

# Pupil premium strategy statement – St Paul’s Cray CE Primary School

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	177
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Liz Bennett
Pupil premium lead	Liz Bennett
Governor / Trustee lead	Sian Roffe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,363.00
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£112,363.00

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention at St Paul's Cray CE Primary is that all pupils, irrespective of their background or the challenges they face learn in an environment that allows their educational, emotional, spiritual and social development to flourish, We want our pupils to make good progress and achieve across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy is also fundamental to wider school plans for 'education recovery' and targeted support for pupils whose education has been worst affected, including non disadvantaged pupils.

Quality first teaching, targeted academic support and wider strategies form our tiered approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- act early to intervene at the point need is identified
- Ensure that disadvantaged pupils make good levels of progress
- Ensure disadvantaged pupils are challenged in the work that they're set
- Understand the specific needs of all our disadvantaged pupils by carrying out detailed and accurate assessment
- Early intervention to address specific needs as part of quality first teaching, as well as in bespoke interventions and additional teaching
- Ensure good social and emotional health for all children
- Ensure equality of opportunity, as far as is possible in our role as educators, to enhance the 'cultural capital' of disadvantaged pupils

By weaving our pupil premium strategy into the very fabric of our school's values and vision, we are steadfast in our commitment to providing a supportive and inclusive learning environment where all pupils have the opportunity to thrive and reach their full potential.

## Challenges

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

Challenge number	Detail of challenge
1	The Curriculum in some areas needs to be developed as pupil premium children in particular struggle to retain knowledge and skills and therefore to make links reducing chances of good or better progress.
2	Attendance and persistent absence for pupil premium children is a barrier to learning as this leads to gaps in their knowledge and skills meaning that their understanding is fragile. Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been between 91.6% and 93.4% - lower than for non-disadvantaged pupils.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
4	Where pupil premium children have multiplicity of need, there are gaps in social skills and speech and language which need closer targeting through small steps assessment and following up through targeted intervention
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils due to a lack of enrichment opportunities due to cost of living crisis. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Assessments, observations, and discussions with pupils indicate underdeveloped literacy skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

## 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
In DT and Art pupil premium children are significantly more able to talk through the sequential approaches seen in the units	Pupil premium children across the school significantly increase their

of the wider curriculum. They are able to evidence that they know and remember more, making links between learning to aid their cognitive load and have a firmer grasp of technical vocabulary.	achievement at both expected and greater depth in Art and DT.
Attendance and persistent absence for pupil premium children will have significantly improved leading to improved outcomes and progress for pupil premium children in all year groups.	Persistent absence and attendance is better than national for all pupil premium children Pupil premium children are evidenced both through formative and summative assessment to have reduced gaps in their knowledge and therefore are more secure in their understanding.
Reduction of gaps in social skills and speech and language for pupil premium children targeted enabling access to full curriculum and reducing oracy barriers as well as cognitive overload.	Improved speech and language and social skills leading to improved mental health and wellbeing amongst the group and confidence evidenced through pupil voice and review.
There is improved support for pupil premium children both in English and Maths through adaptive teaching and better targeted and more responsive interventions.	Increased percentage of children achieving the expected standard in Reading and Maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a reduction in behaviour incidents</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

## 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: £2,750.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduce a more precise curriculum for Art and DT feeding into Early Years to ensure sequential learning, systematic <b>retrieval practices</b>, support technical vocabulary instruction and increased clarity around what we want children to know and remember. Targeting related CPD and Subject Leadership support to improve Quality First Teaching and adaptation for PP children</p> <p>Related Resources to enhance curriculum delivery.</p>	<p>Retrieval Practice:  <a href="https://researchschool.org.uk/news/effective-retrieval-practice-what-should-we-consider">https://researchschool.org.uk/news/effective-retrieval-practice-what-should-we-consider</a>  <a href="https://www.researchgate.net/publication/306271315_Benefits_from_retrieval_practice_are_greater_for_students_with_lower_working_memory_capacity">https://www.researchgate.net/publication/306271315_Benefits_from_retrieval_practice_are_greater_for_students_with_lower_working_memory_capacity</a></p> <p>Sequencing:  <a href="https://researchschool.org.uk/durrington/news/curriculum-and-sequencing">https://researchschool.org.uk/durrington/news/curriculum-and-sequencing</a></p> <p>Retrieval Practice: Kate Jones</p>	<p>1</p>

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

Budgeted cost: 59,577.41

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To employ and train staff to deliver targeted interventions for both Reading and Maths at KS1 and KS2 for pupil premium children.</p> <p>Related Resources</p>	<p>Effective Teacher Assistant Led Intervention:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Phonics:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>3</p>
<p>To train and increase hours for team members to deliver Speech and Language and social skills groups.</p>	<p>Social and Emotional Intervention Support  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=social%20skills">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=social%20skills</a></p> <p>Specific to EYFS  <a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-and-modelling-social-communication-skills&amp;utm_source=/early-years-evidence-store/communication-and-language&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=knowledge%20and%20skills">https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-and-modelling-social-communication-skills&amp;utm_source=/early-years-evidence-store/communication-and-language&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=knowledge%20and%20skills</a></p>	<p>4,5,6</p>

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

Budgeted cost: £50,035.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To increase the use of the EWO service in order to more closely target attendance and persistent absence for our pupil premium children.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a></p>	<p>2</p>
<p>To support the wellbeing of pupils through interventions such as social eyes, zones of regulation.            To use an enhanced PSHE curriculum for resilience.</p>	<ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></li> </ul>	<p>4, 5</p>
<p>To support pupils wellbeing and sense of community in the school through provision of PP uniform.</p>	<ul style="list-style-type: none"> <li>• <a href="https://www.gov.uk/government/publications/school-uniform/schooluniforms">https://www.gov.uk/government/publications/school-uniform/schooluniforms</a>  <a href="https://www.gov.uk/government/publications/cost-of-schooluniforms/cost-of-school-uniforms">https://www.gov.uk/government/publications/cost-of-schooluniforms/cost-of-school-uniforms</a></li> </ul>	<p>5</p>

**Total budgeted cost: £112,363.19**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Reading

Key stage 2 attainment of the expected standard (100+) in reading (47%) and the high standard (110+) in reading (16%) with the provisional national average for 2025 being 75%. For Pupil Premium children this stood at 47% for the expected standard and 15% at the high standard.

#### Reading



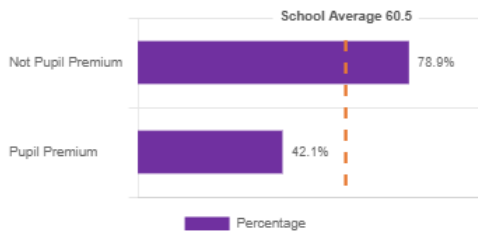
#### ▼ Reading Data Table

Group	Percentage	Pupil Count
All Pupils	47.4%	18/38
Not Pupil Premium	47.4%	9/19
Pupil Premium	47.4%	9/19

#### Writing

Key stage 2 attainment of the expected standard in writing was 61% and the high standard in writing (8%) with the provisional national average for 2025 being 72%. For Pupil Premium children this stood at 42% for the expected standard and 0% at the high standard..

## Writing



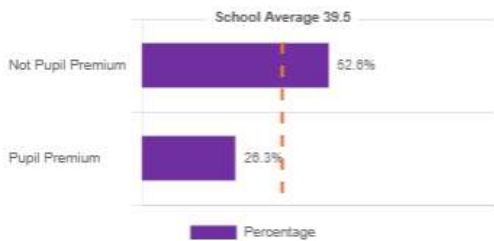
### ▼ Writing Data Table

Group	Percentage	Pupil Count
All Pupils	60.5%	23/38
Not Pupil Premium	78.9%	15/19
Pupil Premium	42.1%	8/19

## Mathematics

Key stage 2 attainment of the expected standard (100+) in maths (40%) and the high standard (110+) in maths (13%) with the provisional national average for 2025 being **74%**. For Pupil Premium children this stood at 26% for the expected standard and 0% at the high standard.

## Mathematics



### ▼ Mathematics Data Table

Group	Percentage	Pupil Count
All Pupils	39.5%	15/38
Not Pupil Premium	52.6%	10/19
Pupil Premium	26.3%	5/19

## Other Attainment measures:

In Year 1 56% of children met the threshold in Phonics which includes 38% of PP children.

In Year 2 91% of children met the threshold in Phonics by the end of the year which includes 82% of PP children (9/11)

**Wider Impact:**

Through a greater engagement in activities around mental health and well-being including the celebration of various national days children are clearer on how to keep themselves mentally healthy as referenced in PSHE and pupils voice. The vast majority of pupils have a trusted adult in school they would be happy to talk to about any issues.

Attendance has remained steady and broadly in line with national figures. Children understand the importance of good attendance and the how missed days affects learning. Parents are kept well informed. There remains a small number of children whose attendance continues to need support.

SALT continue to identify need across the school and this needs to continue to be a focus.

## 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.*

<b>Programme</b>	<b>Provider</b>
White Rose Maths	White Rose (annual cost)
Times Tables Rock Stars	TTRS (annual cost)
CLEAPS	CLEAPS (annual cost)
Jigsaw	Jigsaw (annual cost)
SONAR	Juniper (annual cost)
My Happy Mind	