

Inspiring Learning, Nurturing Wholeness

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Paul's C of E Primary School, Dorking
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	31 in total (13%)
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	Mr Gary Papworth, Headteacher
Pupil premium lead	Daniel Hill, Assistant Headteacher
Governor / Trustee lead	Jane Treharne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,995
Total budget for this academic year	£49,995

Part A: Pupil premium strategy plan

Statement of intent

Intent

Drawing on research by the Education Endowment Foundation* and schools that have shown outstanding achievement with pupil premium children**, our pupil premium strategy must be centred around high quality teaching (previously known as Quality First Teaching or QFT). <https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching>

Research by the EEF confirms that '*good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.*'

Investment in staff and training

One of the key principles cited by a recognised leading school in the use of its Pupil Premium Spend (Sandown Primary in Hastings) is using PP monies to ensure '*the recruitment, retention and development of expert staff in all roles, not just those in the classroom*'. This is something that we value equally at St. Paul's. We believe investment in professional development will lead to better outcomes for pupils and simultaneously allow us to retain our teachers.

Rigorous analysis of data and use of interventions

As the EEF states, 'data is valuable when it supports decision-making'. We will continue to rigorously analyse data in order to identify children who have fallen behind, paying particular attention to vulnerable groupings.

Using formative and summative assessments, pupil progress meetings (termly) are informed by data led insights, with teachers and senior leaders working together to identify the most appropriate strategy to support children who at risk of underachieving.

Recognising the importance of Reading as a driver to progress across all subjects, we will prioritise the teaching of phonics and early reading, investing in training for Little Wandle and our Early Reading Lead as well as resources that support our use of the Accelerated Reader programme**. (*An Internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even*

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greater, with their reading age improving by five additional months in the same amount of time).

*Taken from The Education Endowment Foundation Guide To Pupil Premium

†Maximising the Effect of Pupil Premium, A Guide for East Sussex Primary Schools

†† Taken from Education Endowment Foundation, Teaching and Learning Toolkit

**Taken from Durham University News <https://www.dur.ac.uk/news/newsitem/?itemno=23715>

Challenges

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

Challenge number	Detail of challenge
1	Data, assessments and observations show that some disadvantaged pupils will need additional support with phonics and early reading to ensure that their phonics attainment remains at age-related expectations.
2	Data, assessments, observations, and discussions with pupils indicate underdeveloped Writing skills among disadvantaged pupils in most year groups.
3	Internal and external (where available) assessments indicate that Maths attainment among some disadvantaged pupils is below that of non-disadvantaged pupils in some year groups.
4	Our observations indicate that the education and wellbeing of some of our disadvantaged pupils has been impacted by challenging backgrounds and turbulent home lives.
5	Our attendance data from last year indicates that attendance among disadvantaged pupils has been between 3.38% lower than for non-disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2026-27)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria (HOW THESE WILL BE MEASURED)
Improved phonics and reading attainment among disadvantaged pupils.	<p>KS1 phonics data shows that all of our disadvantaged children meet the expected standard.</p> <p>KS2 reading outcomes in 2026-27 show that more than 75%* of disadvantaged pupils meet the expected standard.</p> <p>(*<i>This is above national data for all pupils – disadvantaged and non-disadvantaged - in 2023 – 24 at 73%</i>)</p>
Improved Writing attainment for disadvantaged pupils at the end of KS2.	<p>Internal and external assessments indicate that Writing attainment among disadvantaged pupils is often lower than that of non-disadvantaged pupils.</p> <p>KS1 and KS2 Writing outcomes in 2026-27 show that more than 70% of disadvantaged pupils meet the expected standard.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS1 and KS2 maths outcomes in 2026-27 show that more than 70% of disadvantaged pupils meet the expected standard.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2026-27 demonstrated by:</p> <ul style="list-style-type: none"> • All disadvantaged families are able to fully participate in enrichment activities. • Prioritisation of pupil well-being through Cooking Club (x1 afternoon per week), Talk Time, Garden Space & Quiet Area. • Ongoing proactive support for families with challenging circumstances via our Home School Link Worker and ELSA, leading to better outcomes for children.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026-27 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2.5%.

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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: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Based on challenge 1 - READING</i></p> <p>Upskilling of Early Reading Lead (new to role); focus on raising internal reading attainment data, with an emphasis on disadvantaged boys; invest in more hi-low books for lower-attaining readers; use Accelerated Reader to incentivise quizzing; promote the role of male role models / authors as way of encouraging reading.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	1
<p><i>Based on challenge 2 - WRITING</i></p> <p>To improve attainment in Writing by improving transcription skills (handwriting and spelling) – as highlighted in the Writing Framework; more effective use of trust Writing Moderation grids to identify and close gaps in learning; English lead to support in leading staff training and adapting planning to address gaps; staff training used for teachers to analyse data, spot</p>	<p>Importance of developing transcription skills to develop fluency in Writing:</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</u></p> <p>Improving Literacy in KS2 – recommendation 5 focuses on fluency in transcription:</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</u></p>	2

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<p>trends and adapt planning and teaching.</p>		
<p>Based on challenge 3 - MATHS</p> <p>To embed the Maths Mastery approach so that all learners make good progress; aim for at least 70% of disadvantaged children to achieve 100% in the MTC</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>-Maths Mastery</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/mathematics-mastery-primary</p> <p>https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths</p>	3
<p>Purchase of standardised diagnostic assessments.</p>	<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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3
<p>Using data to carefully define next steps.</p>	<p>Using careful and rigorous data analysis as a starting point, we will identify children who are not making good progress; we will use staff meetings to allow collaboration within year groups to identify successful in-class strategies that can be used to help these children. These will then be discussed and refined at pupil progress meetings. (Cost includes ongoing use of Pupil Asset).</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3

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

Budgeted cost: 18,256

Activity	Evidence that supports this approach	Challenge number(s) addressed
Keep up phonics sessions targeted at disadvantaged pupils who require further phonics support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics (driven by accurate and timely assessment of needs) Phonics Toolkit Strand Education Endowment Foundation EEF	1
Provision of speech and language programme for children in year R and year 1	For disadvantaged children to receive speech and language interventions: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1
Dedicated teaching assistant to address gaps in understanding by reviewing what children have been learning in Maths each week.	TA led interventions for children who are behind in Math. <i>Low cost, high evidence based intervention according to EEF:</i> https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber	3

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

Budgeted cost: 9,713

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritise pupil well-being, allocating PP monies to fund Home School Link Worker as well as the use of a trained ELSA.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>https://oxfordimpact.oup.com/wp-content/uploads/2023/03/Student-wellbeing-An-analysis-of-the-evidence.pdf</p>	4, 5
Prioritise pupil well being via Cooking Club, Talk Time, Quiet Space and Garden Space	https://oxfordimpact.oup.com/wp-content/uploads/2023/03/Student-wellbeing-An-analysis-of-the-evidence.pdf	4
Ensuring full participation of disadvantaged children in the St. Paul's Pledge enrichment activities	https://d2tic4wvo1iusb.cloudfront.net/documents/news/Arts_Education_Review.pdf	4

Total budgeted cost: £49,969

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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 2024-25 academic year. (See *next page*)

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Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils continue to reflect positive developments across the school, with particularly strong performance at Key Stage 2 and steady progress from starting points in Key Stage 1. At KS2, outcomes for pupil premium children were better than National outcomes for *all* children (disadvantaged *and* non-disadvantaged) demonstrating the impact of the targeted support and high-quality teaching put in place. Our KS1 disadvantaged children did less well than other children – this highlights the importance of us continuing to build strong foundations in phonics, reading fluency and foundational skills in Writing and Maths.

Reading

In reading at the end of KS2 there remains an attainment gap between disadvantaged and non-disadvantaged pupils with 81% meeting the standard. Though this represents a fall of 10% from last year's data where 91% of our disadvantaged children achieved ARE, the % of disadvantaged children achieving the expected standard at St. Paul's is higher than National where 75% of *all* pupils met the expected standard.

The strong academic performance in Reading has come as a result of our sustained efforts in developing a reading culture that has helped children to develop a love of reading. In **Key Stage 1**, disadvantaged pupils made positive progress from their individual starting points. **67% of disadvantaged pupils (3 pupils in total)** achieved the **expected standard in reading**, compared to **81% of all pupils**. Although there remains a gap, it is important to note that each of these pupils made good progress from their starting points as a result of a highly structured phonics programme, 1:1 reading and small-group support.

In the **Year 1 Phonics Screening Check**, **50% of our four disadvantaged pupils** achieved the expected standard, compared to **75% of all pupils**. As a result, this remains an area for continued development; all pupils who did not meet the standard are prioritised so that they receive continued support to secure their early reading skills.

Writing

At **Key Stage 2**, **100% of disadvantaged pupils** met the **expected standard in writing**, demonstrating significant progress from the previous year's attainment of our Pupil Premium children where 67% attained ARE. Pupils benefited from a range of exciting writing topics and genres, with explicit teaching of sentence structure, grammar and vocabulary. High quality teaching was key to this improvement.

In **Key Stage 1**, disadvantaged pupils made steady progress from their starting points, although outcomes remained below those of their peers, with 33% of children (1 out of 3) attaining ARE. Continued emphasis on securing the basics of spelling, punctuation and handwriting will remain a high focus area.

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Mathematics

At **Key Stage 2**, **100% of disadvantaged pupils** achieved the **expected standard in mathematics**, outperforming the **national figure of 74% for all pupils**. This is a significant improvement on last year's result where 67% of our pupil premium children met the expected standard. This outcome reflects the school's strong emphasis on number fluency, problem-solving and reasoning and comes as a result of the Maths Lead completing a course in Maths Mastery and using this to lead staff training.

At **Key Stage 1**, **67% of disadvantaged pupils** met the **expected standard in mathematics**, compared to **84% of all pupils**. Although a gap remains, pupils made good individual progress, particularly in number fluency and place value. Targeted interventions and teacher training, with the Maths Lead sharing key learnings from the Mastery Course he took part in, helped contribute to positive attainment in Maths.

Pastoral Impact

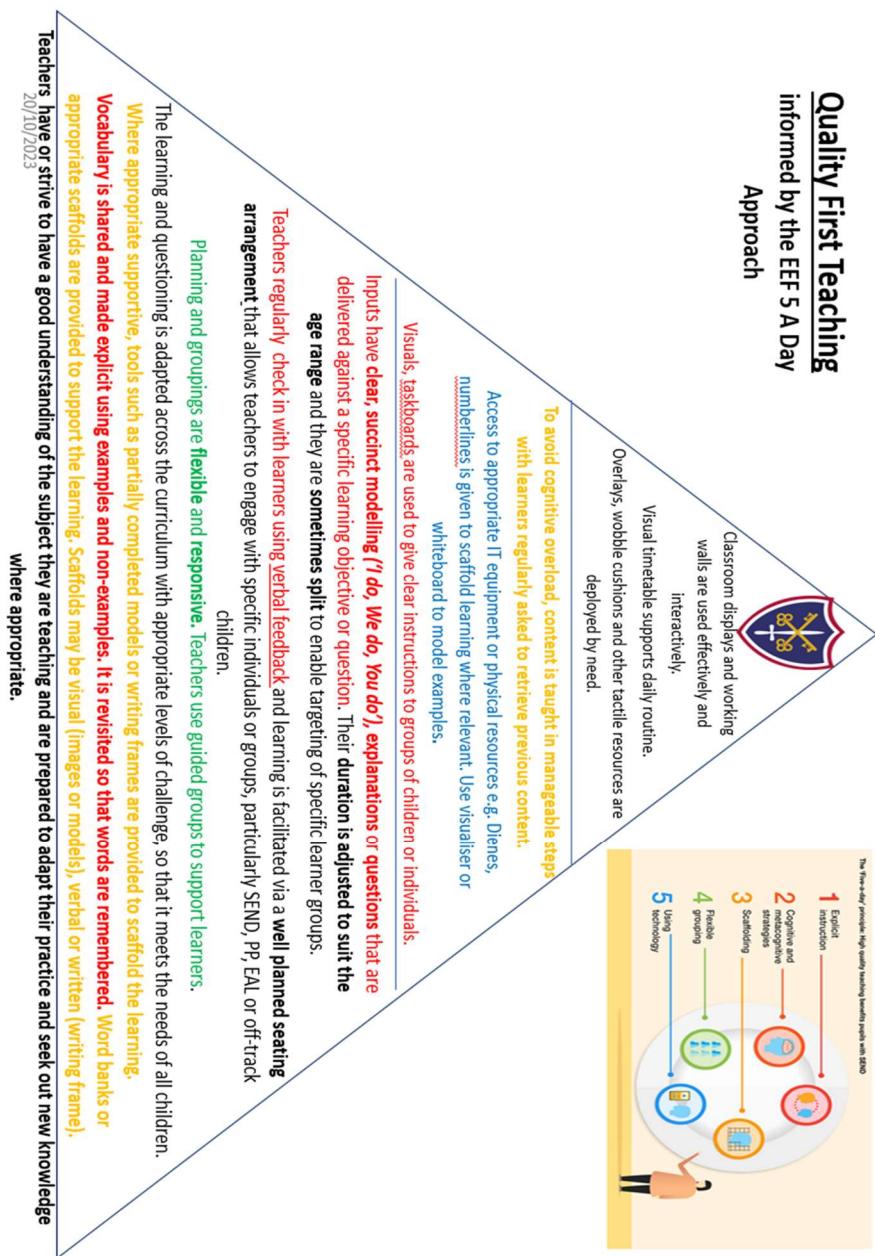
Our pastoral support has had a significant impact on the wellbeing of disadvantaged pupils. **Talk Time** has provided a safe space for pupils to share concerns and celebrate successes. Other alternative lunchtime provisions (**Quiet Space** and **Garden Space**) offer calm lunchtime alternatives to conventional playground activities. Over 20% of the children who use Garden Space and Quiet Space were disadvantaged. Pupil Premium funding also supported our **ELSA**, who worked with **37 children**, of whom 20% were **disadvantaged**, helping to build emotional understanding and resilience. In addition, our **Home–School Link Worker** supported **15 families**, **73% of whom were disadvantaged**, strengthening relationships and improving engagement. These combined approaches have ensured that disadvantaged pupils receive timely emotional and social support, helping them to feel secure, valued, and ready to learn.

Next Steps for the Coming Year

- Sustain high outcomes at KS2 across all subjects through continued focus on quality-first teaching and early identification of gaps.
- Strengthen early reading, reading and phonics provision in EYFS and KS1 to ensure rapid progress for disadvantaged pupils.
- Continue to raise attainment in KS1 reading, writing, and mathematics through precise, evidence-based interventions.
- Maintain improved attendance and reduce persistent absence through early support and family partnership work.

Further information (optional)

Below is our QFT triangle that we have developed to underpin our teaching. (See intent statement).



20/10/2023

Teachers have or strive to have a good understanding of the subject they are teaching and are prepared to adapt their practice and seek out new knowledge where appropriate.

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This is the St. Paul's Pledge – our commitment to ensure that all children, but particularly disadvantaged children – have access to a wide range of enrichment activities:

Here is a list of enrichment opportunities that we would like every child to have if they are with us from Reception to Year 6

Opportunity	Year Group	Location
Visit a National Museum	Yr 1	Brooklands Museum
Visit a cathedral	Yr 6	Guildford Cathedral
Sing songs around a campfire	Yr 5	Residential trip
Visit a beach	Yr 2	Littlehampton
Visit a farm	Yr R	Bocketts Farm
Sing at a music arena	Yr 5	O2 - Young voices
Take part in a democratic process	Every year group	Voting for school council
Go on a train	Year 5	Getting to the O2
Spend several nights away from home	Year 5	Yr 5 residential
Do pond dipping	Year 2	Nower Wood
Visit a library	Reception	Trip to Dorking Library
Take part in a production	Year 2, 4 and 6	Yr 2 nativity, Year 4 Christmas service, Year 6 production
Go on a local walk	Year 3	Year 3 Dorking local study unit
Plant a seed and watch it grow	Year 1 and 2	Part of their science learning
Have an opportunity to dress up	Years R - 6	World book day, Greek, Roman, Victorian, workshops
Have their art work displayed in public	Every year group	Every 3 years have an art exhibition in school
Support and understand the role of a charity	Every year group	Kids for kids, Dorking food bank
Learn to sew on a button	Year 4 and year 6	DT units in Yr 4 (puppets) and Yr 6 (Christmas decorations)
Prepare and eat a meal		
Set a table	Year R	
Be taught by a professional sports coach	Every year group	Yearly opportunity (skateboard workshop, dance workshop etc)
Manage a budget	Year 6	Market Place
Learn to swim	Year 3 and Year 4	Lessons as part of curriculum provision
Learn how to play an instrument	Year 3	Tune up programme – Brass and throughout the school – glockenspiel
Organise a tea for parents and carers		
Make a leaf rubbing	Reception	
Enter a writing competition	Bi annually in KS 2	Dorking library competition
Interview someone	Year 2	Seaside holidays – interview grandparents
Enjoy a book	All year groups	World book day/ book week/reading spine
Make connections with the older generation and vulnerable groups		Garth house (Choir)
Take part in a club	All year groups	In and out of school
Be involved in a community-based project		
Learn a mindfulness technique	All year groups	Through Jigsaw PSHE curriculum