

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 Peter's Catholic Primary School
Number of pupils in school	168 (primary age) 42 (EYFS)
Proportion (%) of pupil premium eligible pupils	160 pupils 76.19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	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	Governing Body
Pupil premium lead	Mrs S Parry/Mrs L Gorry
Governor / Trustee lead	Mr A Malley (Vice CofG) Mrs S Evans (Gov)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,960
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	£224,960

Part A: Pupil premium strategy plan

Statement of intent

At St Peter's Primary School, our vision, values, and curriculum underpin all that we do. We are committed to providing every child with the opportunity to succeed, regardless of background or personal circumstances. Our inclusive ethos ensures that all pupils are supported to achieve their full potential across all areas of school life.

The Pupil Premium Grant is used strategically to address the barriers faced by disadvantaged pupils. Our aim is not only to improve academic attainment but also to support personal development, well-being, and access to enriching experiences. Through this approach, we strive to ensure that disadvantage does not determine a child's future.

Our Objectives:

- Close the attainment gap between disadvantaged pupils and their peers through high-quality teaching and targeted support.
- Secure strong foundations in literacy—including phonics, vocabulary, inference, and spoken language—which are essential for academic success.
- Raise aspirations by encouraging ambition, confidence, and resilience.
- Broaden life experiences by offering enrichment opportunities that many pupils may not otherwise access.
- Improve attendance and engagement, recognising that good attendance underpins achievement.
- Provide high-quality pastoral support, promoting emotional wellbeing and mental health.

Our Approach:

We understand that not all disadvantaged pupils face the same challenges and that barriers to learning can be complex and varied. We therefore adopt a flexible and needs-based approach. While funding is targeted at those eligible for Pupil Premium, we also support other pupils identified as vulnerable, ensuring equity of opportunity.

Our strategy is shaped by:

- Rigorous analysis of pupil data and ongoing assessment of need.
- A deep understanding of our school context and community.
- Evidence from national research, including the Education Endowment Foundation (EEF), on what is proven to make the greatest impact.

Key Actions to Deliver Our Strategy:

- High-quality teaching for all: We prioritise strong pedagogy across the curriculum, recognising that excellent teaching benefits all pupils and is the most effective way to close the attainment gap.
- Targeted intervention: Specific programmes in phonics, speech and language, reading, and maths are delivered to support pupils who need it most. These include structured one-to-one and small group tuition.
- Curriculum mastery: A consistent mastery approach in mathematics and other core subjects ensures depth of understanding and long-term retention of knowledge.
- Flexible staffing and grouping: We structure our support staff and pupil groupings to enable timely intervention and personalised learning.
- Professional development: Staff receive regular training to ensure they have the knowledge and skills to meet the needs of disadvantaged learners.
- Wider opportunities and support: We allocate funding to support attendance, mental health and wellbeing services, external agency partnerships, and access to extra-curricular and enrichment activities.

Monitoring and Evaluation:

Our strategy is reviewed regularly to ensure it remains responsive and effective. We use a range of measures, including academic data, attendance records, pupil voice, and wellbeing indicators, to evaluate impact. Adjustments are made where necessary to maximise outcomes for pupils.

Our Commitment:

From 2025 to 2028, our focus remains on raising achievement and promoting the wellbeing of all pupils, particularly those facing disadvantage. We are determined that every child, regardless of their starting point or background, leaves St Peter's equipped with the knowledge, skills, and values they need to succeed in the next stage of their education and beyond.

Challenges

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

Challenge	Detail of challenge
1. Speech and language development	Many disadvantaged pupils, especially in EYFS and KS1, have underdeveloped oral language and vocabulary due to limited early exposure, poor language modelling, high EAL numbers, and reduced language-rich interactions. Targeted interventions, including SALT support, are essential.
2. Economic Disadvantage & Limited Life Experiences	High socio-economic deprivation limits access to basics (uniform, nutrition) and enrichment (trips, activities), reducing wider world understanding and impacting attainment, especially in writing.
3. Low Attainment and School Readiness (EYFS Entry)	A large number of pupils enter EYFS below expectations, particularly in communication and literacy, due to minimal early learning and nursery attendance. Data from WELLCOMM and NELI assessments confirm this trend. Assessments highlight the need for early, targeted support.
4. Attendance and punctuality (Statutory Age)	Disadvantaged pupils have lower attendance. 1.9.24 up to 15.07.25, attendance data shows: Disadvantaged pupils – 91.34%; Non-disadvantaged pupils – 94.41%. and higher persistent absenteeism, affecting learning and progress, especially post-COVID.
5. Social, Emotional & Mental Health Issues	Many face challenges with mental health, emotional regulation, and resilience, often linked to ACEs and family instability. Ongoing pastoral support is needed, as evidenced by assessments and observations.
6. Gaps in attainment	Significant gaps persist in English and Maths, with disadvantaged pupils struggling in phonics, vocabulary, reading comprehension, and maths compared to peers.
7. Writing Outcomes	Disadvantaged pupils consistently perform below their peers in writing, as shown in school and national data.
8. Low aspirations & Parental Engagement	Parental involvement is low among some families, limiting support for learning and aspirations. Greater engagement is needed to foster shared responsibility and ambition for pupils' success.
9. Maths Outcomes	Disadvantaged pupils are underachieving in maths often linked to gaps due to poor attendance, low confidence/maths anxiety and limited parental engagement with homework or practice.

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
High Quality Teaching for All	Teaching is consistently graded as at least 'Expected', with the majority assessed as 'Strong', as evidenced through the school's monitoring cycle. Continued Professional Development (CPD) positively impacts the practice of teachers and support staff, leading to improved classroom outcomes.

Improved oral language skills and vocabulary	Targeted interventions, including Speech and Language Therapy (SALT), are implemented for identified pupils. Language & communication outcomes for Pupil Premium children at the end of Foundation Stage 2 (F2) are in line with their non-disadvantaged peers. Relevant CPD is provided for all EYFS staff to ensure effective delivery. Assessments and observations indicate significant improvement in oral language for disadvantaged pupils. Oracy is taught explicitly and systematically across all phases and subjects, contributing to enhanced communication skills and confidence.
Access to Enrichment Activities and Experiences	Disadvantaged pupils engage in enrichment experiences such as residentials, educational visits, cultural events, forest school, and exposure to literature, music, and sports. Participation enhances language development, cultural capital, and life experiences.
Narrowing the attainment gap	Internal and statutory assessments show the attainment gap is narrowing. By the end of Key Stage 2, the attainment and progress of disadvantaged pupils are in line with national averages.
Increased engagement and attendance	Whole-school attendance is at or above 96%. The attendance gap between disadvantaged and non-disadvantaged pupils is reduced. Persistent absenteeism decreases for all pupils, with significant reductions among disadvantaged pupils. Strategies such as breakfast club, rewards systems, and pastoral support contribute to improvements.
Improved social and emotional health	Pupil and parent surveys reflect positive perceptions of wellbeing support. Staff receive CPD to effectively identify and support vulnerable pupils. Increased participation of disadvantaged pupils in enrichment and wellbeing activities. Observations and assessments (e.g. SDQs, therapist reports, behaviour tracking) indicate pupils are better able to self-regulate and engage in learning.
Improved Literacy and Numeracy Attainment	Disadvantaged pupils make accelerated progress in English and Maths. Tuition and classroom teaching are consistently effective in addressing learning gaps.

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: £104,236

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for Teachers and Support Staff Includes mentoring, instructional coaching, & bespoke training aligned with pupil needs.	Sustained and well-targeted professional development improves teaching quality and pupil outcomes significantly. The EEF's Effective Professional Development guidance highlights that CPD focusing on subject knowledge, pedagogy, and formative assessment can lead to gains of up to 6 months' additional progress. Coaching and mentoring embed evidence-based practice and support retention of high-quality staff. This is particularly important for disadvantaged pupils who benefit most from effective instruction. Targeted CPD for teachers on maths adaptations, pedagogy, mastery approach, manipulatives and questioning. EEF Effective Professional Development Release Time for Staff & CPD - Cost: £11,000	6, 7 & 9
Purchase of Additional Technology to Support Teaching and Learning Investment in IT to improve access and engagement across KS2,	Increase the number of iPads across school This initiative aims to ensure that all pupils have equitable access to digital learning tools, enabling them to engage effectively with the curriculum. Access to individual devices will support the development of core skills, such as fluency in times tables in preparation for the Multiplication Tables Check (MTC), and provide opportunities to reinforce classroom learning	2 & 6

with plans to expand to KS1 within 3 years.	through interactive platforms. This provision is particularly valuable for pupils who may have limited access to technology outside of school, helping to consolidate their understanding and improve learning outcomes. EEF Teaching and Learning Toolkit - Assessment Cost: £8000	
Purchase of Standardised Diagnostic Assessments Standardised assessments to identify individual pupil strengths & weaknesses.	Standardised diagnostic tools support targeted instruction by identifying learning gaps and enabling precise interventions. The EEF highlights that personalised approaches and small group tuition informed by assessment data can lead to significant progress. EEF Teaching and Learning Toolkit – Assessment Cost: £1440 x 2 = £2880	6 & 9
Specialised Arts Teaching (Music) Providing opportunities for children to develop talents & skills in the arts.	Arts participation has been shown to improve outcomes in communication, creativity, and engagement, which can support broader educational achievement. The EEF's Arts Participation guidance reports a positive impact on social skills, attitudes to learning, and well-being. EEF Arts Participation Cost: £4180	2
Resources, Study Books, and Revision Guides to Support Home Learning Extending learning opportunities beyond school hours.	Providing structured resources for home learning can enhance independent study habits and knowledge retention. EEF research supports the use of homework and study materials as a way to reinforce classroom learning and engage families. EEF Homework Cost: £2800	2, 8 & 9
MyHappyMind Subscription Social and Emotional Learning (SEL) programme focusing on self-awareness, self-regulation, and social awareness.	SEL interventions improve pupils' social skills, emotional regulation, and attitudes to learning, resulting in an average of +4 months' progress. The EEF emphasizes the importance of integrating SEL into everyday teaching. <ul style="list-style-type: none"> • Self-awareness: Enhancing pupils' emotional vocabulary and supporting them in articulating their feelings effectively. • Self-regulation: Teaching strategies such as self-calming techniques and positive self-talk to help pupils manage intense emotions. • Social awareness: Using narrative approaches, such as storytelling, to help children understand and reflect on the emotions and perspectives of others. EEF Social and Emotional Learning Cost: £976	5
Additional Teaching hours for Year 6 – Small groups and 1:1 extra tuition providing additional teaching in Year 6	Smaller class sizes allow teachers to give more individualized attention, increasing progress by around 3 months on average. Targeted small group teaching is effective in closing attainment gaps. EEF Small Group Tuition Cost: £62,000	6, 7 & 9
Whole School Focus on Extending Children's Vocabulary (Neli, Welcomm Assessments, Oracy Leads) - CPD, assessment & coaching to improve oral language skills.	Oral language interventions have a strong evidence base, showing gains of +6 months on average, especially in early years. Voice 21's research supports the vital role of oracy in driving attainment and improving communication skills. EEF Oral Language Interventions Cost: £5500	1 & 3
English – Communication, Language Development	High-quality teaching is the most impactful factor on pupil outcomes. The EEF's Literacy Guidance for KS1 and KS2 outlines effective strategies including explicit vocabulary instruction and writing planning.	1, 3 & 6

& Writing - Priority on EYFS C&L development, high-quality curriculum teaching & staff training.	EEF Literacy KS1 EEF Literacy KS2 Cost: £5100	
Continued CPD for Daily Systematic Phonics Delivery - Phonics lead monitors consistency.	Systematic phonics teaching has strong evidence for improving word reading accuracy, with disadvantaged pupils benefiting particularly. EEF Phonics Cost: £1800 (release of staff for training)	6

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

Budgeted cost: £100,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific SEND Interventions and Resources Precision teaching, fine/gross motor interventions, WELCOMM, attention support, educational psychologist input.	Targeted, evidence-based SEND interventions improve individual outcomes by addressing specific learning and developmental needs. EEF SEND Guidance Cost: £16,000	6 & 9
Funding Additional TAs for Targeted Interventions Including Neli, Dyslexikit, phonics catch-up, reading comprehension.	Targeted small group and 1:1 interventions delivered by trained staff are highly effective (+4 to +6 months). Oral language development and literacy-focused interventions improve foundational skills. EEF Teaching Assistants EEF Preparing for Literacy Cost = £35,000	3, 6, 7 & 9
High Ratio of Support Staff in EYFS Additional group and intervention sessions.	Early intervention in EYFS is particularly effective, with gains of up to +5 months when additional adult support enables targeted teaching. EEF Early Years Intervention Cost: £15000	3 & 6
Dyslexia Assessments	Accurate assessment enables tailored interventions, improving learning outcomes for pupils with dyslexic traits. EEF SEND Guidance Cost: £1600	6
Early Speech and Language Therapy (1 day per week)	Early speech and language interventions have strong evidence, improving communication skills and boosting attainment by up to +6 months. EEF Oral Language Interventions Private S&L therapist + Trained Tas for continued delivery of interventions: £18.000	1
Licences for Times Table Rockstars, IDL & NELI	Technology-based learning platforms support engagement and fluency in maths and literacy, aligning with EEF evidence on digital tools. EEF Using Digital Technology Cost: £6800	6, 8 & 9

Additional Nursery Provision Beyond 15 Hours for PP Families	Early access to high-quality nursery education reduces attainment gaps before school entry by up to +6 months. EEF Early Years Intervention Cost: £7900	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £65,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted SEMH Interventions (Lego Therapy, Attachment Play, Therapeutic Play)	Social and Emotional Learning (SEL) interventions improve pupils' social skills, emotional regulation, and attitudes to learning (+4 months). Targeted SEMH support can enhance wellbeing and behaviour. EEF Social and Emotional Learning Cost: £2800	5
Individualised Support for Clothing and Equipment	Removing barriers related to financial hardship ensures children can fully participate in school life, improving engagement and inclusion. Cost: £4400	2
Attendance Improvement Initiatives - Funding attendance admin role, incentives, training & collaboration with LA Attendance Officer.	Good attendance is strongly linked with better educational outcomes. Early intervention and supportive attendance policies improve attendance and reduce persistent absenteeism. DfE Improving School Attendance Cost : £7,500	4
Subsidised Enrichment Activities (Trips, Residentials, Theatre, Music Tuition)	Enrichment broadens cultural capital and life experiences, supporting engagement, confidence, and social development. Arts participation also improves wellbeing and attitudes. EEF Arts Participation Cost = £22,000	2
Free Extra-Curricular Activities including Sports	Extra-curricular participation supports social skills, physical health, and well-being, which contribute to improved readiness to learn. EEF Physical Activity Cost = £2500	2
Outdoor Learning and Forest School Sessions	Forest School and outdoor learning have consistently demonstrated a positive impact on pupils' wellbeing, resilience, and social communication skills. These approaches provide structured opportunities for children to develop independence, teamwork, and communication in a natural environment. According to the EEF, physical activity contributes significantly to pupils' physical health, wellbeing, and personal development. Complementary research from the New Economics Foundation (NEF) highlights benefits such as improved confidence, social skills, and motivation, as well as enhanced language and physical development. Forest School enhances resilience, social communication, motivation, and physical development, supporting wellbeing and engagement. EEF Physical Activity	2

	Cost = £2,500	
Targeted Extended School Places (Free Toast Club for PP with Attendance Issues)	Breakfast clubs improve readiness to learn and concentration, particularly benefiting disadvantaged pupils. DfE National Breakfast Club Programme Cost = £8000	2 & 4
Mental Health Support (Counsellor and ELSA)	SEL and mental health interventions build resilience, self-esteem, and emotional literacy, with an average impact of +4 months on attainment and improved social relationships. EEF Social and Emotional Learning Cost = £13,300	5

Total budgeted cost: £ 270,036

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 to 2025 academic year.

Please see Impact/Review Report of PP Strategy Plan for 2024-2025

Teaching Strategies/ Curriculum and Professional Development:

Staff across the school have engaged in a broad range of high-quality Continuing Professional Development (CPD) aimed at enhancing curriculum delivery. CPD focused on key subject areas including English, mathematics, computing, MFL and music, alongside continued input into Humanities, which had been a priority in the previous year.

Lesson observations indicate that teaching continues to be consistently strong, with a demonstrable impact on learning outcomes for all pupils, including those who are disadvantaged.

Phonics and Reading:

The *Little Wandle* phonics scheme is now well embedded across the school, ensuring consistent implementation. Additionally, the *Rapid Recovery Programme* is being delivered effectively, with all relevant staff fully trained and receiving ongoing support to maintain quality and consistency.

Targeted Academic Support

Impact of Tutoring and Interventions:

Targeted academic support — through booster sessions, tuition and small group interventions — continues to have a positive impact on pupil outcomes.

Small Group Teaching Model (Year 6):

A teacher-led small group model in Year 6 contributed positively to end-of-year outcomes, particularly in reading and writing, where disadvantaged pupils achieved close to or above their peers.

Speech and Language Development:

Wellcomm screening in Nursery and Foundation 1 enabled early identification of speech and language needs, significantly reducing referrals to external SALT services. On-site provision by a specialist-trained Speech and Language Therapist ensured timely interventions. Several children were discharged with age-appropriate skills or continued with in-class support strategies.

SEN and Diagnostic Assessment:

Ongoing use of standardised diagnostic assessments by the SENCO has enabled early identification of need and timely support. Bespoke literacy and mathematics interventions in KS1 and KS2 have supported the small-step progress of pupils with SEND, contributing positively to EHCP applications where appropriate.

Social, Emotional and Mental Health (SEMH) Support:

Pupils identified through CPOMS, pupil progress meetings, and classroom/playground observations received timely support through both 1:1 and small group SEMH interventions, alongside whole-class provision. The school-based counsellor and the *MyHappyMind* programme will continue into 2025–2026 to ensure ongoing provision.

Forest School and Outdoor Learning:

Over 50 pupils accessed *Forest School* sessions weekly, with all pupils participating at least once per term. The sessions have had a measurable impact on the holistic development of disadvantaged pupils, particularly in improving self-esteem, resilience, and motivation. The newly built outdoor classroom has further enriched this provision.

Enrichment and Extra-Curricular Opportunities:

Disadvantaged pupils accessed a rich programme of enrichment activities, including:

- Educational visits and residential trips (Years 3, 5, and 6)
- Free places at the school's *Toast Club*
- High uptake in after-school clubs across the arts, sports and academic subjects
- Specialist computing sessions led by Hi Impact
- Specialist music tuition (guitar in Year 4; vocal/music workshops in Years 1, 2, 3 and 5)

Pupil voice feedback reflects positively on these opportunities, with many citing increased confidence, enjoyment, and engagement in their learning.

Outcomes for Disadvantaged Pupils

Early Years Foundation Stage (EYFS)

- **Total pupils:** 27
- **Disadvantaged (PP):** 21
- **GLD:** Whole Class: 59% | Disadvantaged: 53%
- **Literacy:** Whole Class: % | Disadvantaged: %
- **Mathematics:** Whole Class: % | Disadvantaged: %

Year 1 Phonics Screening

- **Total pupils:** 27
- **Disadvantaged pupils:** 21
- **Met Standard:** Whole Class: 70% | Disadvantaged: 60%

Year 4 Multiplication Tables Check (MTC)

- **Total pupils:** 27
- **Disadvantaged pupils:** 21
- **Full Marks:** Whole Class: 56% | Disadvantaged: 79%

Key Stage 2 (End of Year 6)

- **Total pupils:** 29
- **Disadvantaged pupils:** 17
- **Reading (Exp+):** Whole Class: 62% | Disadvantaged: 59%
- **Writing (Exp+):** Whole Class: 69% | Disadvantaged: 53%

- **Maths (Exp+):** Whole Class: 69% | Disadvantaged: 65%

Summary of Impact

The 2024–2025 academic year shows clear and sustained impact of Pupil Premium funding across academic attainment, personal development, and well-being. Strategic investment in early intervention, CPD, targeted academic support and enrichment opportunities has supported disadvantaged pupils to achieve outcomes in line with — and in some areas above — their peers.

Key areas for development:

- Year 1 Phonics gap requires continued focus on early reading interventions
- A notable drop in Year 4 MTC outcomes suggests a need to review fluency and recall strategies
- Writing at KS2 remains below the whole cohort and will be prioritised in 2025–2026

The school remains committed to closing the attainment gap further and ensuring all pupils — regardless of background — have equitable access to high-quality education, enrichment, and well-being support. Strategic use of Pupil Premium funding will continue to be central to this vision.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

