

St Paul's

Pupil Premium Three-Year

Strategy Statement

2024-2027



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 Catholic Primary School
Number of pupils in school	295
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Zoe Killick
Pupil premium lead	Zoe Killick
Governor	Mary Maguire

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,620
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£168,620

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium strategy is rooted in our whole-school ethos. At St Paul's, we have high ambition of achievement for all pupils, irrespective of their backgrounds, as a priority. We aim to use evidence-based approaches to target the needs of our disadvantaged and non-disadvantaged pupils. We know that if we provide high quality teaching, all groups of pupils including those that are disadvantaged will be successful. Our key priority at St Paul's is to ensure effective teaching is consistent in the drive to improve our outcomes. Our aim is to use our funding, following a three tier approach to firstly ensuring high quality teaching is consistently delivered, secondly to target academic support through small group and additional interventions and lastly by making use of wider strategies to support our pupils including attendance, behaviour and social and emotional support.

Our ultimate objective is to ensure all pupils achieve at least expected progress in line with national standards at St Paul's Primary School. We want to close the gap between our disadvantaged and non-disadvantaged pupils and ensure all of our pupils are happy, healthy and thriving learners. Our current pupil premium plan focuses on the areas of need identified by many of our disadvantaged learners: poor vocabulary skills due to entering school with communication and language delays, lower attendance rates, reduced parental support and engagement at home, limited life experiences and mental wellbeing concerns as a result of COVID-19.

Our key principle for this strategy plan is to ensure a whole-school approach at improving teaching, including enabling subject leaders to have whole school influence. We will then use additional targeted academic support to ensure our pupils 'keep up' not 'catch up'.

Challenges

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

Challenge number	Detail of challenge
1	Low entry in Reading, writing and mathematics
2	Poor oral language skills and limited vocabulary
3	Limited parental engagement in school and learning resulting in reduced homework, reduced ambition, lack of readiness to learn
4	Lower attendance rates for pupils eligible for pupil premium. Our persistent absentees are from disadvantaged backgrounds and their lateness has a detrimental effect on their learning.
5	Lacking cultural capital and low aspirations. Financial hardship makes enrichment opportunities to develop cultural capital unaffordable
6	Personal and social disadvantage. A significant number of PP families need support in establishing effective routines and learning behaviours.

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
Low entry in Reading, writing and mathematics	<ul style="list-style-type: none"> • High quality and consistent teaching leads to effective learning. • The lowest 20% of pupils to make accelerated progress through targeted support and intervention. After careful PiXL analysis, teachers will be able to use the therapies and interventions to ensure accelerated progress. • Through careful tracking and personalised provision, individual needs of PP pupils are met by class teachers (at all levels including GDS). • The vast majority of pupils in KS1 will be able to read widely and fluently as a result of reading being a key priority (RWI in KS1 and destination reader in KS2). • High quality and consistent teaching of RWI ensures that all children have access to strategies to read and write at their level. • Use of Destination Reader in KS2 leads to a love of reading. Children have the stamina to read widely and confidently. • Early identification of vulnerable pupils is made through pupil progress meetings. Pupils are closely tracked and this leads to fluid groupings.

	<ul style="list-style-type: none"> • Children are challenged and supported through the delivery of a mastery curriculum. • High quality coaching by our lead practitioners and expert staff members ensures consistent delivery of the core concepts. • Transition from EYFS to year 1 is adapted for 2024-2025 cohort ensuring more time is spent on EYFS framework
<p>Poor oral language skills and limited vocabulary</p>	<ul style="list-style-type: none"> • Implementation of RWI in our nursery from spring term leads to pupils developing early reading skills and making a good start in Reception. • Targeted S&L intervention ensures children have the right support to develop the vocabulary needed for good oracy. • Language rich environments enable children to increase their range of vocabulary. • Increased opportunities for children to develop their oracy skills through nursery rhymes and story-telling. • Additional trained S&L staff ensure pupils can access support required. • Resources and additional reading books purchased ensures children's reading is carefully matched to their ability, increasing confidence and resilience. • Planning adapted to meet the individual needs of pupils ensures personalised provision and accelerating progress.
<p>Limited parental engagement in school and learning resulting in reduced homework, reduced ambition, lack of readiness to learn</p>	<ul style="list-style-type: none"> • The school newsletter, our website, MyEd, Seesaw and social media are used to communicate regularly with parents so that parents are kept up to date and informed. • Transition evenings for all year groups provide an opportunity for parents to meet staff and build positive relationships. • Termly parents' evenings are used to communicate effectively enabling a strong rapport between parents, teachers and children. This is through face to face meetings, telephone calls or online. • Book buddy scheme in EYFS and KS1 enable opportunities for parents to read with their children and share book preferences, together they form a love of reading. • Greater family learning opportunities for all year groups strengthen our parental engagement and support their own academic learning. • MyEd App continued across the school enables school to continue remotely in the result of class or school closure.

<p>Lower attendance rates for pupils eligible for pupil premium. Our persistent absentees are from disadvantaged backgrounds and their lateness has a detrimental effect on their learning.</p>	<ul style="list-style-type: none"> ● Attendance of disadvantaged pupils is at least in line with National ● Persistent absentees is significantly reduced ● Children arrive on time so that they are ready to learn
<p>Lacking cultural capital and low aspirations. Financial hardship makes enrichment opportunities to develop cultural capital unaffordable</p>	<ul style="list-style-type: none"> ● A broad range of opportunities through our curriculum e.g. Music specialist, Art Specialist and Spanish specialist improves our pupils' cultural capital. ● The children's understanding of the world is widened by extra-curricular opportunities, e.g. Music concerts, Art Gallery visit, Theatre visits, Lego workshops, 11 before 11, after-school clubs etc. ● PP children to attend at least 1 residential in their time at St Paul's.
<p>Personal and social disadvantage. A significant number of PP families need support in establishing effective routines and learning behaviours.</p>	<ul style="list-style-type: none"> ● Families proactively seek support ● Relational practice shared with families so that the language is consistent at home and school ● Teachers proactively refer families for internal support ● Family support worker to work closely to support families needing support

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £41,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD to ensure effective teaching</i></p>	<p><i>'Supporting high quality teaching is pivotal in improving children's outcomes.'</i> (EEF July 2024)</p> <p>Pupils' learning needs should directly influence what teachers need to teach. Detailed analysis of pupil data that leads to the identification of potential areas for further development in teachers' knowledge, skills and understanding drives many examples of effective professional development. By identifying the needs of our disadvantaged pupils, we can ensure our teachers are equipped with the skills needed to close gaps within their own understanding.</p>	<p>1</p> <p>£35,000</p> <p>£5,000 (internal and external)</p>
<p><i>White Rose Maths</i></p>	<p>White Rose Maths (2021) resources and framework ensure a mastery, whole class approach, "Everyone Can Do Maths: Everyone Can!" — a slogan that we wholeheartedly agree with!</p> <p>It enables Maths mastery and changes attitudes towards this subject, encouraging a growth mindset in both teachers and learners.</p> <p>Adopting a White Rose Maths approach to teaching means making sure all children have the same opportunities to learn and the support they need to fully grasp concepts. We need teachers to ensure children 'keep up' in Maths and not fall behind, so gaps can be diminished. White Rose planning also supports our teachers' pedagogy and the video tutorials ensure excellent subject knowledge for all.</p>	<p>1</p> <p>£120 subscription</p> <p>£1000 training (Maths meetings)</p>

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

Budgeted cost: £49,506

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Intervention support teacher</i>	<p>Intervention support ‘.....Can also be used as a more general strategy to ensure effective progress.’ (EEF July 2024)</p> <p>Intervention support teacher will help coach interventions below.</p> <p>Internal and external data previously has shows the impact of intervention in progress and academic results</p>	<p>1,2</p> <p>£30,164</p>
<i>RWI</i>	<p>RWI is accredited by the DFE and funded by the EEF. Read Write Inc. Phonics teaches young children to read and write, through a structured and systematic approach to teaching literacy. It is used by more than a quarter of the UK's primary schools. We know our pupils eligible for pupil premium begin school with fewer words, poorer phonic awareness and communication skills so we needed a high-quality intervention that is regularly assessed to ensure accelerated progress.</p> <p>The Rose Review (2006) states teaching synthetic systematic phonics is the most effective method to teach children to read. Research from Royal Holloway University, London (2017), ‘shows that learning to read by sounding out words has a dramatic impact on the accuracy of reading aloud and comprehension.’</p>	<p>1,2</p> <p>£5000</p>
<i>S&L</i>	<p>The EEF research (2020) shows that overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately</p>	<p>2,6</p> <p>£14,342</p>

	<p>five months' additional progress over the course of a year.</p> <p>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £71,149

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support worker	<p>The DFE 2021 highlight the importance of having a designated pupil attendance champion with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan. This will ensure all learners are closely monitored and any persistent attendees are given proactive support before prolonged absence occurs.</p> <p>Good attendance is linked to good achievement and can improve outcomes for disadvantaged children (EEF)</p>	<p>4</p> <p>£14,149</p> <p>£500</p>
Family Support Worker		<p>3,4,6</p> <p>£10,000</p>
Breakfast club	<p>The DFE's 2021 evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved greater readiness to learn, have a calmer start to the school day, increased concentration, and improved wellbeing and behaviour. We aim that this will also support our parents in ensuring their pupils attend school on time and improve their attendance.</p>	<p>3,4,6</p> <p>£3,000</p>
Enrichment opportunities	EEF, report from the House of Commons Education reports on a	5.6

including 11 before 11 events	recent enquiry into the outcome of disadvantaged white pupils and numerous other reports all suggest the privilege of the middle class impacts their learning. Cultural Capital Guide 2019. Children become enriched by their experiences and are excited talk about them, improving their vocabulary skills.	£3,500
Elsa support and Nurture	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective ELSA support can lead to learning gains of +4 months over the course of a year. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.	2,3,4,5,6 £35,000 including Nurture and Elsa leaders
Relational Practice	School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning (EEF)	3,6 £5000

Total budgeted cost: £

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 2023 to 2024 academic year.

The last academic year, we have seen a positive impact of the below targets:

- The vast majority of pupils in KS1 will be able to read widely and fluently as a result of reading being a key priority (RWI in KS1 and launch of destination reader in KS2).

Reading and phonics data shows a strength across the school:

EY Phonics 75% reached expected RWI standard

90% (70% PP) Year 1 passed the Phonics Screening Check

74% (69% PP) Year 2 achieved age related expectations at the end of KS1 in reading.

75% (79% PP) Year 6 achieved age-related expectations at the end of KS2 in reading.

Consistent teaching of RWI ensures that all children have access to strategies to read and write at their level.

“You and your team have worked very hard to develop a consistent approach to your phonics provision, ensuring that every child receives the support they need. Well done!” Phonics Specialist Visit from Springhill, Spring 2023

- Early identification of vulnerable pupils is made through pupil progress meetings. Pupils are closely tracked and this leads to fluid groupings.
- Successful launch of RWI in our nursery from summer term leads to pupils developing early reading skills and making a good start in Reception.
- Targeted S&L intervention ensures children have the right support to develop the vocabulary needed for good oracy.

See Appendix A

- Additional trained S&L staff ensure pupils can access support required.
A new team began in September 2023 consisting of two TAs who were supported in the training of EKLAN accredited course for S&L. One member of staff left mid-year through the academic year but one remains and is consistent with her afternoons as protected time to support identified children.
- Resources and additional reading books purchased ensures children’s reading is carefully matched to their ability, increasing confidence and resilience.
Latest order included £8000 of RWI resources to ensure all pupils able to take home multiple copies of books.
- Attendance and lateness protocol launched have been consistently followed by all stakeholders especially with the support from the LA, Attendance officers and the Attendance champion.
- Persistent absentees are reduced by careful tracking and monitoring of the attendance officer.

- Whole school initiatives help improve children's attendance so we are in line with national standards (competitions in whole school assemblies, certificates for improved attendance, class displays sharing attendance % and the winning classes getting extra rewards).
- Free breakfast club for the most vulnerable children improves attendance and lateness of these pupils.
- A broad range of opportunities through our curriculum e.g. Music specialist, Art Specialist and Spanish specialist improves our pupils' cultural capital.
- The children's understanding of the world is widened by extra-curricular opportunities, e.g. Music concerts, Aspex Gallery visit, Theatre visits, Lego workshops, 11 before 11, after-school clubs etc. [See Appendix B](#)

We now need to work further on:

- Personal and social disadvantage. A significant number of PP families need support in establishing effective routines and learning behaviours.
- Limited parental engagement in school and learning resulting in reduced homework, reduced ambition, lack of readiness to learn
- Low entry in Reading, writing and mathematics

Impact Evidence End of Academic Year 2024

Appendix A

SPEECH AND LANGUAGE THERAPY – IMPACT STATEMENT – ST PAUL’S CATHOLIC PRIMARY SCHOOL - 25 JULY 2024

This impact statement has been provided in response to a request by Mrs Zoe Killick, Headteacher.

Provision

Speech and Language Therapy input (Springboard Speech and Language) to St Paul’s Catholic Primary School started in September 2016. One afternoon a week of input is provided, currently on Tuesdays. This statement is based on input since September 2023 - a total of 40 half-day sessions (equivalent to 20 days) for the academic year 2023-2024.

Provision includes:

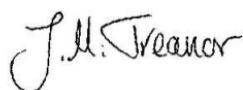
- Assessment of children referred. Results of these assessments and needs of the children are discussed with staff, and parents/carers where possible. Parents/carers receive written feedback.
- Ongoing therapy for children with the highest need of specialist input. Children who need targeted provision are provided with a programme of work, which is carried out by a teaching assistant.
- Regular reviews of the children whose progress needs to be monitored.
- Meetings with Mrs Sarah Hounsell, Inclusion Leader. Targets are discussed/updated and reviewed at these meetings.
- Meetings with the teaching assistants with responsibility for providing the targeted input. Targets are discussed and updated at these meetings.

Impact Statement

The impact details for each of the children on the list are provided in the attached table. Comments from some of the parents are included below the table.

Summary

In summary, there is evidence from assessments of impact/progress being made by the children. There is also some positive feedback from teachers and parents/carers.



Julie Treanor
Speech and Language Therapist
BA(Hons), MCSLT, HCPC reg.

Date: 25 July 2024

Copies to:

Mrs Z Killick, Headteacher, St Paul’s Catholic Primary School
Mrs S Hounsell, Inclusion Leader, St Paul’s Catholic Primary School



SPEECH AND LANGUAGE THERAPY - IMPACT STATEMENT – St PAUL'S PRIMARY SCHOOL – JULY 2024 - DETAILS

Pupil	Language for Thinking		Action Picture Test		ACE/TALC/DLS Comprehension Assessment		BPVS/RWFVS/vocabulary skills	Speech Sound Assessment	Remarks
	Language Points	Level Change	Information Score	Grammar Score	Sentence Comprehension	Inferential Comprehension			
Child 1									New referral. Assessment complete. Will need input in September 24
Child 2									New referral. Assessment complete. Will need input in September 24
Child 3		Progressed further up level 4							Teacher has noticed progress
Child 4		Progressed further up level 3							Parents pleased with progress
Child 5		Progressed from level 3 to level 4							Teacher has noticed progress
Child 6		Progressed from level 3 to level 4					Vocabulary was 1 year delayed. Now within average range		Parent pleased with progress
Child 7								Significant progress	Parent happy with support her child is receiving

Pupil	Language for Thinking		Action Picture Test		ACE/TALC/DLS Comprehension Assessment		BPVS/RWFVS/vocabulary skills	Speech Sound Assessment	Remarks
	Language Points	Level Change	Information Score	Grammar Score	Sentence Comprehension	Inferential Comprehension			
Child 8		Progressed from level 2 to level 4			Standard score has progressed from 5 to 6				
Child 9							1 year and 8 months progress in 10 months		TA notes progress with using language in lessons.
Child 10					Progress from standard score of 4 to standard score of 8		No significant progress		
Child 11							No significant progress		
Child 12					Standard score has progressed from 4 to 6		No significant progress		Child more confident in using her communication and in using coping strategies for when she doesn't understand
Child 13					Standard score has progressed from 5 to 11		Vocabulary now within average range		In addition, has been attending a social communication skills group run by an TA. Progress noted.

Pupil	Language for Thinking		Action Picture Test		ACE/TALC/DLS Comprehension Assessment		BPVS/RWFVS/vocabulary skills	Speech Sound Assessment	Remarks
	Language Points	Level Change	Information Score	Grammar Score	Sentence Comprehension	Inferential Comprehension			
Child 14		Progressed from level 3 to passing level 4			Standard score now 11		Now within average range (was 2 years delayed)		Parent and teacher happy with progress. Language skills now within average range and child discharged.
Child 15					Standard score has progressed from 6 to 8				Teacher and parent very pleased with progress. Child more confident, and using coping strategies when needed.
Child 16					Now within average range		Now within average range		Communication skills now satisfactory. Child discharged.

Legend

Not applicable	
No data available	
Assessed – Progress made	
Assessed – No Change	
Pupil Premium	

Some of the comments received by the parents:

“Thank you so much for all your support and help – she has made good progress” (parent of child in Year 2)

“Thank you for taking an interest in my child, means a lot to me” (parent of Year 6 child)

“We are pleased with his progress – thank you!” (parents of child in Year 1)

Formal and Informal Assessments Used

Assessment	Overview
Language for Thinking (Informal assessment and associated language programme)	A structured programme to work on language skills with young children (Parsons and Branagan). It is based on Blanks’ levels of questioning. At the beginning of the programme, a child is assessed, and allocated a language score (points are given for different skills demonstrated). Based on this score, the child is allocated a language level, A, B, or C (level C being the most advanced). The assessment can be redone at suitable intervals to measure progress.
Action Picture Test (Renfrew)	A standardised test of expressive language, which gives a score for both the grammar and information used.
Test of Abstract Language Comprehension (TALC)	An assessment using pictures and questions to determine the level of competence for verbal comprehension.
ACE	Assessment of Comprehension and Expression (Adams et al). A standardised assessment with different subtests to assess different aspects of verbal comprehension and expressive language. The number provided represents the positive change in Standard score achieved.
DLS	The Derbyshire Language Scheme is based around the concept of ‘information carrying words’, the number of words that must be understood in order to carry out an instruction. The scheme uses specific test situations to determine a pupil’s level of comprehension, to determine at what level their comprehension is reliable – how many information words they can consistently understand in a sentence or instruction.
RWFVS	Renfrew Word Finding Vocabulary Scales. A standardised assessment of expressive vocabulary, where the child is required to name some pictures.
BPVS	British Picture Vocabulary Scales. A standardised assessment of vocabulary comprehension.
Speech Sound Assessment	The STAP (South Tyneside Assessment of Phonology) is used to assess speech sounds.

Formal assessments are only carried out when deemed to be clinically relevant. There are also set test/re-test intervals which are adhered to.

September

Extra Curricular Training	
1	First day of Term Inset day
2	Inset
5	Yr 4 at Stubbington
7	fYr 4 back from Stubbington
8	Cathedral trip for 13 children
9	All Year R children start
13	Whole school new year mass
19	School closed – state funeral
20	Yr5 at morning Mass & class blessing
26	Yr5/6 Football at Goals School nurse visit
27	Yr 2 morning mass & class blessing

October

3	Flu immunisation for whole school Yr 2 trip to garden centre Yr5/6 football at Goals
6	Yr 5 trip to Winchester science centre Yr 5/6 football at Goals
11	Yr 3 class liturgy
12	Yr 5 trip to Winchester science centre
17	Yr 5 Animation day
18	Whole school Harvest Mass
20	Yr5/6 Girls football at Victory

November

1	All Saints Mass
7	Yr 6 Kingswood – Kent all week
8	Yr 4 Morning mass & class blessing
9	Yr 6 children (not at Kingswood) Playzone
10	Yr 2 trip to Fort Nelson
11	Remembrance service – whole school
14	Anti Bullying week – Odd school day Yr 1 trip to Guildhall
15	School photo day Author visit for EY & KS1
16	School nurse clinic for parents
17	Yr 5 River trip
18	Yr 5 river trip
21	Yr 4 Parent consultation meetings Yr 3 Parent consultation meetings

22	Yr 5 Parent consultation meetings
23	Yr 6 Parent consultation meetings
28	Inset day

December

2	Yr3 trip to Butser Hill Choir visit to Roy Castle Support Group
5	Nursery Craft Session Christmas Writing morning
6	Nursery craft morning Yr5/6 Football event at Fratton Park
7	Yr 1 Special Christmas Celebration performance at St Mary's Church Reception Nativity – in church Nurture Christmas event with parents Nursery Christmas Crafts Choir Singing at Friendship club in Cosham
8	Yr 1 Christmas performance for parent in church
9	Yr 2 Christmas performance for parents in church Whole school Santa Dash
12	Christmas Maths Morning Nursery Nativity in school Portsmouth schools Christmas Carols at Mountbatten centre
13	Penitential service Choir visiting Admiral Day centre Ukulele performance for parents
14	KS1 Christmas lunch & Jumper day Nursery visit Paulsgrove library for Santa Story
15	KS2 Christmas lunch & Jumper day
16	Whole School Christmas Raffle Whole school Christmas Carols

January

4	Yr3 Swimming at Mountbatten
10	Whole school epiphany Mass
11	Yr 4 Electricity workshop Yr3 Swimming at Mountbatten
16	Aspirations week Team GB young Athlete in to speak to Yr 6 Police visit Yr 2
17	Young Voice trip to London O2 Arena – Choir Yr5 liturgy for parents

18	Yr3 Swimming at Mountbatten
23	Foster Carer in to speak to Yr 4 4 children visit to Portsmouth Grammar for Maths Comp
24	Navy STEM day – Yr 6 Yr 6 Maths booster morning
25	Navy STEM day – Yr 6 Yr 6 Maths booster morning Yr3 Swimming at Mountbatten
26	Sports Hall Athletics – Yr 5/6 at Mountbatten
30	Yr 6 Maths booster morning Yr R music in the round at Guildhall National Storytelling week – children to hear stories at 3pm all week
31	Yr 6 Maths booster morning Yr 4 Assembly for parents

February

1	Yr 6 Maths booster morning Yr3 Swimming at Mountbatten
2	Yr 5 Web design day
3	Yr 5 Web design day Author visit for KS2
6	Yr 6 Maths booster morning Yr1 Liturgy for parents
7	Online Safety Day – Assembly followed by workshops
8	Yr 6 Maths booster morning Yr3 Swimming at Mountbatten SATs Parents meeting
9	Yr 3 Computing day Yr5/6 Girls Football tournament at Goals
10	Yr 3 Computing day KS1 Disco KS2 Disco
20	Yr 6 Maths booster morning Yr6 SPAG booster group
21	
22	Yr 6 Maths booster morning Ash Wednesday service Yr3 Swimming at Mountbatten
23	Yr 2 Infant voice at Beacon View
27	Yr 6 Maths booster morning School nurse visit - YrR

	Yr6 SPAG booster group
28	Yr 6 Maths booster morning

March

1	Yr R Giant Breakfast morning Yr 6 Maths booster morning Yr3 Swimming at Mountbatten
3	Yr 3 Light Workshop with UTC World book day Assembly Booknic for World book day
6	Yr 6 Maths booster morning Yr6 SPAG booster group
7	Navy STEM day – Yr 6 Yr 6 Maths booster morning
8	International women's day Mental health workshop in hall Yr 6 Maths booster morning Yr3 Swimming at Mountbatten
9	Mental health workshop in hall
10	Mental health workshop in hall Science week launch assemblies
13	Science Week Yr 6 Maths booster morning Yr6 SPAG booster group Class photo for YrR & 6 Portsmouth digital city science event – Yr5 at UTC Choir performance for parents
14	Yr 6 Maths booster morning
15	Yr 6 Maths booster morning Yr3 Swimming at Mountbatten Mental health workshop in hall
17	Yr 1 trip to Southsea beach Portsmouth digital city scienc event Yr5 at UTC School Poet laureate meeting at PGS
20	Yr 6 Maths booster morning Yr6 SPAG booster group
21	Infant voice rehearsal at Guildhall Yr 6 Maths booster morning Infant voice event in evening at Guildhall
22	Yr 6 Maths booster morning Yr3 Swimming at Mountbatten
23	Yr3 Roman Workshop – with young creatives

	Yr4 spring term showcase
27	Palm Sunday assembly Yr1 Gym festival – gym centre Yr6 Brass music performance for parents Yr 6 Maths booster morning Yr6 SPAG booster group
28	Yr 6 Maths booster morning Last Supper Assembly Ukulele performance for parents
29	Yr 6 Visit Globe Theatre in London Yr R English showcase Yr3 spring term showcase
30	Stations of the Cross Yr5 Veneration of the Cross
31	Yr 5 trip to Groundlings theatre Easter bonnet parade Veneration of the Cross

April

17	Inset day
18	Yr 6 Maths booster morning Whole school Easter Mass
19	Yr6 Swimming at Mountbatten
21	Online safety day workshops
24	Lego workshop Yr2 at UTC Yr 6 Maths booster morning Yr6 SPAG booster group Music hub recording KS2 choir
25	Yr 6 Maths booster morning Yr R class liturgy
26	Forces children poetry workshop Yr6 Swimming at Mountbatten
27	Yr5 11B411 trip to Pizza express Yr3/4 racket skills trip Lego workshop Yr2 at UTC
28	Lego Discover class – Yr3 Yr2 trip to Paultons park

May

2	Yr 6 Maths booster morning
3	Yr6 Swimming at Mountbatten
4	Portsmouth sings – Yr 3 workshop Yr5 11B411 trip to Pizza express
5	Coronation afternoon for children Coronation assembly

9	SATs week
10	Yr6 Swimming at Mountbatten
11	Portsmouth sings – Yr 3 workshop
12	Yr6 at Sandpark
15	School nurses in
16	Mayor Making ceremony
17	Yr6 Swimming at Mountbatten
18	Portsmouth sings – Yr 3 workshop Yr6 De-stress MH Workshop
22	3D printing enrichment day at UTC – yr5
23	STOMP to school assembly
24	Forces children trip to Fort Nelson Yr6 Swimming at Mountbatten
25	Portsmouth sings – Yr3 at Corpus Christi Yr 5 - 3D printing enrichment day at UTC
26	Lego League in Yr 1

June

5	All Week Bikeability Stomp the Monster on School gate
6	Art trip the gallery in Gosport
7	Art Trip to gallery in Gosport Author day at Fratton Park – Yr4 Yr6 Swimming at Mountbatten
8	Art trip to gallery in Gosport Reception trip to Longdown Parents and Children invited to gallery in evening
9	Yr 6 trip to Foxes Forest
13	New to St Paul's Parents evening
14	Yr6 Swimming at Mountbatten
15	Annual School mass at Cathedral
20	Pompey in the community – Maths session with Yr6 Mini athletics for Yr 1
21	Golden mile day – various times Yr6 Swimming at Mountbatten
22	Whole school sports day 10 children trip to Winchester
23	Glow Ball – whole school all day Choir at Solent Shanty Sing performance – Dockyard Reading reward trip Ey & KS1

26	Police visiting Yr 6
27	KS1 Quadkids at Mountbatten Yr 5 Recorder performance for parents
28	Yr6 Swimming at Mountbatten
29	School nurse clinic Whole school mass – St Peter & St Paul's Feast day
30	Feast day picnic Reading reward trip Yr3/4 Yr 3 BFG sleepover

July

3	Yr6 UTC visit Reception Gym festival
5	Yr 6 visit to Mary Rose Museum Yr6 Swimming at Mountbatten
6	Yr 6 Lego League day Yr 2 trip to Dockyard PP children extra library trip
7	INSET day
10	Yr6 show – matinee Yr6 show evening performance
11	Yr 5 Book awards Early Years Assembly
12	Whole school transition Yr6 Swimming at Mountbatten
13	Whole school transition afternoon PP children extra library trip
14	Yr3 trip to Mary Rose museum Reading reward trip Yr5/6 Stories before snuggles evening
15	Nursery Graduation
18	leavers Mass Yr 5/6 new parents meeting
19	Yr6 Retreat at St Edmunds Yr3/4 new parents meeting
20	Award & Attendance Assembly Yr 1/2 new parents meeting
21	Last day of term