiration and lack of value in education

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
<p>Close gaps in attainment at FSP, Phonics, KS1 and KS2 data</p> <p>Increase aspiration by setting high expectations</p>	<p>Cohort data shows the gap between PP and non-PP closes as that cohort moves through the school.</p> <p>All staff ensure that there is a focus on attainment of PP pupils with clearly articulated targets</p>
<p>Improve and sustain improved attendance for all pupils, particularly our PP / Vulnerable pupils.</p>	<p>Whole school data shows the gap between PP and non-PP</p>
<p>Ensure that disadvantaged pupils and their families feel included in general school life.</p>	<p>Opportunities available are taken up by all pupils because of the support available.</p>

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: £7798

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics - Read, Write Inc – training as required for staff</p> <p>Language Link programme – screening for all children in R and Yr1</p> <p>Parent engagement activities including stay and share</p>	<p>There is good evidence that the systematic teaching of phonics leads to good reading attainment for all pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/iteracy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	3, 4
<p>Developing a curriculum that engages all pupils, irrespective of</p>	<p>Developing a good balanced curriculum that engages all pupils.</p>	1,2,3

background. Dimensions Curriculum training – updated to reflect changes in need since implementation.		
Specific interventions such as: Colourful semantics training	Specific training for targeted staff to support vulnerable and disadvantaged pupils to improve reading and writing attainment.	1,3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed and planned Individual / small group intervention to support learning of disadvantaged pupils who are behind their peers in specific areas.	Through a systematic approach to interventions, utilising TA support, address areas of learning to close attainment gap. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	4
Pastoral support worker - shared with another school in the trust.	Supporting the pupils social and emotional needs through both individual and group work.	1,2,3

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

Budgeted cost: £5458

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support for funding activities like School trips and clubs to give children experiences their peers have.</i>	To help support pupils feel included and have the same opportunities as their peers. This also helps build relationships with families. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 2, 3

<i>Music tuition as needed</i>	A study by the <i>Educational Endowment Foundation (EEF)</i> in the UK suggested that learning music can lead to a three-month boost in academic progress, particularly in literacy.	3,4
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Total budgeted cost: £13256

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged children feel part of the school community. Children feel welcome and equal to their peers without the financial barriers.

Opportunities to improve vocabulary to support access to curriculum took place in school and online with a greater emphasis on vocabulary in all subject areas.

More opportunities for children to talk about their feelings and anxieties in a safe environment. This has been achieved with them building up a relationship with the school's Family Support Worker as a safe person to work with in addition to their trusted adults in school. Parents are communicating with the school more freely and attendance is improving.

Families can better support their children to be successful in learning when they themselves are supported with the areas they find difficult to manage. Relationships are crucial between school and home.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Edshed	EdShed
The Thrive Approach	Thrive

Further Information (optional)

Other uses of the funding are as follows (this list is not exhaustive and is subject to change if needs arise):

- small group work with teacher, HLTA or TA
- off-site visits
- visitors to school
- specific SEND interventions
- subsidised residential trips
- training of staff (e.g. Thrive, First Aid, Team Teach)
- purchasing of specific equipment
- Supporting and teaching children with specific needs linked to mental health and social skills
- subsidised music lessons
- subsidised breakfast and afterschool clubs/holiday clubs