

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 **2022 to 2023** academic year.

Challenge 1: Improved attainment in reading, writing maths and GP&S among disadvantaged pupils who fall into an additional vulnerable group having an additional special educational need.

Success Criteria:

KS2 outcomes in 2024/25 show that there are high expectations for pupils with SEND and that these pupils have reached their full potential in some cases making as good progress as those with no Special Educational Need or Disability

Starting Point 2021-22 Progress

Y6 10 pupils	Jan 2022		July 2022		July 2023		July 2024	
	Progress good or better	Attainment (EXS)	Progress good or better	Attainment (EXS)	Progress good or better	Attainment (EXS)	Progress good or better	Attainment (EXS)
Reading	8/10 80%	4/10 40%	8/10 80%	1/10 10%	8/9 89%	6/9 67%	9/11	82%
Writing	8/10 80%	2/10 20%	10/10 100%	2/10 20%	7/9 78%	6/9 67%	3/11	27%
Maths	10/10 100%	2/10 20%	9/10 90% 2/20 20%	5/10 50%	8/9 89%	5/9 56%	7/11	64%

Comment: Interventions were put in place including use of teacher led tuition for all of the pupils. Pupils did respond well and made good progress. IASEND tool was used to help teachers pinpoint areas for development for individual pupils. Advice from the EP service was followed. Children did not achieve in writing due to poor transcription skills which did not sufficiently improve despite adaptations and interventions.

Challenge 2: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Success Criteria:

Sustained high levels of wellbeing from 2024/25 demonstrated by:

- qualitative data from student voice, student and
- parent surveys and teacher observations
- significant reduction poor or disruptive behaviour related to SEMH issues.
- A significant increase in attendance for identified children (**see challenge 7**) and increased participation in enrichment activities.

Starting Point 2021-22:

Offer	Autumn 2021	Summer 2022	Summer 2023	Summer 2024
All Pupils	172/326 53%	144/332 43%	147/376 39%	130/384 34%
DAP	86/194 44%	80/159 50%	38/160 24%	41/165 25%

Children with behavior causing concern.				
	Autumn 1 2021	Summer 2 2022	Summer 2023	Summer 2024
	8 (DAP 6/8)	5 (DAP 4/5)	4 (DAP 1/4)	2 (2/2)

Comment: Pupil's mental health and well-being continues to be a priority. All classes had explicit PHSE teaching as well as in class and whole school collective worship and celebrations. The school relationships and behavior culture policy is consistently delivered by staff and all new staff members have a specific induction into how we manage behavior at St Paul's to ensure consistency in all classes. The Children and Families officer was able to implement 1-1 work with targeted children using personalized resources. All staff received further training on the use of Emotion Coaching to reduce escalation of dysregulated behavior by the SENDCo and targeted staff have received Team Teach training. Behaviour across school was good and those children who had more complex behavior problems received ongoing support. All children were invited to after school clubs. Pupil voice was used to decide on the menu of activities on offer. Take up of sporting clubs was good but other activities did not attract attendance by disadvantaged pupils. All pupils had the opportunity to take part in enrichment activities throughout the year which included: drama workshops, trips and visits to off-site venues; participation in hands on workshops and visits from authors. All children participated in these events. Pupils voice and parent surveys indicated that pupils feel happy and safe in school. SIAMs inspection commented that: *"Prioritising the wellbeing of pupils and adults alike permeates the culture of the school. This enables all, including the most vulnerable, to flourish academically and socially."*

Comment: (November 2024)**Challenge 3: Improved reading and phonics attainment among disadvantaged pupils****Success Criteria:**

KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.

Starting Point 2021-22

Y6 D pupils	Dec 2021 Exp+	July 2022 Exp+	July 2023 Exp+	July 2024 Exp+
Reading	13/26 50%	16/25 64%	18/21 86%	21/24 88%

KS1 phonics screening outcomes in /24 /25 increase and are above 77%.

Starting Point 2021-22

Phonics	Dec 2021	Term 3 TARGET:	July 2022 Actual	July 2023 Actual	July 2024 Actual
Year 1	13/36 (36%)	23/36 (64%)	21/37 57%	31/50 62%	44/54 81%
Year 2	21/37 (57%)	33/37 (89%)	33/37 89%	34/46 74%	42/53 79%

Comment:

Reading – Targeted and specific Interventions were put in place to improve the reading skills of individual children (including the use of teacher led tuition) for disadvantaged pupils. Pupils responded well to this and made good progress from their starting point. CPD on improving the quality of the teaching of reading was delivered and monitored by the DHT each term. A new guided reading teaching sequence was introduced and reading practices, including the use of close reading and fluency reading, were consolidated for all pupils. Resources were maintained to be of a high quality. A high ratio of Teaching Assistants in KS2 enabled high quality interventions to take place to support reading including: precision teaching; reading practice, and repeated reading. Further staff CPD on best practice when supporting language development of EAL learners

was delivered with a particular focus on the acquisition and enrichment of vocabulary. DHT delivered a targeted “active reading” teaching session each week to all Y6 pupils and gap analysis was more extensively used to identify specific targets for individual pupils.

Phonics: The Little Wandle scheme is now fully embedded across EYFS and KS1 which has resulted in greater consistency in teaching and a greater match between children’s phonics knowledge and the books they are reading. The use of frequent and thorough assessment led by the phonics lead has led to attainment improving from 2023 results. New planning and resources were purchased to support the teaching of phonics. The use of the SEND planning tools has led to improved attainment for this group of pupils. In Y2 called Rapid Catch up which supported.

(November 2024)

Challenge 4: Improved writing attainment for disadvantaged pupils at the end of KS1 and KS2.

Success Criteria:

Writing outcomes in 2024/25 show that more than 69% of disadvantaged pupils in KS1 and at least 92% in KS2 met the expected standard.

Writing outcomes in 2024/25 show that more than 19% of disadvantaged pupils in KS1 and more than 8% in KS2 met the Greater Depth standard.

Starting Point 2021-22

Y6 D pupils	Dec’ 21 Exp+	July 2022 Exp+	Dec2 ‘21 GD	Dec 2022 GD	July 2023 GD	Dec 2024 GD	July 2024 GD
Writing	9/26 35%	11/25 44%	0	2/25 8%	2/21 10%	0/59 0%	10/59 13%

Comment: CPD on improving the quality of the teaching of writing was delivered by the DHT each term and writing practices, including methods for developing coherence across a piece of writing were a focus. Increased creativity and strategies for inspiring writing continued to be a focus of CPD. High quality resources were maintained. AHT as a KS2 LA moderator was able to coach and lead KS2 improvements in writing. The spelling resource purchased in 2022 is now embedded and CPD was delivered to support teachers improve this new practice. A high ratio of Teaching Assistants in KS2 enabled high quality interventions to take place to support writing including: precision teaching of spelling and handwriting practice. Further staff CPD on best practice when supporting language development of EAL learners was delivered with a particular focus on pre-teaching and use of assessment to pinpoint next steps. ECT and new to school teachers were also released to engage in peer coaching sessions with the DHT and AHT.

(November 2024)

Challenge 5: Improved maths attainment for disadvantaged pupils at the end of KS2.

Success Criteria:

KS2 maths outcomes in 2024/25 show that more than 75% disadvantaged pupils met the expected standard and that more than 23% of disadvantaged pupils in KS2 met the Greater Depth standard.

Starting Point 2021-22

Y6 D pupils	Dec’21 Exp+	July 2022 Exp+	Dec 2022 GD	July 2023 GDS	Dec 2023 GD	July 2024 GDS
Maths	10/26 38%	15/25 56%	1/25 4%	8/21 38%	3/24 13%	5/24 21%

Comment: School is part of the Math’s Hub project and the White Rose materials are embedded in school. Children benefitted from on-line tuition using third space learning as well as teacher led tuition and this led to

improved attainment. Gap analysis was effectively used to identify areas for development and personalised interventions were then delivered. Of the 4 disadvantaged children who did achieve the scaled score of 100, 1 had complex SEND and did not sit the test and 3 children had identified SEND barriers to learning which affected their ability to retain learning. New staff and Early Career Teachers received coaching sessions and observed the math's lead teach mathematics to ensure fidelity to the Math's scheme and also ensure consistency across the school. Where needed, teachers were released to access peer teaching support and observe mathematics teaching in other classes. In addition, the Math's lead led CPD on providing effective challenge in math's teaching and the Y1 teacher attended training on math's mastery.

(November 2024)

Challenge 6: To ensure school delivers a curriculum that enhances the experience and opportunities available to children, particularly the most disadvantaged, so that they acquire the essential knowledge needed to prepare them for their future success.

Success Criteria:

Internal assessment procedures and pupil voice indicate sustained achievement and acquisition of knowledge in non-core areas of the curriculum for disadvantaged pupils.

Appropriate and varied assessment procedures are in place to which indicate whether pupils have acquired the intended learning in foundation subjects

Starting Point 2021-22

Y6 (D)	Sept '21 Exp+	July 22 Exp+	July 2023	July 2024
History	45%	74%	43/46 93%	50/59 85% 20/26 77% (DAP)
Geography	54%	70%	46/46 100%	51/59 86% 20/26 77% (DAP)
Science	79%	56%	38/46 83%	50/59 85% 21/26 81% (DAP)

Comment: Curriculum development has taken place in all science, foundation and arts subjects with a focus on developing assessment practices. Children are assessed on their knowledge before, after and during each unit to ensure key knowledge and knowledge nuggets have been retained. Teachers have been supported by subject leads to ensure their subject knowledge enables them to deliver high quality lessons confidently. The teaching sequence has been adapted to include learning checkpoints linked to assessment. Children have responded well to the new teaching units and teachers are more confident teaching these subjects.

(November 2024)

Challenge 7: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils

Success Criteria:

- The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.
- The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 4% lower than their peers.

Starting Point 2021-22:

Attendance	Autumn 2021	Summer 2022	Summer 2023	Summer 2024
All Pupils	95%	94%	93.5%	94.7%
D Pupils	91.04%	92.2%	91.2%	92.48%
Not Nursery	95.6%	95.66%	95.2%	93.1%
PA	Autumn 2021	Summer 2022	Summer 2023	Summer 2024
All Pupils< 90%	61pupils 7.89%	42 pupil 13/7%	75 pupils 23%	69 pupils 17.9%
DAP < 90%	44 pupils 72.1%	27 pupils 18%	45 pupils 28%	42 pupils 25%

Comment:

The profile of attendance and punctuality remained high in school with pupils and through communications home with parents. The Children and Families officer follows up poor attendance and had regular EWO meetings. Persistent absenteeism of children is being impacted by the absences of the children in a small number of families. The C & FO worked with these families with the support of the EWO to improve attendance of this group.

(November 2024)