

Pupil premium strategy statement – St. Peter’s Catholic Primary School 2025-2028

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	104
Proportion (%) of pupil premium eligible pupils	6.7%
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)	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 Board, Resource Committee
Pupil premium lead	Tess Sharman, Headteacher (Jan 2026 onwards - Genevieve Jordan, Principal)
Governor / Trustee lead	Nicola McIntosh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,607
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>	£10,607

Part A: Pupil premium strategy plan

Statement of intent

At St Peter's, we want every child to leave our school with high attainment so that they are able to thrive in their next steps in life. We want to ensure that all children, regardless of their background or challenges they face, are given the support that they need to enjoy school and engage with learning so that they feel successful, make good progress in all areas of their development (personal and academic), attain highly across all subject areas and achieve their full potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

At St Peter's, we believe that all children are made in the image and likeness of God, with specific talents, given to them by Him and that, as a school, we must help them to nurture and grow these talents. Through high-quality teaching provision and a relentless drive for raising standards, we aim to eliminate barriers to learning to ensure progress for all our vulnerable pupils. Where pupils may need extra support, the school seeks to provide this to ensure that every child has access to every opportunity on offer, enabling them to develop, learn and achieve their very best. Implied within the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach is responsive to common challenges and individual needs, grounded in robust diagnostic assessment. To promote progress, we will:

- ensure learning activities and support are tailored appropriately to individual needs of all pupils, particularly disadvantaged pupils, including challenging and extending learning with no 'ceilings'*
- act early to intervene effectively at the point need is identified*
- adopt a whole school approach in which all staff 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	<i>We have such small numbers of disadvantaged children that it more generalised approaches may not always be appropriate as there may not be a common need among the cohort. Instead, we often have to take a highly personalised and tailored approach to their individual needs, which can be highly varied and complex, and this can require increased funding and staffing capacity.</i>
2	<i>Our assessments, observations, and discussions with pupils and families have identified a socio-economic gap. Disadvantaged children have greater challenging in accessing activities that incur a direct or associated cost (this may also include providing resources such as uniform). This limits the cultural capital that the children can build, particularly compared to their non-disadvantaged peers within our school demographic, who enjoy greater than average access to extra-curricular opportunity outside of school. This means we must consider closely how to provide and support the development of cultural capital and access to as many opportunities for these experiences through school for our disadvantaged pupils.</i>
3	<i>SEND and reading are two challenges for disadvantaged children. Being unable to read at the expected standard prevents children accessing the wider curriculum and is a barrier in later life/moving to their next phase of education.</i>
4	<i>Some of our disadvantaged children have English as an additional language. They join our school mid-curriculum and often require support to learn English quickly so that they can access the curriculum and start to make progress.</i>
5	<i>Whilst our attendance data for summer term 24-25 for disadvantaged pupils is above national average (96.1% compared to 92.2% nationally), it is below that of all pupils (97%). Lower attendance means less time in the classroom learning, which can impact attainment. It can also suggest pastoral support may be required for the family.</i>

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
<i>All children will enjoy the full curricular and extra-curricular offer of the school to ensure positive personal development and well-being</i>	• Children will attend after school activities • Children will play a musical instrument • Children will have the correct school uniform • Children will attend school trips • Children will learn to swim

<i>All children will finish the year at the expected standard for reading (or make good progress towards appropriate target attainment for SEND pupils)</i>	• Children will reach at least the expected standard for reading in their year group at the end of year assessment point • Children who are not on track for this at earlier assessment points in the year will be identified and immediate intervention and support will be enacted to prevent gaps forming • SEND children will receive targeted, personalised reading support and intervention where required and make good progress towards final targets
<i>All SEND children will make better than expected progress in reading in the year so they can close the gap.</i>	• Children will be assessed using Accelerated Reader so that staff know their reading age • Each half-term, staff will ensure that children make the same or better progress through careful monitoring and tracking
<i>Improved attendance for disadvantaged pupils when compared to non-disadvantaged pupils</i>	• Clear monitoring & tracking of attendance data • Effective support and strategies in place to improve attendance • the percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being no more than 1% lower than their peers • Overall attendance data being no more than the national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is negligible.

Activity in this academic year – 2025-2026

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: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the high-quality delivery of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and focus on SEND and disadvantaged pupils not meeting age-related reading expectations for targeted intervention. Twinkl Phonics.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3, 4
Oracy – teaching staff will receive training to enable them to improve oracy skills in classrooms, specifically through creative use of their environments	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.	1,3,4
CPD – staff will have access to the National College so that they can access training throughout the year. This will enable staff to respond quickly to the needs of the children (following effective assessment and check of understanding) to	The National College offers CPD (Continuing Professional Development) that aligns with EEF evidence for Pupil Premium spending, specifically targeting high-quality teaching, staff training, and support for disadvantaged learners. Evidence-informed training, such as the webinars available on this platform, can be used to improve outcomes, a key requirement for funding usage.	1,3,4

prevent misconceptions and gaps forming, particularly for children that arrive in our school from abroad or who have a specific need		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 8107

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading System</i> – Accelerated Reader is used across the schools to support reading. Children will be assessed and the outcomes of this assessment will be used to create interventions so that optimum progress can be made. Children will meet Age Related Expectations and will be able to access the full curriculum.	Evidence from the Education Endowment Foundation (EEF) indicates that Accelerated Reader (AR) can be an effective, evidence-based intervention for improving reading, particularly for disadvantaged pupils, when implemented correctly. Use of AR will be combined with: - targeted support from teaching assistants. - CPD for teachers on scaffolding and adaptive teaching. - The purchase, where required, of high-quality, diverse, and banded book	1,3,4
<i>Reading Intervention</i> - Nessy software will be used to support SEND children who are not meeting their age related expectations. It will also support the progress of children who might show traits of dyslexia	Specific needs and gaps targeted regularly can be an effective method for supporting low attaining pupils. 1:1 tuition using digital technologies show improved progress	1,3,4
<i>Adult Support</i> - A Teaching Assistant will be allocated to classes, based on the needs of the children, so that they	Evidence regarding the use of adult support (specifically Teaching Assistants, or TAs) in Pupil Premium (PP) strategies indicates that while TAs can significantly boost student attainment, their effectiveness depends heavily on deployment,	1,3,4

can close the gaps that appear in their learning.	training, and role definition. The EEF suggests that when deployed effectively, TAs can add an average of four to five additional months of progress. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
<i>Tutoring</i> - In cases where disadvantaged children narrowly miss the expected standard, they will be given an opportunity to make progress through targeted small group or 1:1 tuition.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#:~:text=Key%20findings,a%20school's%20pupil%20premium%20strategy . According to the Education Endowment Foundation (EEF), one-to-one tutoring is highly effective for pupil premium strategies, often providing +5 months' progress, while small group tuition offers roughly +4 months' impact. Targeted, consistent, and well-trained support—linked to classroom learning—is essential, particularly for accelerating progress in reading and mathematics.	1,3,4

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

Budgeted cost: £ 1000

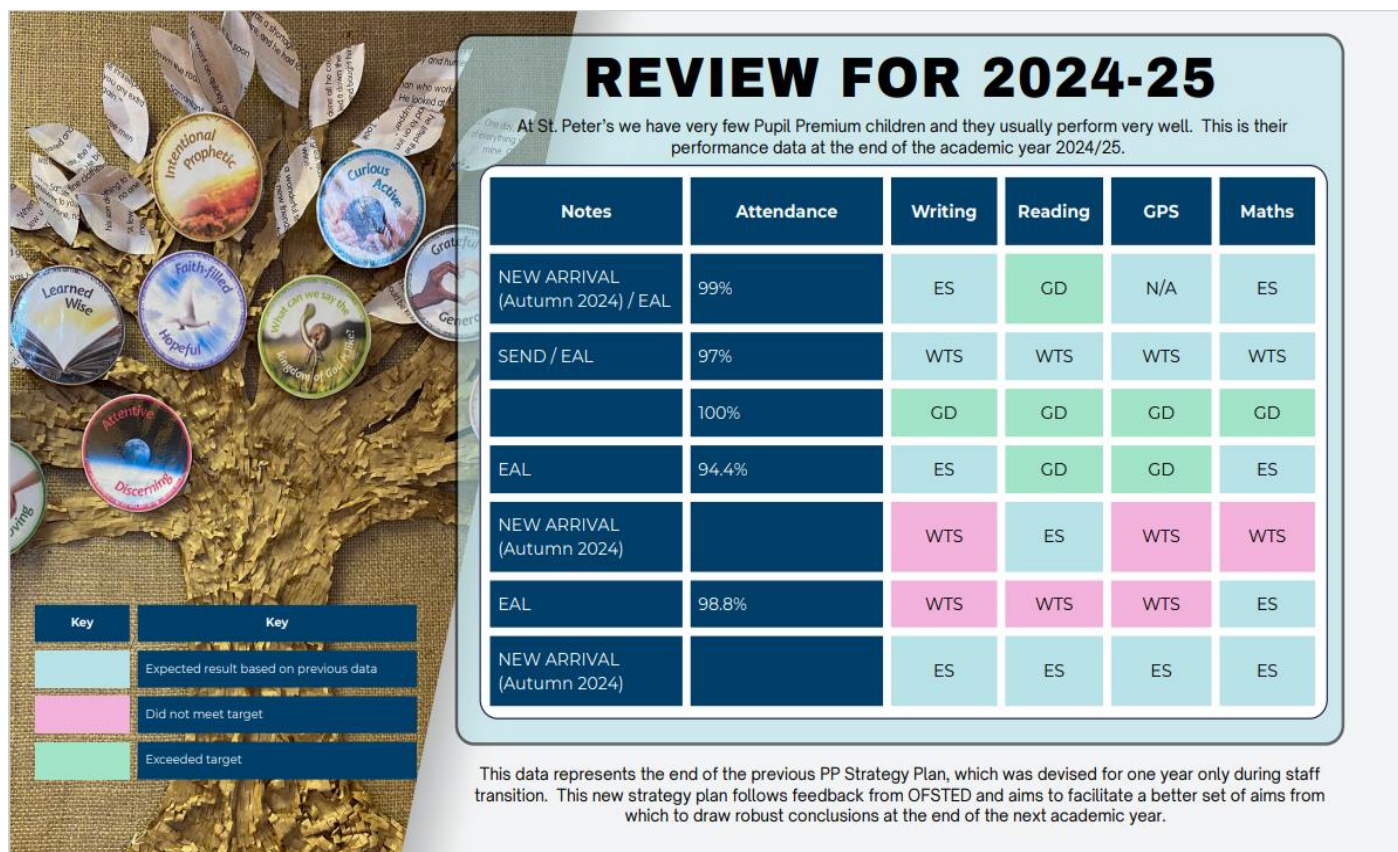
Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Uniform</i> - Children will have access to uniform if they face challenge in acquiring it. This includes school shoes. Furthermore, if a child requires basic equipment that they are not getting from home, the school will support this.	https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy	2,5
<i>Extra-curricular</i> - Children will be encouraged to take part in group music tuition so that they learn to play an instrument and school will support with funding for this if this is prohibitive and further	https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy	2,5

increasing the activities in school will support attendance.		
<i>Cultural capital</i> - school trips will be accessible to all children and if cost is prohibitive, the school will cover the cost so that the children can benefit from these opportunities.	https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy	2,5
<i>Wraparound</i> - Disadvantaged children will be able to attend Little Fishers for free during the first hour, so that they can enjoy the sports provision that the club offers. This will promote good attendance.	https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy	2,5
<i>Embedding principles</i> of good practice for attendance set out in the updated 2024 DfE's guidance on working together to improve school attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2,5

Total budgeted cost: £ 10,607

Part B: Review of the previous academic year 24-25

Outcomes for disadvantaged pupils



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
Twinkl Phonics	Twinkl
Times Tables Rockstars	Maths Circle
Accelerated Reader	Renaissance Learning
Nessy	Nessy Learning Limited
Music Lessons	Warwickshire Music
The National College	National Education Group

Service pupil premium funding (optional)

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