

Pupil premium strategy statement – St Peter’s C of E Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	12%
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)	
Date this statement was published	June 2025
Date on which it will be reviewed	June 2028
Statement authorised by	
Pupil premium lead	Emily Holt
Governor / Trustee lead	Elizabeth Isherwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37087
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£37087

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive and caring church school, we provide an excellent education and inspire learning for life. We see all members of our school family as valued and valuable in the eyes of God, and we will support and challenge everyone to achieve their full potential.

It is the mission of St Peter's C of E Primary Academy to:

- Provide a broad, balanced creative and challenging curriculum which is accessible to all.
- Nurture a stimulating, active and well-resourced learning environment.
- Promote a variety of learning and teaching styles to stimulate all pupils and staff and provide the training and support needed to do this.
- Be a tolerant, caring and supportive place which expects equality and mutual respect.
- Build strong partnerships between home, school, church and the local community.
- Strive for continuous improvement in all that we do.
- Celebrate the successes we achieve together.

Be a happy and safe place where everyone can thrive and grow.

Sitting behind this is a commitment from all school leaders and school staff to support all our pupils, including our disadvantaged pupils to be successful. As a whole school we understand the challenges some of our pupils face and are dedicated to ensuring that the right strategies are in place to support pupils who may face these disadvantages.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our Principles

High quality teaching is at the centre of all learning. We ensure that teaching and learning opportunities meet the needs of all the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and we also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Our objectives continue to strive to narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data shows that Pupil premium children have a slightly lower attendance than other children, but are much more likely to be persistently absent than other children in school. 30% of pupil premium children are persistently absent compared to 7% of other pupils being persistently absent. Our assessment of pupil data show's this persistent absenteeism indicates that this is negatively impacting pupils' progress.
2	Assessment data, observations and analysis of books suggest that disadvantaged children are quite significantly lower than other children in writing.
3	<p>Our assessments including our whole school survey, observations, discussions with staff and an analysis from CPOMS show clearly that our pupil premium children are significantly more likely to experience social and emotional issues in school. Our pupil premium children have a higher incidence of school anxiety and mental health incidents.</p> <p>Referrals for support remain relatively high with 21% of our disadvantaged children being referred to early help compared to 2% of non-disadvantaged.</p>
4	Our evidence from monitoring attendance at school events, parents evenings and class assemblies indicates that the engagement from pupil premium parents is not in line with non-pupil premium children The Education Endowment foundation states from research that parental engagement has a positive impact on average 4 months progress each year of additional progress.
5	Behaviour – Our CPOMS records show that there is a significant difference in the number of behaviour incidents associated with our disadvantaged children and it is clear that this need to be addressed as learning behaviours can severely impact on learning outcomes.

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>The gaps in learning are clearly identified using explicit and diagnostic assessment so that quality first teaching and interventions (where a specific need is recognised) are in place.</p>	<p>Data will show that disadvantaged children will achieve in line with non- disadvantaged children in end of KS2 assessments, phonics screening and will achieve GLD in Early years.</p>
<p>Improved oral language and vocabulary skills, both verbally and in written work.</p> <p>Improved active participation in class discussions and an increased confidence in sharing ideas with teachers and peers.</p>	<p>Using pupil premium first strategies, school leaders will see a higher level of participation when observing disadvantaged children on learning walks and in observations. Staff will encourage and enable this participation. By using our reading scheme through until year 6 children will continue to have a high level of exposure to vocabulary. The writing strategy based on Jane Considine’s approach prioritises vocabulary and will support a whole school improvement in this area.</p>
<p>Improved writing attainment for disadvantaged pupils at St Peter’s.</p>	<p>By supporting our disadvantaged children immediately from early years we will focus on phonics, communication and language and writing.</p> <p>The right interventions (such as Little wandle rapid catch up) will be implemented and monitored to ensure children achieve a GLD. In pupil progress meetings school leaders will identify any disadvantaged children who are not meeting age related expectations and ensure teachers are monitoring and supporting these children with quality first teaching strategies and where needed the right interventions.</p> <p>Low risk writing strategies built into our teaching of writing encourage children to explore writing in a scaffolded way which will then give them the confidence to write independently.</p>
<p>Children with social and emotional issues will get the support they need for them and for their families.</p>	<p>DSL, SENDCO and PP leads will build relationships with families through regular meetings and check ins. Families will work with the school to access help from support services where needed.</p> <p>ELSA support in school will be accessed by those pupils who are struggling and parents will engage and work with staff to ensure these issues are managed effectively.</p>
<p>Parental engagement from parents of disadvantaged pupils will be in line with parents of non-disadvantaged children when it comes to information evenings and parents evenings.</p>	<p>By removing the anxieties and apprehension about attending educational information evenings parents will regularly attend teacher meetings and information evenings.</p> <p>Some meetings will be attached to more informal sessions and by building relationships with parents</p>

	they will understand the importance of these meetings for their child.
To achieve improved attendance for all pupils, but particularly addressing persistent absence of our disadvantaged pupils.	<p>By building relationships and parental engagement we will be able to work closely with families of persistently absent children to support them in improving their child's attendance. Regular monitoring and communication will be supportive and constructive to ensure that we are working therapeutically with families to ensure they understand the impact of non-attendance.</p> <p>Data will show an improvement from the current attendance and will fall in line with non-disadvantaged pupils.</p>

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: £2950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions / Staff CPD	Quality first teaching is the most effective way to encourage children to catch up with their peers.	2
<i>ELSA training</i>	To support	3,4,5
<i>EP visit</i>	To support those who are struggling	3

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

Budgeted cost: £ 25100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music lessons	To provide a wider curriculum to encourage wellbeing and attendance	1,4,5
Curriculum resources	Quality resources support our strong curriculum and quality first teaching.	2
Free sports club each week	To encourage attendance by focusing on areas the child is passionate about.	1,4,5
HLTA interventions	To support learning or social and emotional needs.	2

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

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cover the cost of sports clothes for disadvantaged pupils.	Pupils whose parents can't afford the uniform might avoid PE days.	1
<i>Pets for children to care for</i>	Animals encourage children to take responsibility, and increases wellbeing encouraging attendance for those who struggle.	3
<i>Cover the cost of school trips</i>	So that children don't avoid these days and feel a part of the wider school community.	1
<i>Well being award, peer mediators, wellbeing Wednesday and Happy lunchtime</i>	By making school feel happier and safer for all hopefully this will encourage attendance	3,4,5

Total budgeted cost: £ 37050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the academic year of 2023-2024 it was identified that at the end of KS2 46% of disadvantaged children achieved the expected level in combined Reading, writing and Maths compared to 67.4% of non disadvantaged children.

In writing and maths there was a significant gap of 20% between the two pupil groups achieving at least expected level.

Our use of pupil premium funding to allow some disadvantaged pupils to attend school trips, have personalised PE kit, attend clubs and music lessons is important to ensure the same opportunities are being given to all.

However, more funding was allocated and will be next year to providing the right support and intervention to ensure that our pupil premium children are achieving the outcomes we aspire all children to achieve.

Extensive work has been completed on our behaviour system. An approach which is restorative and non-shaming is working much more effectively with vulnerable children, but is also clear and explicit in the expectations of behaviour in school.

More effective communication with parents about behaviour encourage families to work with us to support behaviour in school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.