



Pupil premium strategy statement –St Paul's CE VA Primary School, Chipperfield

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	26
Proportion (%) of pupil premium eligible pupils	12.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025 – 2026 2026 – 2027 2027 – 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Luke Varney
Pupil premium lead	Luke Varney
Governor / Trustee lead	Carly-Ann Heaphy / Phil Waine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,730
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£12,453
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>	£47,183

Part A: Pupil premium strategy plan

Statement of intent

At St Paul's School, our theologically Christian rooted vision and values are at the heart of everything we do. As well as underpinning the teaching and learning within the school, they also support all our children to become confident, happy and prepared for the next stages of life beyond primary school. Our school uses the Christian values of friendship, thankfulness, peace, courage, forgiveness and creativity to work together within the school and wider community, helping to deliver and live up to our school motto of 'loving to learn and learning to love'. We aim to develop 'the whole child' focusing on academic achievement and progress, social and emotional literacy and exposure to cultural experiences, thus creating a love of learning, most importantly, for all children in our care.

Common barriers to learning for disadvantaged children can be weak early literacy and communication skills, lack of confidence, less support at home, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations (for example, children who have social workers or act as carers) that prevent them from flourishing. The challenges are varied and there is no "one size fits all".

As recognised by the EEF, we acknowledge that quality first teaching is the most important lever schools can have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused and specific CPD for teachers and school staff. Our intent is to accelerate the progress of our disadvantaged and vulnerable children to make as much progress as they possibly can whilst enabling them to engage and have access to enriching and enjoyable experiences and opportunities.

Our ultimate objectives are:

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

To raise aspirations and expectations for all learners, especially disadvantaged pupils.

To enable disadvantaged pupils to fully engage with a full range of wider aspects of school life.

We aim to do this through

Understanding that each and every child can learn and achieve in different ways and that as much as possible, we will provide a personalised approach to support the

achievement and ambitions of all our pupils, including those that come from disadvantaged backgrounds. We will work to ensure that the teaching and learning opportunities meet the needs of all the pupils.

Pupil premium funding will be allocated following an individual and personalised analysis which will work to identify the barriers are disadvantaged children can face and aim to provide robust and effective solutions to help meet our ultimate objectives. Delivering high quality first teaching will be one of our main aims, making sure that our delivery and approaches are adaptive and in the moment so that all pupils have the best chance for success. Ensuring that there are clear systems and strategies in place to enable all children to attend school regularly and on time will be essential and clear communication on the importance of good attendance will be giving, allowing our parents and families to understand the correlation between good attendance and the ability to learn well. Recognising that talents and skills may go beyond the academic is necessary and we want all of our pupils to not only flourish within their learning but also within their personal development. Therefore, we will enable all of our pupils, including our most disadvantaged, to engage in wider experiences and opportunities that will also allow them to grow and learn.

Challenges

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

Challenge number	Detail of challenge
1	Attendance - The attendance levels of a proportion of our disadvantaged learners is significantly less than their peers which in turn is affecting the academic progress they make and their overall achievement. This is particularly evident within the earlier stages of some of our pupil's education (EYFS/KS1).
2	Wider Opportunities - Whilst there is a varied and rich offer of personal development within the school, including experiences, opportunities and extra-curricular provision, from our analysis it is evident that not all of our disadvantaged pupils are being enabled to access this as fully as their peers.
3	Achievement – From analysing our summative data, both statutory and internal, there remains to be a gap in the achievement of our disadvantaged learners compared to their non-disadvantaged peers. When looking at our learners, the gap is variable based on any other barriers that our disadvantaged pupils may be experiencing. Where we have disadvantaged learners who are also on our school's SEN register for cognition and learning difficulties, our ongoing focus will be on ensuring these children make good or better progress from their starting points. Where there are no overlaps of cognition and learning barriers, our focus will be on closing the attainment gap between our disadvantaged and non-disadvantaged learners.

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
To improve the attendance of identified pupils and build good attendance and punctuality habits.	<p>July 2026 - attendance for identified pupils will be no less than 90%</p> <p>July 2027 - attendance for identified pupils will be at least in line with the whole-school figure</p> <p>July 2028 - all pupil premium pupils will attend regularly and attendance is at least in line with their peers</p>
To enable our disadvantaged learners to engage with wider school responsibilities.	<p>July 2026 - all pupil premium pupils will have at least one responsibility within school.</p>
To support the achievement of our disadvantaged learners.	<p>July 2027 - Identified pupils will make strong progress from their starting points, based on measures from CAPS</p> <p>July 2027 - identified pupils will catch up to the age-related expectations</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: £23393

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the use of Adaptive Teaching through CPD following the completion of Adaptive Teaching Course	<p>The Church of England Statement of Entitlement - https://www.churchofengland.org/about/education-and-schools/vision-education</p> <p>EEF – The move from differentiation to adaptive teaching - https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</p>	3
Develop and enhance staff's knowledge and understanding around 'ordinary provisions' as a way of promoting inclusion for all within the classroom, leading	<p>EEF – Effective CPD - https://educationendowmentfoundation.org.uk/news</p>	3

to achievement for children	/eef-blog-a-balanced-approach-to-professional-development	
Carefully plan and evaluate the use of CPD within school so that it is tailored to the needs of the school and develops high quality first teaching	EFF – Mastery Learning - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	3
Develop and embed a Child Led Provision approach in the Y1 classroom that will support smoother transitions between EYFS and KS1 which in turn will allow for a more tailored approach to learning.	Visible Learning - https://visible-learning.org/ Early Excellence – Continuous Provision in Year 1 - https://earlyexcellence.com/practice-and-pedagogy/maximising-learning-in-key-stage-one/ National Assessment Data - https://www.compare-school-performance.service.gov.uk/school/117441/st-paul-s-church-of-england-voluntary-aided-primary-school%2c-chipperfield/primary	3
Develop and embed the use of Forest School's to positively impact pupil's engagement in school and overall achievement	Internal analysis of summative assessment data	3/1
Develop and Embed the use of the school's 'Mastery Must Haves' to enable children to firmly consolidate core skills in reading, writing and maths in each year group		3
Extend the school's work on our 'Mastery Must Haves' so that it includes the foundation subjects with key knowledge and skills we want children to attain		3
School' Phonics Lead to provide weekly tailored CPD on specific aspects of our SSP so that staff knowledge and pedagogy is high quality		3
Further develop the use of Pupil Progress Meetings (focusing on		3

disadvantaged learners), embedding the use of using pupil's books and mastery must have to specifically unpick barriers and next steps	
Develop the use of 'model teaching' within the school whereby colleagues are able to effectively share good practice in a safe and professional way, including the use of a research based style of CPD	3
Provide CPD for the school's new Maths Lead which will support ongoing monitoring and evaluation, leading to high quality maths teaching, learning and achievement	3
Select and embed a whole school approach to the teaching of handwriting to support pupil's transcriptional skills in order to reduce cognitive load when writing	3

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

Budgeted cost: £12,502

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the use of the 'Number Stacks' Maths intervention to support targeted children's mathematical fluency and calculation	EEF – Teaching and Learning Toolkit - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3
Embed the use of the 'Reading Revival'	EEF Research on Mentoring - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3

intervention to support targeted children's reading fluency and automaticity	ucation-evidence/teaching-learning-toolkit/mentoring	
Deliver weekly phonics keep up sessions for children in YR/Y1 to support with consolidation and retention of learned sounds		3
Introduce the use of weekly mentoring from qualified HLTA to support children with SEMH needs / barriers to learning		3
Use of Pupil Support Worker to provide targeted support and mentoring for individual children identified within school		3

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

Budgeted cost: £11288

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school attendance scheme / incentive - OTIS	Working Together To Improve School Attendance - https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1/3
Appoint Pupil Attendance Ambassadors	The Link Between Attendance and Attainment - https://www.gov.uk/government/publications/link-between-attendance-and-attainment	1/3
Parent and Carer workshops on early attendance habits	The Church of England Statement of Entitlement - https://www.churchofengland.org/about/education-and-schools/vision-education	1/3
Develop the role of class teachers in promoting strong attendance	EEF – Supporting School Attendance - https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	1/3
Further enhance the support from the school's		1/3

linked Attendance Improvement Officer to provide workshops for parents	Visible Learning - https://visible-learning.org/ Internal school analysis and evaluation of attendance	
Introduce and embed the use of attendance improvement plans where attendance falls below 90%		1/3
Within the EYFS curriculum, specifically within PSED, look to further teach and communicate to children and parents around the impact of good attendance on learning		1/3
Dedicated weekly / half termly leadership time for appointed Attendance Lead to monitor and evaluate attendance and provisions in school		1/3
Provide opportunities and support for children to apply for / engage with the school's leadership roles, developing key life skills linked to the school's drivers	EEF Research on Mentoring - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Internal analysis and soft data of clubs uptake Internal analysis and soft data of pupil leadership roles and distribution	2
Ensure all disadvantaged learners are engaging with at least one leadership role within the school		2

Introduce the use of weekly mentoring from qualified HLTA to support children with SEMH needs / barriers to learning	1/2/3
Use of Pupil Support Worker to provide targeted support and mentoring for individual children identified within school	1/3
Support children's engagement in enrichment and experiences as part of the school's personal development	1/2/3
Provide opportunities for children to engage in extra-curricular learning and activities such as after school clubs and music tuition	1/2/3

Total budgeted cost: £47183

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.