

Pupil Premium Strategy 2024 - 27



St Peter's
Church of England Primary School
Unlocking the potential in everyone

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 CE Primary School
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	16.1%
Academic year/years that our current pupil premium strategy plan covers	2024/5 2025/6 2026/7
Date this statement was published	2 nd July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Denise Maurice
Pupil premium lead	Clare Watkins
Governor / Trustee lead	Jo Cole

Funding overview 2025/26

Detail	Amount
Pupil premium funding allocation this academic year	£84,040.00
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	£84,040.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to 'unlock the potential' in all pupils at St. Peter's CE Primary School, regardless of their background or the challenges they might face. We recognise that pupils may be described as disadvantaged due to a number of factors that extend beyond family income. This includes family circumstances, attendance, mobility, engagement with home learning and parental engagement with school.

Quality first teaching is at the heart of our Pupil Premium Strategy approach as this is proven to have the greatest impact on learners. Effective classroom strategies benefit ALL pupils – disadvantaged pupils do not learn differently. We also recognise that gaps in vocabulary and language and cultural capital equates to having a lack of 'glue' that our learners need to make knowledge 'stick.'

Our strategy plan is rooted in evidenced based research, coupled with our local knowledge and understanding of our pupils' socio and economic challenges, as well as our understanding of their individual needs. Our approach aims to:

- Improve fluency in early reading and writing
- Improve problem solving skills and reasoning in mathematics
- Narrow the language and cultural capital gaps
- Provide pupils with high quality teaching and learning experiences.
- Promote high levels of wellbeing and involvement
- Ensure that our disadvantaged children have good attendance (96%+)
- Widen the life experiences of disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Lack of parental support at home. Our observations and discussions with parents indicate that non engagement with home learning is due to families' lack of literacy skills and previous negative childhood experiences of school.
2	Assessment shows that there is a difference between disadvantaged pupils 'attainment in Reading, Writing and Maths compared to their non-disadvantaged peers due to poor oral language skills, negative experiences of school and observed gaps in cultural capital

3	Our observations, discussion with pupils and families and Thrive assessments show an increased need for social and emotional support amongst our disadvantaged pupils
4	Our attendance data over the last 3 years indicates that attendance amongst disadvantaged pupils has been 2-4% lower than for non-disadvantaged pupils. Persistent lateness is also more prevalent amongst disadvantaged pupils

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
Improved family engagement through strengthening of home-school partnerships.	<ul style="list-style-type: none"> 100% engagement with parents/teacher consultations and ILP meetings Increased attendance at curriculum parent workshops. Increased engagement of home learning
Increased attainment in Reading, Writing and Maths across the whole school for disadvantaged pupils	<ul style="list-style-type: none"> All children meet their personal and individual targets for Reading, Writing and Maths. Disadvantaged pupils in all year groups use their oral language skills to make good progress across the curriculum
Ensure vulnerable children and their families have access to social and emotional wellbeing support.	<ul style="list-style-type: none"> Thrive assessments demonstrate that identified pupils are making progress against their individual targets Parents and carers will use the Thrive support line. Increased engagement of parent workshops to support emotional well-being. Pupil voice shows that pupils feel happy and safe at school and know who they speak to at school

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Continuing CPD for all staff in to ensure that RWI phonics and spelling is consistently delivered across KS1 & KS2.</p> <p>Purchase of RWI Reading, Phonics and Spelling resources</p> <p>Use of the RWI Portal</p> <p>RWI lead coach to support and work with the school.</p> <p>Adopt Reading Masters in Y2 to Y6</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on reading accuracy, particularly for disadvantage pupils. Evidence shows that disadvantaged pupils are at greater risk of not reaching their potential is they are unable to read when the move from Y2 to Y3. Our school's internal evidence demonstrates how RWI has accelerated reading progress for all pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1 and 3
<p>All Teaching staff will have CPD to ensure they are knowledgeable about 'Rosenshine's Principles of Instruction' and apply them to the teaching of all subjects</p>	<p>Rosenshine's principles of instruction have been shown to improve learning through educational research and are supported by cognitive science.</p> <p>https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</p>	2

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

Budgeted cost: £60,6550

Activity	Evidence that supports this approach	Challenge number(s) addressed
In EYFS, targeted interventions to improve oracy and develop language opportunities within continuous provision led by additional EYFS teacher	<p>Oral language interventions can have a positive impact on pupil's language skill/ approaches that focus on speaking and language and a combination of the two show positive impacts on attainment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1 and 3
Additional phonics sessions targeted at disadvantaged pupils who require additional support.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on reading accuracy, particularly for disadvantage pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p>	1 and 3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Provision of homework club for children	Homework has a positive impact if it is clearly planned to increase specific subject knowledge or to develop fluency. Some pupils do not have the space or support at home. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2

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

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Thrive Approach underpins the way we positively manage pupils' behaviour. Thrive practitioners support emotional and social development. Thrive CPD	Both targeted interventions and universal approaches have positive effects on learning, especially when the focus is on self-regulation. School's internal Thrive assessments show progress in pupils' emotional development through whole class, group and 1:1 thrive activities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.thriveapproach.com/about-thrive/	4
Breakfast club provision for targeted pupils.	Based on our own experience pupils who have been struggling with lateness have a calmer start to the day and are ready to learn at the beginning of the school day when they attend breakfast club. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	5
Funding for uniform, school trips, afterschool clubs and residential.	Based on our experiences we have identified that we need to set aside funds to enable disadvantaged pupils to have opportunities to develop beyond the classroom. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	3

Targeted parent support to – Thrive support, Thrive parent support line and curriculum and Inclusion parent workshops.	Based on our experiences, investment in positive home - school relationships facilitates better academic, social and emotional outcome for pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2 and 4
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Total budgeted cost: £84,050

Part B: Review of outcome in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupil in the 2023 to 2024 academic year.

	Overall attendance	Disadvantaged attendance	Persistent Absentee percentage	Percentage of persistent absentees who are disadvantaged
2022/23	95.6%	92.6%	8.4%	25.9%
2023/24	94.9%	92.7%	7.3%	16.4%
2024/25	95.7%	93.6%	6.8%	11.9%

EYFS and Phonics outcomes 2023/24

EYFS - (No pupil premium pupils in this cohort) Reading: 88% / Writing: 81% / Maths: disadvantaged 57%/ non disadvantaged 83%

Y1 Phonics Screener Check: disadvantaged 47% non-disadvantaged 79%

Y2 Phonics Screener Check: disadvantaged 78% non-disadvantaged 98%

EYFS and Phonics outcomes 2023/24

EYFS- In EYFS the gap between disadvantage and non-disadvantage is narrowing however there is still a large gap in attainment. Percentage of pupils of track:

- Reading: disadvantaged 57%/ non-disadvantaged 80%
- Writing: disadvantaged 43%/ non disadvantaged 75%
- Maths: disadvantaged 57%/ non disadvantaged 83%

Year 1 - Y1 Phonics Screener Check: disadvantaged 42% non-disadvantaged 85%

Comparison of whole school Y1 to Y26 outcomes

		Reading		Writing		Maths	
		2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
		Summer 2	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2
		% of pupils Expected+ or higher	% of pupils Expected+ or higher	% of pupils Expected+ or higher	% of pupils Expected+ or higher	% of pupils Expected+ or higher	% of pupils Expected+ or higher
Year 1	Pupil Premium	57%	57%	43%	57%	57%	43%
	Not Pupil Premium	85%	75%	83%	81%	87%	81%
Year 2	Pupil Premium	44%	67%	56%	44%	56%	67%
	Not Pupil Premium	67%	81%	74%	74%	86%	90%
Year 3	Pupil Premium	67%	73%	33%	47%	67%	80%
	Not Pupil Premium	70%	83%	65%	76%	78%	87%
Year 4	Pupil Premium	67%	89%	56%	67%	56%	67%
	Not Pupil Premium	81%	86%	67%	72%	79%	84%
Year 5	Pupil Premium	43%	43%	29%	43%	43%	43%
	Not Pupil Premium	78%	85%	68%	80%	76%	83%
Year 6	Pupil Premium	33%	50%	17%	33%	25%	25%
	Not Pupil Premium	88%	80%	70%	73%	73%	68%