

Pupil premium strategy statement – St Peter’s Church of England Primary School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	189
Proportion (%) of pupil premium eligible pupils	24%
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)	December 31 st 2024 – December 31 st 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	P Bolstridge
Pupil premium lead	S Howard
Governor / Trustee lead	R Simmons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,140
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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	£73,140

Part A: Pupil premium strategy plan

Statement of intent

We adopt a whole school approach to pupil premium, where school leaders, staff, governors and teaching assistants accept collective responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to closing the gap between vulnerable pupils and their peers; the pupil premium forms a vital part of this process. This funding helps to remove barriers to learning so that all our pupils reach their full potential, as we enable them to fully engage in our curriculum and school life.

The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. We will ensure that common challenges and individual needs are identified early, through robust diagnostic assessments, not assumptions about the impact of disadvantage.

Strategy Aims:

- Quality First Teaching for All impacts on increasing attainment and achievement of each pupil and engagement in lessons/ learning opportunities. This includes supporting progress for those who are already high attainers.
- Robust support and targeted intervention programmes and resources to support attainment and progress across the curriculum, improving the life chances of disadvantaged pupils.
- Effective well-being and holistic support for disadvantaged and vulnerable pupils and their families supporting emotional and social resilience so pupils are able to access all opportunities presented to them.

Challenges

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

Challenge number	Detail of challenge
1	<p>Internal and external assessments show that disadvantaged pupils generally enter school with lower starting points and then make slower progress than non-disadvantaged pupils as they move through school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in some subjects compared to non-disadvantaged pupils.</p> <p>Data: End of Autumn Term 2024 data shows that Pupil Premium children are underperforming in 1/7 year groups in Reading, 3/7 year groups in Writing and 2/7 year groups in Maths.</p>
2	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social, emotional and health issues for many of our disadvantaged pupils.</p>

	Referrals for internal and external support for these groups remains higher than those for disadvantaged pupils.
3	Our attendance data for 2023-2024 indicated that attendance of disadvantaged pupils was 2.4% lower than non-disadvantaged pupils and that 1.7% of disadvantaged pupils were persistently late, compared to 0.6% of non-disadvantaged pupils. Overall assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Internal monitoring shows that engagement with Parents' Evenings, whole school events and homework/reading at home is less positive amongst our disadvantaged families. Some of our disadvantaged children have limited life experiences and there appears to be low academic and career aspirations.

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>1. Quality First Teaching - every child receives teaching which is good sometimes outstanding in every classroom, every day.</p>	<p>To close the attainment gap:</p> <ul style="list-style-type: none"> - Phonics (currently 81% on track to pass Summer 2025 phonics screening, 75% disadvantaged pupils). Target: 3% gap on Phonics Screening Test. - Reading in one year group (42%/0%). Target: 21% gap by the end of KS2. - Writing in three year groups (18% attainment difference). Target: 9% gap by the end of KS2. - Maths in two year groups (18% attainment difference). Target: 9% gap by the end of KS2. <p>Overall, to close the gap between Teacher Assessment and test data for disadvantaged pupils e.g.</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>On track and above</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Teacher Assessment</td> <td>64%</td> <td rowspan="2">30%</td> </tr> <tr> <td>Headstart Test</td> <td>34%</td> </tr> <tr> <th>Maths</th> <th>On track and above</th> <th>Gap</th> </tr> <tr> <td>Teacher Assessment</td> <td>63%</td> <td rowspan="2">22%</td> </tr> <tr> <td>Headstart Test</td> <td>41%</td> </tr> </tbody> </table> <p>Target: Target 15% gap by the end of KS2.</p>	Reading	On track and above	Gap	Teacher Assessment	64%	30%	Headstart Test	34%	Maths	On track and above	Gap	Teacher Assessment	63%	22%	Headstart Test	41%
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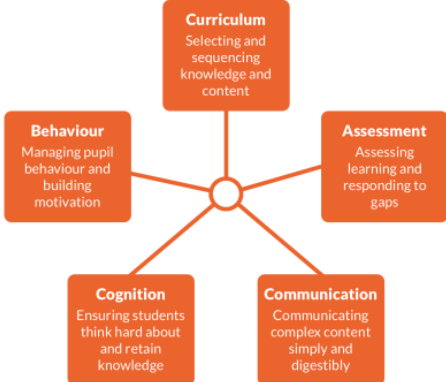
<p>2. To achieve and sustain improved social and emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils by</p> <ul style="list-style-type: none"> - ensuring that children have the emotional literacy skills that they need to be able to clearly express how they feel; - secure emotional literacy enables children to focus and concentrate better in class leading to raised attainment. 	<p>Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys, ELSA analysis and teacher observations to enable disadvantaged pupils to be more engaged in learning and make at least expected progress across all curriculum areas.</p>
<p>3. To close the gap between the attendance and rates of persistent absence of disadvantaged and non-disadvantaged children.</p>	<p>To reduce the 2023-24 2.4% attendance gap to 1.5%. To reduce the 2023-24 1.1% persistent lates gap to 0.7%.</p>
<p>4. To build relationships with families of disadvantaged children so that they are supported to fully engage with school life.</p>	<p>All disadvantaged families taking part in Parents' Evenings (either in person or via telephone call) and a higher proportion of disadvantaged children attending trips and clubs.</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.

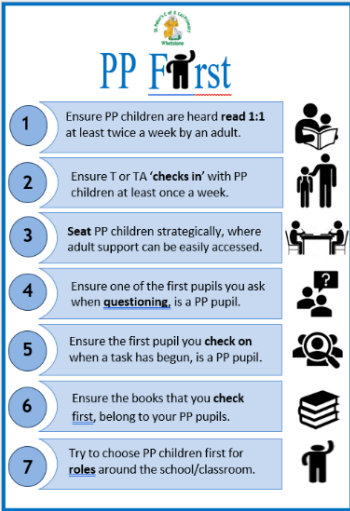
Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,209

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Instructional Coaching for teachers via Steplab e.g.</p> 	<p>Evidence strongly suggests that a well-designed instructional coaching program improves teacher practice and student outcomes. Instructional coaching programs that incorporate the essential features of high-quality professional development are more likely to improve teacher practice.</p> <ul style="list-style-type: none"> - The magic of models in teacher professional development – Improving Teaching - Steplab-White-Paper-v1.3.pdf - EEF-Effective-Professional-Development-Guidance-Report.pdf 	<p>1</p>

<p>Early Years curriculum development to ensure that Early Years planning is in line with the rest of the school e.g. ongoing advisory support, purchase of whole school Power Maths programme, wider curriculum and PE schemes that include Early Years provision, development of continuous provision including development of outdoor learning area.</p>	<ul style="list-style-type: none"> - EEF: Communication and Language approaches - EEF: Early literacy approaches 	<p>1</p>
<p>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils e.g. Subject Lead CPD and professional networks to support teaching programmes such as Reading Vipers, Power Maths and consistent, research supported assessment systems. Revision of reading/writing curriculum to introduce diversity and protected characteristics, training for staff to ensure assessments are interpreted and administered correctly.</p>	<ul style="list-style-type: none"> - EEF: Reading comprehension strategies - EEF: Feedback - EEF: Metacognition and self-regulation in addition to research findings of John Dunford - EEF: Collaborative approaches Mixed ability teaching +5 months impact for very low cost - EEF: Diagnostic assessment 	<p>1</p>
<p>Phonics Lead to continue working with Read Write Inc consultant, to plan phonics teaching and assessment in phonics.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <ul style="list-style-type: none"> - Phonics EEF 	<p>1</p>
<p>Phonics Lead to become a Steplab Coach with the first priority linked to phonics lesson drop-ins (to support staff development)</p>		
<p>New Feedback and Marking policy implemented, monitored and reviewed regularly with staff.</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes.</p> <ul style="list-style-type: none"> - Feedback EEF 	<p>1</p>
<p>Maths Lead to run CPD for Power Maths (refresher for all staff; introduction for new staff), monitor (via Steplab) and review data/plan CPD termly.</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> <ul style="list-style-type: none"> - Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) 	<p>1</p>
<p>Writing Lead to run CPD based on triangulated test, lesson observation and book scan data.</p>	<ul style="list-style-type: none"> - EEF-KS2-lit-2nd-Recommendations-poster.pdf ref. recommendations 4, 5 and 6) - Feedback EEF 	<p>1</p>

<p>SENCO to monitor SEND provision via Learning Plans, lesson walk throughs and book looks, to ensure appropriate provision is planning and in place.</p>	<ul style="list-style-type: none"> - Whole Education SEND Self-Evaluation and Action Planning for School Improvement — Whole Education 	<p>1, 2, 3</p>
<p>Social and Emotional learning approaches embedded into daily classroom routines and educational practices supported by professional development and training for staff.</p>	<ul style="list-style-type: none"> - EEF: Improving Social and Emotional Learning in Primary Schools 	<p>2, 3</p>
<p>Supporting the recruitment and retention of teaching staff e.g.</p> <ul style="list-style-type: none"> - coaching and mentoring through Steplab - time given to undertake professional development - Senior Mental Health Lead - Regular teacher forums - Staff wellbeing governor agenda item - Marking and feedback policy to support staff wellbeing . 	<ul style="list-style-type: none"> - Gov.UK Understanding Teacher Retention and Reducing School Workload - TES: Why happy staff make for happy kids and better results - Oxford Academic: Happy teachers and happy school children: going hand in hand - Smith et al (2019) Teacher/student wellbeing going hand in hand 	<p>1,</p>
<p>The use of technology to support high quality teaching</p> <ul style="list-style-type: none"> - Headstart assessment programme and Insight assessment system software to support diagnostic assessment - Introduction of staff 'Digital champion' with CPD and networking opportunities. 	<ul style="list-style-type: none"> - EEF: Using digital technology to improve learning - Schools week: Reducing teacher stress - Finding a digital champion: How schools can create a mature digital culture (education-forum.co.uk) - How schools can make the most of their 'digital champions' Tes Magazine - Three ways to bridge the digital divide (schoolsweek.co.uk) - Digital transformation in schools: Strategy, people, and technology (openaccessgovernment.org) 	<p>1</p>

<p>Pupil Premium First initiative</p>  <p>The graphic 'PP First' lists seven points: 1. Ensure PP children are heard read 1:1 at least twice a week by an adult. 2. Ensure T or TA 'checks in' with PP children at least once a week. 3. Seat PP children strategically, where adult support can be easily accessed. 4. Ensure one of the first pupils you ask when questioning, is a PP pupil. 5. Ensure the first pupil you check on when a task has begun, is a PP pupil. 6. Ensure the books that you check first, belong to your PP pupils. 7. Try to choose PP children first for roles around the school/classroom. Icons include a person reading, a person being checked in, a person at a desk, a person being questioned, a person being checked on, a stack of books, and a person standing.</p>	<ul style="list-style-type: none"> - Breaking the link between disadvantage and low attainment—Department for Children, Schools and Families, 2009 - Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty, including white working-class boys - C4EO: Schools and Communities Research Review 4, 2011 	<p>1,2,3,4</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £52,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teachers to use R and M QLA to plan specific interventions:</i></p> <p>Small group and individual intervention based on formative assessment, led by teachers during assembly times. Y6 Reading Ambassador support.</p> <p>Teaching Assistant deployment and targeted pupil interventions to support language developing, literacy and numeracy.</p> <p>1. TAs supporting high-quality provision within the classroom</p> <p>2. TAs delivering structured interventions including:</p> <ul style="list-style-type: none"> • Echo reading • 1-1 reading 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <ul style="list-style-type: none"> - EEF: Individualised instruction - One to one tuition EEF - Small group tuition EEF - EEF: Teaching Assistant interventions 	<p>1</p>

<ul style="list-style-type: none"> • Phonics • Speedy Reading • Numberstacks 		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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	1
Programme of language intervention run by trained LSA in using Private Speech & Language Therapy, Therapists, Speech & Language Training – Integrated Treatment Services and Children's Speech and Language Therapy Resources - Leicestershire Partnership NHS Trust	- EEF: Oral language interventions	
Targeted interventions and resources to meet the specific needs of the disadvantaged pupils with SEND. SEND as a key part of performance management review cycle for teachers.	- Trustwide WeSEND programme based on current research to support developing school vision for SEN, early identification of SEN pupils, planning and provision to support progress of SEN pupils and the implementation of evaluation cycles.	
Homework Club (provided across one assembly/breaktime by every KS2 class teacher, each week).	- EEF: Homework	

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

Budgeted cost: £10,237

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular support for PP pupils:	- EEF: Outdoor adventure learning Unclear impact for moderate cost	

<ul style="list-style-type: none"> • 50% of cost of 1 trip and 1 residential • 10 weeks attendance at a sport/activity club • 10 weeks coach funding for swimming Extended school time and meal provision, including place at before and after school club and reduced costs of summer holiday club. 	<ul style="list-style-type: none"> - EEF: Aspiration Interventions Careers Programme to raise aspirations 	
<p>Purchase of Year 6 curriculum-matched CGP SATs materials.</p>	<ul style="list-style-type: none"> - EEF Parental Engagement Summary of recommendations.pdf (ref. recommendation 2) 	
<p>Support cost of uniform x1 during the academic year.</p>	<ul style="list-style-type: none"> - EEF: School uniform 	
<p>Supporting pupils social, emotional and behavioural needs through:</p> <ul style="list-style-type: none"> • Jigsaw PHSE curriculum • ELSA • Talking and drawing • Fun for families • Cool Milk • Revision of Behaviour Policy • Happy Lunchtime Club • Nurture Club • Gardening Club • Newshounds • Wellbeing Ambassadors 	<ul style="list-style-type: none"> - EEF: Social and Emotional learning strategies - EEF: Self-regulation strategies - EEF: behaviour Interventions 	
<p>Supporting attendance in line with statutory guidance:</p> <ul style="list-style-type: none"> - new attendance team in place with internal A.O. appointed - revised Attendance Policy - monitoring/tracking systems with clear actions planned and recorded and good and improving attendance recognised 	<ul style="list-style-type: none"> - DfE guidance informed by engagement with schools that have significantly reduced levels of absence and persistent absence: Working together to improve school attendance (applies from 19 August 2024) - Supporting attendance EEF 	
<p>Communicating with and supporting parents:</p> <ul style="list-style-type: none"> - EYFS Home visits, - Early Autumn Parents' Evenings, 	<ul style="list-style-type: none"> - EEF: Parental engagement 	

<ul style="list-style-type: none"> - Termly check-ins for SEN/PP children, - termly SENCO-parent café, - PP stand at Parents' Evening, - Household Fund support, parents into Maths and English lessons - parents in for careers week 		
<p>Staff training linked to whole school initiative around Character Education.</p>	<ul style="list-style-type: none"> - Teaching Character Education: What Works - University of Birmingham 	

Total budgeted cost: £73,761 (£621 deficit covered from school budget)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

	National	St Peter's	National PP	St Peter's PP
EYFS	67%	70%	51.5%	58%
Phonics Screening check	56%	74%	68%	83%
Year 6 SATs Combined	61%	71%	46%	61%

The data demonstrates that whilst pupil premium children at St Peter's are achieving below non pupil-premium children at the end of EYFS and Year 6 (as reflected nationally), the attainment of our pupil premium children is significantly above national pupil premium attainment. Previously, we have implemented the following initiatives to support the EEF Tiered Approach to Pupil Premium spending, namely prioritising Quality First Teaching, Intervention and Wider Curriculum opportunities, to support the progress of our disadvantaged pupils:

Challenges 1-3: Linked to attainment

- Effective planning to ensure ALL disadvantaged pupils are targeted for academic intervention regardless of whether or not they are meeting aged-related expectations.
- Continued investment in Ruth Miskin phonics scheme for EYFS-Y2 with phonics carefully tracked by teachers, overseen by phonics lead and intervention for children who don't pass the screening. *EEF Research: High impact, low cost, 5 out of 5 on EEF padlock scale.*
- Nuffield Language Programme in EYFS. *EEF Research: 2020 large-scale effectiveness trial language 1, 2, 4, 5 5 skills of 4- to 5- year-olds increased by an additional three months. Very high security rating: 5 out of 5 on EEF padlock scale.*
- Tutoring before school in English and Maths from Year 2-6. *Research EEF: small group tuition +4 months if provided in separate classroom with diagnostic assessment used to support individual needs.*
- Whole school targeted intervention utilising 2Eskimo, Headstart Materials, Echo reading, Fine motor skills, 20 day challenges. *Research EEF: Feedback - low cost, high impact +8 mths*
- Additional 1:1 reading – across all classes, utilising assembly time, intervention time, TAs, parent helpers and reading ambassadors.
- Continued investment in Power Maths to support the Mastery approach, with Numberstacks and other targeted maths tutoring and intervention to support gaps; Cornerstones to support History, Geography, Science, Art and DT provision; Teach First Computing and Real PE schemes. *Research EEF: Mastery Learning - low cost 5mths+ progress.*
- Investment in Times Table Rock Stars to increase maths fluency and involve parents. *Research EEF: digital technology to support learning +4mth.*

- Parental Engagement: the introduction of class Dojo to improve communication between home and school; teacher meetings with parents of PP children at least once a term. *Research EEF: Parental engagement*

Challenge 4-5: Social/emotional, Health and SEN barriers to learning

- Happy Lunchtime Club to support children who struggle emotionally/socially on the playground.
- Increased ELSA provision to support mental health issues, bereavement, social skills etc. (timetabled every afternoon with some 'meet and greet' and nurture slots in the mornings. Referrals and pre and post assessment streamlined).
- Jigsaw PSHE scheme. INSET for all teachers, scheme introduced across the school. Jigsaw lessons one afternoon a week, across all classes.
- Termly wellbeing trackers introduced across the school and monitored by SLT.
- Support with uniform so that children are dressed smartly in uniform and feel accepted by others.
- Support with access to extra-curricular clubs including swimming lessons.
- PP support with residential costs in Year 5 and 6 and day-trip costs.
- Social, emotional and academic needs supported through Breakfast Club attendance. Children well fed and ready to learn. Positive impact seen on behaviour and attainment.
- Parents into Reading and Maths lessons.
- Nuffield Early Language Programme in EYFS.
- Updated behaviour policy with the introduction of Emotion Coaching has led to zero exclusions, only one suspension and has reduced the number of children escalated through school behaviour consequence steps. *Research: EEF Self-regulation strategies EEF +5 months Moderate impact, low cost +4 mths*

Attendance

Regular liaison with delegated member of Admin Team and Attendance Lead which feeds into half termly meetings with Attendance Officer. New recording and reporting system, monitoring and action planning alongside close liaison with parents e.g. telephone calls and targets with PP Lead and letters from the Attendance Officer has had a positive impact but we recognise the need to build upon this work:

Academic Year 2022 - 2023		Academic Year 2023 - 2024	
Whole School Attendance		Whole School Attendance	
PP	Non PP	PP	Non PP
94.4%	95.9%	94.6%	96.8%
1.5% gap		2.2% gap	

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
RWI Phonics	Read Write Inc Phonics
Power Maths	Active Learn
Jigsaw PSHE Scheme	Jigsaw
Cornerstones History, Geography, Science, Art and DT Scheme	Cornerstones
Real PE scheme	Real PE Create Development
Teach Computing	The NCCE
Leicestershire RE Syllabus	Natre
English Grammar, Spelling, Reading Comprehension and Maths booklets for Catch Up and School Led Tuition	CPG

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.