

Pupil premium strategy statement – St Peter’s Catholic Primary

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	227
Proportion (%) of pupil premium eligible pupils	33%
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)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	K Hinton
Pupil premium lead	K Hinton
Governor	D Hykin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,275
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£0

Part A: Pupil premium strategy plan

Statement of intent

At St Peter's Primary School, we have high aspirations and ambitions for all children. We strongly believe that all pupils should be given equal access to opportunities and experiences to reach their full potential, regardless of the social demographic they belong to, with a focus on developing the necessary knowledge, skills and values required to succeed. We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not. For our pupils in receipt of the Pupil Premium Funding, we recognise the issues they may face with identified specific barriers to reaching their full potential. We consult with other educational partners and utilise national research guidance produced by the Education Endowment Fund (EEF) to support our decision making for the usefulness of different strategies and to ensure the best value for money.

We are determined to provide the support and guidance our children need to help them overcome these barriers. We recognise that disadvantaged children may experience a variety of factors that can impact upon their learning such as: attendance and punctuality issues, home support, emotional and well-being needs, additional learning needs such as SEND, language and communication issues and changes in family dynamics. The challenges for children are varied, therefore we take a personalised approach to the needs of every child recognising the need to continually review the impact of the strategies we implement and to be versatile in our approach. We aim to provide pupils with access to a variety of exciting opportunities and a rich and varied curriculum based on the progression of skills underpinned by aspirational enrichment opportunities.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure that teaching and learning opportunities meet the needs of all pupils,
- use assessments that are robust so that we act early to intervene at the point need is identified,
- ensure that all staff are committed to the pupil premium agenda and take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Internal and historic external assessments indicate that attainment among Pupil Premium children is below that of Non-Pupil Premium children in reading, writing and maths. Consistent quality first teaching and effective interventions to close the disadvantaged gap so that more Pupil Premium children achieve in line with national expectations for both the expected and greater depth standard in reading, writing and maths.
2	As a result of assessments, observations and discussions with pupils, it has been identified that poor spoken language skills and vocabulary is below developmental expectations from EYFS.
3	A proportion of children with Special Educational Needs or Disability (SEND), are also Pupil Premium children (42%)
4	Observations and discussions with pupils and families have identified social and emotional issues for many pupils, money restraints and a lack of enrichment opportunities outside of school. These challenges particularly affect disadvantaged pupils, including their attainment. The emotional well-being, social and behavioural needs of pupils that impact upon learning will be supported.
5	Low attendance and punctuality rates of some Pupil Premium children (21% of the persistently absent children are pupil premium).
6	Access to enrichment activities, clubs, visits and learning materials/ resources.
7	Reading materials in school and reading and writing interventions will be further developed to secure a greater understanding of the different domains and reading comprehension, with particular emphasis on retrieval, inference and securing punctuation basics and understanding of sentence construction.

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
------------------	------------------

<p>All children receive quality first teaching and appropriate interventions so that:</p>	<p>The percentage of Pupil Premium pupils achieving EXS/GDS at the end of KS2 in</p>
---	--

<p>Pupil Premium children working below ARE make accelerated progress in Reading, Writing and Maths in all year groups in order to close the attainment gap and catch up with their non-Pupil Premium peers. Pupil Premium pupils, who have the potential and/or have higher prior attainment, receive appropriate challenge to achieve GDS.</p>	<p>Reading, Writing and Maths will have risen so that it is at least in line with National. The percentage of Pupil Premium children achieving ARE and ARE+ in each year group in Reading, Writing and Maths will rise to close the disadvantaged gap internally with non Pupil Premium peers.</p>
<p>Pupil Premium children who enter EYFS with low starting points in language make better than expected progress from their baseline assessments; their oral language skills improve through targeted use of WELLCOMM interventions.</p>	<p>The large majority (at least 70%) of targeted Pupil Premium children achieve the expected standard in Communication and Language at the end of Reception and is at least in line with National. Targeted Pupil Premium children have completed intervention programmes successfully and have developed their communication and language skills.</p>
<p>All children will receive a full curriculum offer. Swift and accurate diagnosis of Pupil Premium children with SEND needs is made so that school staff can plan and deliver a tailored intervention programme of learning that is bespoke to their needs. External agencies (OTs, Ed Psych) are utilised to ensure that Pupil Premium children with SEND needs increase more quickly through their individual SEND targets.</p>	<p>Pupil Premium pupils will have a programme of support/intervention that is bespoke to their needs in order to access the full curriculum offer. Outside agency help where necessary, is used to ensure that Pupil Premium children with SEND needs increase more quickly through their individual SEND targets. Pupil Premium children with SEND make accelerated progress.</p>

<p>Social, Emotional and Mental Health barriers to learning for Pupil Premium children are addressed through the RSE curriculum and PSHE scheme of work including nurture group sessions with the Family Liaison. Pupils are resilient and able to cope with challenging situations. Pupils who require additional support are identified for the SEND register and receive specialist intervention and support from the Mental Health Support Team, Outreach, Educational Psychologist or CAMHS.</p>	<p>Pupil Premium children accessing Mental Health & Wellbeing interventions have fewer behaviour incidents recorded on CPOMS. Teachers observe that Pupil Premium children are more positively engaged with their learning and are better able to use self-regulation. Pupil Premium children can demonstrate resilience and perseverance when their work becomes challenging.</p>
<p>To achieve and sustain improved attendance for our Pupil Premium children.</p>	<p>The attendance of Pupil Premium children continues to improve and is at least in line with National. The number of Pupil Premium children considered persistently absent and/or arriving late is below 15%.</p>
<p>The curriculum offer ensures that Pupil Premium children access the cultural capital and skills and knowledge to achieve their full potential in all subjects.</p>	<p>Assessment and monitoring shows access to a broad and balanced curriculum.</p>
<p>Pupil premium children's contextual knowledge and real-life experiences have been enhanced through access to outdoor learning, subsidised visits, swimming lessons, residential stays, after-school clubs and wider opportunities. Pupil Premium children are chosen to take part in school community and sporting events. Parents and carers of children who receive funding have attended curriculum workshops and enrichment (family) mornings where they have received support with practical strategies to help them assist their child's learning at home.</p>	<p>All Pupil Premium children have attended visits and experienced enrichment activities in school. At least 60% of Pupil Premium children have attended at least one after school club throughout the year. All Pupil Premium children have the opportunity to attend a residential trip by the time that they leave St Peter's Catholic Primary. All Pupil Premium children have learned to play a musical instrument through access to Whole Class Instrumental Teaching lessons. All Pupil Premium children have accessed swimming lessons by the end of Key Stage Two. All parents/carers of Pupil Premium children have been given the opportunity to attend a range of curriculum and enrichment learning events throughout the year.</p>

<p>Pupil Premium children have higher future aspirations and are inspired by enrichment events, visits from positive role models and having met with successful role models on extra-curricular visits. They expand their knowledge and understanding of the world of work, the types of jobs available and different career paths. Children are inspired to become pupil leaders on all school leadership teams and as such are able to have an influence on the decision making process. Pupil Premium children have a clear understanding of how achieving well at school enables them to be socially mobile and supports their future economic wellbeing and share their aspirations with</p>	<p>As part of transition work from Year 5/6 and Year 6/7, Pupil Premium children can discuss their high aspirations and pathways to achieve. At least 50% of Pupil Premium children are represented on all school leadership teams. For example: House point captains, school council, Mini-Vinnies.</p>
<p>parents and carers through discussions at home.</p>	
<p>Improved reading and writing attainment among disadvantaged pupils.</p>	<p>KS2 reading and writing outcomes in 2024 onwards show that more than 70% (reading) and 70% (writing) of disadvantaged pupils will meet the expected standard in writing and reading. Reading material in school are high quality and pupils can access independently. Pupils develop a greater</p>

	understanding of the reading domains with reading comprehension. Writing results are enhanced through effective interventions.
--	--

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Activities across the school curriculum support pupils to articulate key ideas, consolidate understanding and extend vocabulary (Wellcomm and CLL support team). Purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions and activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,7

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	<p>1,2,3</p>
--	--	--------------

	<p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	
<p>Improve the quality of social and emotional (SEL) learning from staff and Family Liaison.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>3,4,5</p>

<p>Invest in high quality online subscriptions for all Pupil Premium children that focus upon basic skills to support home learning. (Classroom Secrets, Timetables Rockstars, Spelling shed and Edshed) and provide access to devices to complete tasks wherever needed in school.</p>	<p>EEF: The impact of homework in primary leads to an additional 2 months progress.</p> <p>EEF: The impact of digital technology leads to an additional 4 months progress.</p> <p>EEF Document: Using Digital Technology to Improve Learning. 'Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</p> <p>All Pupil Premium children will regularly access high quality subscriptions to supplement the teaching and learning of key concepts and areas.</p>	<p>1, 2, 3, 5, 6, 7</p>
<p>To provide robust training, coaching and mentoring packages for all members of staff in reading/phonics, writing and maths. Maths, English and Computing subject leaders and wider staff (where possible) to access high quality CPD from a variety of sources including the SLAs for School improvement, North</p>	<p>Education Policy Institute 2018 – Key Drivers of the Disadvantage Gap: The most important school-level factor for pupil attainment is teacher effectiveness. Evidence shows that the difference between being taught by a good versus bad teacher is equivalent to a whole year of learning for disadvantaged pupils. This supports our objective to ensure that St Peter's Primary has a highly skilled workforce. Every class has an effective teacher delivering quality first teaching. Accelerated progress is made in all year groups to allow identified Pupil Premium pupils to close any attainment gaps.</p>	<p>1,2,3,4,5,6,7</p>
<p>Mids maths hubs, online behaviours.</p> <p>Secured subject release time for all middle leaders.</p>		

<p>Access to CPD and implement strategies that research shows effectively supports children with SEND.</p> <p>1. Pre-teaching and Overlearning; 2. Precision Teaching / Echo reading / RWi Phonics training / Grammarsaurus; 3. Pupil Well-being and trauma based practice. 4. Restorative Practice / Relational Practice training. The expertise of bought in professional services (Educational Psychology, SEND Specialist Teachers) are used to provide guidance to teaching staff on best practice for supporting children with specific needs in their classes and this is acted upon in a timely manner.</p>	<p>EEF: Metacognition and Self-regulation. See the EEF Documentation: SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS: High-quality teaching for pupils with SEND.</p> <p>Education psychologist input/ SENDCo release time for coaching and mentoring will successfully support teaching staff in teaching Pupil Premium children with SEND more effectively and link with home to empower parents with strategies for success consistent with those applied within school. Lesson observations/ drop-ins will show Pupil Premium children with SEND working with increased confidence and independence because they are receiving a tailored programme of learning that is scaffolding and supporting their needs.</p>	<p>1,2,3,4,7</p>
---	--	------------------

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3,7</p>
<p>Additional phonics sessions targeted interventions such as the 1-1 tool kit will target disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,7</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Employment of an Attendance Officer</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF Improving behaviour in schools documentation</p>	<p>1,2,3,4,5,7</p>
<p>and Educational Welfare Officer.</p>		
<p>Pupil Premium children (50%) will attend at least 1 after school each year. They will have access to subsidised trips and enrichment activities. Pupil Premium children will represent the school in interschool competitions. Financial support will be provided to families where the need has been identified</p>	<p>EEF guidance supports that schools need to be working hard to ensure no child goes hungry. It is recognised that economic hardship caused by Covid-19 crisis will have a potentially devastating impact on the poorest children and young people in our society.</p>	<p>1,2,3,4,5,6,7</p>

Total budgeted cost: £140,000

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*
- *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
Accelerated reader	Renaissance
North midlands maths hub	NCTEM