Pupil Premium Strategy Statement – 2025-2026

This statement details our school's use of pupil premium for the 2025-2026 academic year 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
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	8.6%
Academic years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2025 2025-2026 2026-2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Karen Frazer
Pupil Premium Lead	Emily Cook
Governor / Trustee lead	Rhiannon Sawyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 25/26	£37,875
Pupil premium plus funding	£2,530
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£40,405

Part A: Pupil premium strategy plan

Statement of intent

Key Principles

At St. Peter's, we are committed to providing all our pupils with every opportunity to achieve their best. Our goal is to eliminate barriers to learning by implementing early interventions and ensuring that every child receives high-quality teaching and support. The focus of our pupil premium strategy is to support disadvantaged pupils in achieving this goal, including those who are already high attainers.

We will take into account the challenges faced by vulnerable pupils, including those with a social worker and young carers. The activities outlined in this statement are designed to support their needs, regardless of whether they are disadvantaged. Moreover, all staff members are dedicated to fostering the independence of low-attaining pupils while enhancing their social, emotional, and mental wellbeing.

Our approach is centred on high-quality teaching, with a focus on the areas where disadvantaged pupils need the most support. This has been shown to have the greatest impact on closing the attainment gap while also benefiting non-disadvantaged pupils. Our approach will be guided by thorough diagnostic assessments, addressing both common challenges and individual needs, without relying on assumptions about the effects of disadvantage. This is in line with the **Education Endowment Foundation's (EEF)** recommended approach of using a range of strategies in the categories of 'Teaching, Targeted Academic Support and Wider Strategies'.

Objectives

- Work towards narrowing the attainment gap between disadvantaged and non-disadvantaged pupils.
- Ensure disadvantaged pupils are appropriately challenged in the work they are set.
- Support disadvantaged pupils in making progress that meets or exceeds nationally expected rates.
- Act early by intervening when a need is identified.
- Promote the social, emotional, and mental wellbeing of all pupils, enabling them to engage with learning at an appropriate level.
- Adopt a whole-school approach where all staff take responsibility for the outcomes of disadvantaged pupils and have high expectations of what they can achieve.
- Ensure all Pupil Premium pupils have equal access to enrichment and extracurricular activities that enhance and motivate their learning.

Achieving these objectives

- Provide staff with training and CPD relevant to the school development plan, ensuring high standards of teaching and learning and that all pupils receive high-quality instruction.
- Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils.
- Ensure teaching staff make reasonable adjustments for the cohort of pupils in their class by implementing strategies that target specific pupils.
- Implement additional teaching and learning opportunities through trained teaching assistants, learning support assistants and/or teachers (e.g., pre-teaching, vocabulary extension, reinforcement, and consolidation).
- Increase the hours of counselling support, prioritising vulnerable pupils.
- Increase Emotional Literacy Support (ELSA) provision to benefit more pupils.
- Deliver weekly mentoring and emotional literacy programmes by trained staff members.
- Extend the use of outside professionals, such as Speech and Language Therapists and Educational Psychologists.
- Utilise whole-school initiatives, such as coffee mornings for parents/carers led by the school's link Educational Psychologist.
- Subsidise activities, educational visits and residential trips to ensure it is accessible for all pupils.
- Ensure that pupils have first-hand experiences to apply in their classroom learning.
- Support the funding of specialist educational opportunities, such as a specialist dyslexia teacher.
- Offer catch-up sessions, focus groups and booster opportunities.
- Provide 1:1 and small group teaching support for embedding and consolidating basic skills.
- Facilitate 1:1 and small group reading sessions across the school week.
- Conduct transition meetings from primary to secondary school, between key stages, and into EYFS.
- Extend PE provision through before- and after-school clubs and gross motor skills sessions.
- Create opportunities for all pupils to participate in sporting competitions and extra-curricular activities with pupils from across the borough.
- Develop academic opportunities, particularly for vulnerable pupils, through interactions with pupils from other schools, e.g., debating.
- Ensure that all pupils have the opportunity to learn a musical instrument and perform in front of an audience.

- Provide free breakfasts for pupils on pupil premium through the Magic Breakfast Scheme.
- Display and celebrate the successes of all pupils, especially those from vulnerable backgrounds.
- Offer fruit at break times for pupils in Key Stage Two.
- Provide an extensive list of clubs and cover the cost for pupils on pupil premium.
- Create opportunities for all pupils to serve as ambassadors or House Captains.
- Offer opportunities for all pupils to perform or be selected for roles of interest, e.g., a whole-school production or reading a prayer aloud in church.
- Provide explicit teaching on social and emotional development.
- Implement a range of celebratory events and specialised weeks throughout the academic year to enrich pupils' experiences, such as Neurodiversity Celebration Week and Arts Week.

Legislation and guidance

This strategy plan is based on the pupil premium allocations and conditions of grant guidance 2025 to 2026, published by the Education and Skills Funding Agency (ESFA). It is also based on guidance from the Department for Education (DfE) on using the pupil premium, virtual school heads' responsibilities concerning the pupil premium, and the service pupil premium.

Challenges

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

Challenge number	Detail of challenge
1	**Limited engagement with reading within the classroom and at home** Assessments, observations, and discussions with pupils suggest that disadvantaged pupils generally face greater difficulties with reading than their peers. Reading logs monitoring indicate that disadvantaged pupils are less likely to read at home or complete homework tasks. Additionally, teachers have observed that these pupils are slower to develop a love for reading and a willingness to read for pleasure. Reading aloud is proved to improve oral language, and support pupils' use of vocabulary, articulation of ideas and spoken expression. Teacher observations and discussions with pupils also highlight language skills and vocabulary gaps among many disadvantaged pupils.

2	**Lower attainment and slower progress in writing in comparison to peers** Termly and end of year assessment data, formative teacher assessments, internal writing moderation and end of year reports indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	**Social and emotional difficulties, including medical and mental health concerns** Teacher observations, along with discussions with families and pupils, highlight social and emotional challenges, particularly affecting disadvantaged students and impacting their academic attainment.
4	**Narrow life experiences** Research indicates that by providing a rich and wide variety of enrichment experiences, pupils broaden their knowledge of the world around them, gaining a deeper understanding and developing a wider and richer vocabulary. Providing such experiences also aids in raising aspiration.

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
Outcome 1: As a result of targeted support and initiatives, disadvantaged pupils have developed a greater love for reading and increased motivation to read both at home and in school. This has led to improved reading attainment, enhanced engagement with literacy activities.	• Regular, targeted reading interventions take place, and pupils who receive additional, teacher-led support achieve at least as well as their peers. • All pupils will borrow a book from the school library, in addition to their school reading book, on a weekly basis. • Pupils eligible for Pupil Premium will close the gap between their attainment and the national attainment percentage for pupils not receiving Pupil Premium. • Pupils eligible for Pupil Premium will visibly demonstrate an enjoyment of reading at school. • Teachers will encourage pupils to read aloud in the classroom to develop reading confidence and enable teachers to assess fluency and word reading ability. • Teachers will provide opportunities for pupils from disadvantaged backgrounds to read aloud to build confidence, for example, by reading a prayer during collective worship or sharing their writing at the end of a lesson. • Assessments and observations will indicate significantly improved oral language skills among disadvantaged

	pupils. This will be evidenced by triangulating other sources of data, including engagement in lessons, book scrutiny, and ongoing formative assessment. • Additional professional advice, such as from an educational psychologist, will be sought in cases of slower progress or a continued lack of motivation in reading for some pupils. • There will be an increase in parental understanding of how to support their pupils' learning and well-being, as appropriate. • Pupils eligible for Pupil Premium will be reading more frequently at home, with this evidenced in their reading logs. • Pupils eligible for Pupil Premium will be prioritised when planning the speech and language caseload. • KS2 reading outcomes show that more than 77.7% of disadvantaged pupils met the expected standard (based on the number of pupils being eligible for Pupil Premium).
Outcome 2: As a result of targeted support, pupils eligible for Pupil Premium are making at least expected progress in writing, leading to improved attainment in this area.	• Teachers will provide high-quality teaching in the classroom and make reasonable adjustments for pupils who are underachieving. • Early interventions will be implemented. • Regular, targeted writing interventions will take place, and pupils who receive additional, teacher-led support will achieve at least as well as their peers. • Weekly specialist 1:1 teaching will be provided for pupils underperforming in writing, with Pupil Premium pupils given priority. • Touch-typing interventions will be delivered in small groups three times per week, prioritising pupils eligible for Pupil Premium. • Pupils eligible for Pupil Premium will close the attainment gap in comparison to the national percentage for pupils not receiving Pupil Premium. • Assessments and observations will indicate significantly improved oral language skills among disadvantaged pupils. This will be evidenced by triangulating various sources of data, including engagement in lessons, book scrutiny, and ongoing formative assessment. • There will be an increase in parental understanding of how to support their pupils' learning and well-being, as appropriate.

	• KS2 writing outcomes show that more than 77.7% of disadvantaged pupils met the expected standard (based on the number of pupils being eligible for Pupil Premium). • In EYFS, a good level of language skills will be developed to support pupils' acquisition of Phonics and early literacy.
Outcome 3: Through targeted interventions and support, including for pupils from disadvantaged backgrounds, pupils' social and emotional well-being has improved. This has resulted in greater resilience, stronger relationships, and increased engagement in learning, positively impacting both their personal growth and academic progress.	• A regular mentoring programme will be delivered by a trained member of staff, with pupils eligible for Pupil Premium given priority. • The school will implement a full day of emotional literacy support, provided by a trained member of staff, with Pupil Premium pupils prioritised. • The school will introduce two full days of counselling support, delivered by a professional from London Young Counselling, with Pupil Premium pupils prioritised. • Teachers will plan appropriate interventions and support for pupils in their class, including targeted support for social and emotional wellbeing, such as social skills groups or team-building activities. • Teachers will deliver high-quality PSHE and RSE lessons to equip pupils with the skills to improve social and emotional development, particularly for those from disadvantaged backgrounds. • Staff will be equipped to identify pupils' social and emotional needs. • Parent/carer coffee mornings will take place at least once a term, focusing on social, emotional, and mental wellbeing. • The mental health lead and PSHE & RSE lead will seek opportunities to invite guest speakers into the school to deliver sessions that enhance social and emotional development, for example, Mind workshops. • EYFS teachers will identify pupils in EYFS who do not achieve a good level of development in 'personal, social, and emotional development.' The EYFS teacher will then support the Year 1 teacher in implementing targeted support based on this data when the pupils transition to Key Stage One. • Pupils in reception will receive high-quality teaching in relation to 'personal, social, and emotional development' areas of learning.
Outcome 4: By widening experiences and extending	• The school will offer subsidised musical instrument lessons for pupils eligible for Pupil Premium.

opportunities, pupils, especially those from disadvantaged backgrounds, have gained access to activities that support their personal growth and academic achievement. These efforts have increased their confidence, engagement, and overall well-being, leading to improved progress in school.	• All pupils eligible for Pupil Premium will be offered one free extra-curricular club a term. • Pupil Premium pupils accessing clubs will be at least 90%. • Pupils at St Peter's will have many opportunities throughout their education to broaden their life experiences, such as during Neurodiversity Celebration Week, Arts Week, STEM Week, and other specialist weeks and EDI initiatives. • All pupils will participate in at least six visits/experiences outside of school per year, along with a series of residential experiences, including a trip to a farm in Year 6. • These trips will be subsidised for Pupil Premium families as needed. • A wide and diverse range of after-school clubs will be offered, with at least one club available free of charge to pupils eligible for Pupil Premium. • Free Breakfast Club will be provided to pupils eligible for Pupil Premium. • Pupils' language will be enriched through these experiences. • Whole-school initiatives, such as Grandparents Day, Family Supper, and cultural/community days, will be introduced to foster a sense of community and belonging. • Parent groups and connections will be encouraged to involve and support the school community as widely as possible. • Attendance of all Pupil Premium pupils will be in line with national expectations which is 96%.

Activity in this academic year 2025-2026

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

1. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,121.50 (30% of budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional **speech and language therapy (SALT)** assessment, intervention and staff training. **Ongoing CPD** from English lead/SENDCO/external providers, for example, word aware and language for thinking.	EEF states that improving young pupils' vocabulary is often a high priority, particularly when teaching students from disadvantaged backgrounds who are more likely to have a less extensive vocabulary. Oral language interventions | EEF (educationendowmentfoundation.org.uk) The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. High Quality Teaching | EEF (educationendwomentfoundation.org.uk)	1, 2, 3 and 4
Whole-school training will be delivered by the **school's specialist SEND teacher**, who has experience working with dyslexic pupils.	Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. Targeted Academic Support | EEF (educationendowmentfoundation.org.uk)	1 and 2
Additional professional advice and support to teaching staff from the **Educational Psychologist (EP)**	Educational Psychologist work is rooted in evidence informed practice to work alongside teachers to develop individual pupil learning. EP has experience of attachment issues, able to advise and support with Post LAC, offer supervision support and training. Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)	1, 2, 3 and 4

EP to deliver staff training of literacy difficulties, including dyslexia. EP to deliver a similar training for parents/carers. EP to support teachers to run targeted interventions to support pupils' social and emotional development.	Supporting high quality teaching is pivotal in improving pupils's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD. Professional Development | EEF (educationendowmentfoundation.org.uk) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and Emotional Learning | EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £15,150 (40% of budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adult support and	Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	1, 2, 3 and 4

interventions will be provided in every classroom; this will be documented on class provision maps.	Small group tuition | EEF (educationendowmentfoundation.org.uk)	
Provide teachers with professional development training to ensure they can deliver targeted strategies support reading and writing skills.	This guidance report below offers early years professionals seven practical evidence-based recommendations to provide every child – but particularly those from disadvantaged homes – with a high quality and well-rounded grounding in early literacy, language and communication. Preparing for Literacy | EEF (educationendownmentfoundation.org.uk) **Summary from EEF regarding recommendations for improving Literacy in Key Stage 1:** Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with pupils rather than just talking to pupils. Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending pupils' language and thinking during interactions and activities such as shared reading. Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge. Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.uk) **Summary from EEF regarding recommendations for improving Literacy in Key Stage 2:** • Develop pupils' language capabilities • Support pupils to develop fluent reading capabilities	1 and 2

	• Teach reading comprehension strategies through modelling and supported practice • Teach writing composition strategies through modelling and supported practice • Develop pupils' transcription and sentence construction skills through extensive practice • Target teaching and support by accurately assessing pupil needs • Use high-quality structured interventions to help pupils who are struggling with their literacy Key Stage 2 Literacy Guidance | EEF (educationendowmentfoundation.org.uk)	
Support from a specialist dyslexia and dyscalculia teacher	Complement high quality teaching with carefully selected small-group and one-to-one interventions. One to one tuition | EEF (educationendowmentfoundation.org.uk) Phonics | EEF (educationendowmentfoundation.org.uk)	1 and 2
Touch-Typing Programme	Guidance Report and poster Guidance Report and Poster - small group and one-to-one interventions Complement high quality teaching with carefully selected small-group and one-to-one interventions. Small group tuition | EEF (educationendowmentfoundation.org.uk)	1, 2 and 4
Booster sessions for Year 6 pupils – maths and English	Complement high quality teaching with carefully selected small-group and one-to-one interventions. Small group tuition | EEF (educationendowmentfoundation.org.uk)	1 and 2
Offer educational after school clubs such as 11+ club, creative story time, computing and Mathletics.	Complement high quality teaching with carefully selected small-group and one-to-one interventions Small group tuition | EEF (educationendowmentfoundation.org.uk)	1, 2 and 4

Raising the profile of pupil and parent engagement with Spelling Frame.	Promoting Fluency with Numbers and Sequences | EEF (educationendowmentfoundation.org.uk)	1, 2 and 4
Small group teaching of mark-making and letter formation, particularly in EYFS and KS1	Complement high quality teaching with carefully selected small-group and one-to-one interventions Teaching mark-making and letter formation | EEF (educationendowmentfoundation.org.uk) Small group tuition | EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £12,121.50 (30% of budget)

Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Sensory diet programmes and opportunities for physical activity interventions	Sensory regulation, the ability to select and process sensory information to plan and perform appropriate behaviours, provides a foundation for learning. Sensory processing, coordination & attachment .pdf Introduction to sensory processing & regulation for KS1 & 2	3 and 4
Subsidised school trips including residential, arts and creative events	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Arts participation | EEF (educationendowmentfoundation.org.uk)	3 and 4
Subsidised after school clubs/ Breakfast Club/JAG wrap-around care	Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.	3 and 4

	Extending school time | EEF (educationendowmentfoundation.org.uk)	
Subsidised musical instrument tuition	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Arts participation | EEF (educationendowmentfoundation.org.uk)	3 and 4
Increase counselling, emotional literacy support (ELSA) and mentoring support	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	3 and 4
Parental Support Groups – SEN Family Network/Post LAC/EDI Parent Network	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement | EEF (educationendowmentfoundation.org.uk)	3 and 4
Pupil Premium Lead to track absence with Office team Member(s) of staff directed to focus on attendance as part of role engage with parents: - First day absence phone calls - Weekly analysis of data, identification of 'at risk' pupils / families - Support for pupils - Support and challenge for target families	Persistent absence is an immediate issue facing schools across the country. According to the most recent data, almost one in four pupils missed more than 10 per cent of sessions in the autumn term of 2021, and 1.4 per cent of pupils missed at least 50 per cent of sessions. We know these pupils are disproportionately more like to come from socio-economically disadvantaged backgrounds. So tackling persistent absence is an important part of improving education outcomes for this group. Evidence brief on improving attendance and support for disadvantaged pupils | EEF (educationendowmentfoundation.org.uk) Understanding the use of Attendance & Family Liaison Officers as a school level strategy to improve attendance | EEF (educationendowmentfoundation.org.uk)	3 and 4

Total budgeted cost:

Teaching	
Budgeted cost:	£12,121.50 (30% of budget)
Targeted academic support	
Budgeted cost:	£16,162 (40% of budget)
Wider Responsibilities	
Budgeted cost:	£12,121.50 (30% of budget)
Total spending for 2025-2026:	**£40,405**

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment Data

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.

End of Key Stage Two (9 PP children – 30% of cohort)	At Expected	Above Expected	At or Above Expected
SPaG (Spelling, Punctuation and Grammar)	PP = 33%	PP = 33%	PP = 67%
Reading	PP = 22%	PP = 67%	PP = 89%
Writing	PP = 56%	PP = 22%	PP = 78%
Maths	PP = 22%	PP = 67%	PP = 89%
Attainment of pupils at the end of key stage 2 by disadvantage status, 2024/2025 (England, state-funded schools)	**Outcomes**		
National percentage of pupils (disadvantaged pupils) meeting the expected standard in reading	63%		
National percentage of pupils (disadvantaged pupils) meeting the expected standard in writing	59%		
National percentage of pupils (disadvantaged pupils) meeting the expected standard in maths	61%		

- End of Key Stage Two data showed that the percentage of disadvantaged pupils meeting or exceeding the expected standard in reading was above the national average.
- End of Key Stage Two data showed that the percentage of disadvantaged pupils meeting or exceeding the expected standard in writing was above the national average.
- End of Key Stage Two data showed that the percentage of disadvantaged pupils meeting or exceeding the expected standard in maths was above the national average.

Progress

Although two Pupil Premium children did not achieve a Good Level of Development (GLD) in Reception, both made clear progress across all areas of the Early Years curriculum. Both pupils were identified as having special educational needs and will continue to receive targeted interventions this academic year, focusing on areas requiring further support and development. They are currently receiving support from the school's link Educational Psychologist, Speech and Language Therapist, and Hammersmith and Fulham's Specialist Teacher Service (INSPIRE). One pupil is also receiving short-term contingency funding and is on the pathway towards an Education, Health and Care Plan (EHCP).

At the end of Year 1, the two Pupil Premium pupils made expected or better-than-expected progress from their starting points in reading, writing, and maths. Both children joined St Peter's with limited English, as English is an additional language for them. They continue to engage in a range of targeted interventions to support their language development.

At the end of Year 2, the three Pupil Premium pupils made expected or better-than-expected progress from their starting points in reading, writing, and maths. One pupil received an Education, Health and Care Plan (EHCP) during the 2024–2025 academic year, as she requires provision beyond what is ordinarily available in school.

At the end of Year 3, the one Pupil Premium pupil made expected or better-than-expected progress from their starting points in reading, writing, and maths. This child continues to work with a specialist teacher to develop reading and writing skills and to help close the gap between themselves and their peers.

At the end of Year 4, all six Pupil Premium pupils made expected or better-than-expected progress from their starting points in reading, writing, and maths. The pupil who did not achieve the expected level of attainment continues to work with the school's specialist SEND teacher and is due to be seen by an Educational Psychologist in the Autumn Term (2025–26).

At the end of Year 5, both Pupil Premium pupils made expected or better-than-expected progress from their starting points in reading, writing, and maths. Both children are receiving targeted support to further develop their knowledge and skills in core areas during their final year at St Peter's.

<u>Please see the Pupil Premium Data Review (2024-2025) for further details on attainment data.</u>

Attendance

We also analyse school data and observations to understand wider issues affecting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

<u>National context (DfE data, 2024/25)</u>

By school type: Across England in 2024/25, state-funded primary schools recorded an overall absence rate of about 5.3%, with authorised absences accounting for 3.7% and unauthorised absences 1.5%

The overall national absence rate across all school types was 6.9%.

By pupil characteristics: DfE statistics show that pupils eligible for free school meals (FSM) had an overall absence rate of 10.6% in 2024/25, compared with 5.4% for pupils not eligible for FSMs.

School context (St Peter's CE Primary School, 2024/25)

Pupils not eligible for Pupil Premium: Absence rate 3.37% (3.03 % authorised, 0.34 % unauthorised) and overall attendance 96.63 %.

Pupils eligible for Pupil Premium: Absence rate 4.5% (3.81 % authorised, 0.69 % unauthorised) and overall attendance 95.50 %.

Our overall attendance rate for 2024/25 is slightly higher than the previous year. Notably, pupils eligible for Pupil Premium at St Peter's had a much lower absence rate than the national average for pupils receiving free school meals and were close to the national figure for pupils not eligible for FSM.

This suggests that the strategies in place to support attendance for disadvantaged pupils are having a positive impact. However, the school continues to strive for all Pupil Premium pupils to achieve an attendance rate of 96% or above.

Progress against outcomes

Outcome 1: As a result of targeted support and initiatives, disadvantaged pupils have developed a greater love for reading and increased motivation to read both at home and in school. This has led to improved reading attainment, enhanced engagement with literacy activities.

Across all year groups, Pupil Premium pupils have made expected or better-than-expected progress in reading from their individual starting points. In the Early Years, although two Pupil Premium children did not achieve a Good Level of Development (GLD), both made measurable progress across all areas of the curriculum, including early reading.

From Key Stage 1 onwards, Pupil Premium pupils have continued to make steady progress. In Years 1 and 2, all pupils made expected or better-than-expected progress, including a couple of children joining St Peter's with English as an additional language. Targeted interventions have been effectively implemented to support language acquisition and reading fluency.

In Years 3 to 5, Pupil Premium pupils sustained positive progress, with most achieving expected or better-than-expected outcomes. Pupils receiving additional support from specialist teachers, particularly those with identified special educational needs, are making clear gains in reading confidence and comprehension.

At Key Stage 2, outcomes for disadvantaged pupils in reading were particularly strong. The proportion of Pupil Premium pupils meeting or exceeding the expected standard in reading was above the national average, demonstrating the effectiveness of targeted reading support and intervention strategies.

Overall, Pupil Premium pupils at St Peter's are making strong progress in reading, with attainment that is broadly in line with or above national expectations by the end of Key Stage 2. The data indicates that focused, evidence-based approaches, particularly early intervention, specialist support, and consistent monitoring, are having a sustained and positive impact on reading outcomes for disadvantaged learners.

Pupil Premium pupils are targeted first for regular reading in school to ensure someone is listening to them read, questioning them on what they have read, and addressing any errors in pronunciation.

Outcome 2: As a result of targeted support, pupils eligible for Pupil Premium are making at least expected progress in writing, leading to improved attainment in this area.

Summary of Progress and Attainment in Writing

Across the school, Pupil Premium pupils have made expected or better-than-expected progress in writing from their starting points. In the Early Years, although two Pupil Premium children did not achieve a Good Level of Development (GLD), both demonstrated clear progress in their early writing skills, supported by targeted interventions and individualised learning approaches.

In Key Stage 1, all Pupil Premium pupils made expected or better-than-expected progress in writing. For those with English as an additional language, focused support in vocabulary, sentence structure, and handwriting contributed to accelerated progress over the year.

During Lower Key Stage 2, pupils continued to make steady progress in writing, with the majority achieving expected or better-than-expected outcomes. Pupils with identified special educational needs benefited from specialist teaching to develop spelling, grammar, and composition skills, helping to narrow the attainment gap with their peers.

In Upper Key Stage 2, outcomes for disadvantaged pupils were positive. The proportion of Pupil Premium pupils meeting or exceeding the expected standard in writing was above the national average, reflecting the impact of structured writing interventions and regular opportunities for extended writing across the curriculum.

Overall, Pupil Premium pupils at St Peter's demonstrate consistent and sustained progress in writing, with attainment that is in line with or exceeding national expectations by the end of

Key Stage 2. The school's commitment to high-quality feedback, targeted intervention, and explicit teaching of writing skills continues to ensure that disadvantaged pupils make strong progress across year groups.

Specialist Teacher Support (H&F Inspire Team)

Our specialist SEND teacher provided targeted support sessions to small groups of six children each term. Pupils eligible for Pupil Premium were well represented in these groups:

Autumn Term: Three out of six children (50%) receiving additional support were eligible for Pupil Premium.

Spring Term: Four out of six children (around 67%) receiving support were eligible for Pupil Premium.

Summer Term: Three out of six children (50%) receiving support were eligible for Pupil Premium.

During these sessions, the focus was on developing phonological awareness, teaching spelling rules, and improving reading fluency and comprehension.

Outcome 3: Through targeted interventions and support, including for pupils from disadvantaged backgrounds, pupils' social and emotional well-being has improved. This has resulted in greater resilience, stronger relationships, and increased engagement in learning, positively impacting both their personal growth and academic progress.

Wellbeing

The table below summarises the number of pupils eligible for Pupil Premium (pupils on free school meals) who received emotional and mental health support last academic year. Pupils needing support were identified through formative teacher assessments, observations, and discussions with families and pupils. Pupils eligible for Pupil Premium were prioritised.

Term	Mentoring (PP / Total)	Counselling (PP / Total)	Emotional literacy (PP / Total)
Autumn 1	3 / 6	1 / 8	2 / 6
Autumn 2	3 / 6	1 / 8	3 / 6 [1]
Spring 1	1 / 6	0 / 8	2 / 6 [1]
Spring 2	1 / 6	0 / 8	2 / 6 [1]
Summer 1	3 / 6	4 / 8	2 / 6 [1]
Summer 2	3 / 6	4 / 8	3 / 6 [1]

Notes

- Each cell shows the number of pupils eligible for Pupil Premium (left) and the total number of available places (right). For example, 3 / 6 means that three of the six available mentoring places were taken by pupils eligible for free school meals (Pupil Premium).
- [1] Indicates that one of these pupils was eligible for Pupil Premium Plus (a looked-after or previously looked-after child), which sits within Pupil Premium funding.
- This format clarifies how many Pupil Premium pupils accessed each type of support and how many places were available in each term.

Outcome 4: By widening experiences and extending opportunities, pupils, especially those from disadvantaged backgrounds, have gained access to activities that support their personal growth and academic achievement. These efforts have increased their confidence, engagement, and overall well-being, leading to improved progress in school.

In the Autumn Term (2024–25), 68 children received peripatetic music lessons through Pelican Music, representing 33% of the school's cohort. Five of these children were eligible for Pupil Premium, accounting for 20% of all pupils in receipt of Pupil Premium funding.

In the Autumn Term (2024–25), 182 children (88%) attended one or more extra-curricular clubs on offer. All 25 Pupil Premium children (100% of those eligible) accessed at least one of these clubs.

In the Spring Term (2024–25), 69 children received peripatetic music lessons through Pelican Music, representing 33% of the school's cohort. Five of these children were eligible for Pupil Premium, accounting for 20% of all pupils in receipt of Pupil Premium funding.

In the Spring Term (2024–25), 177 children (85%) attended one or more extra-curricular clubs on offer. Twenty-four Pupil Premium children (96% of those eligible) accessed at least one of these clubs.

In the Summer Term (2024–25), 58 children received peripatetic music lessons through Pelican Music, representing 28% of the school's cohort. Four of these children were eligible for Pupil Premium, accounting for 16% of all pupils in receipt of Pupil Premium funding.

In the Summer Term (2024–25), 183 children (87.5%) attended one or more extra-curricular clubs on offer. Twenty-four Pupil Premium children (96% of those eligible) accessed at least one of these clubs.

All Year 5 pupils eligible for Pupil Premium attended PGL with their peers.

All Year 6 pupils eligible for Pupil Premium attended Treginnis Farm with their peers.

Conclusion

Analysis of attainment and progress data for 2024–25 demonstrates that disadvantaged pupils at St Peter's CE Primary School continue to achieve strongly across all areas of the curriculum. By the end of Key Stage 2, the proportion of Pupil Premium pupils meeting or exceeding the expected standard in reading, writing and maths was above the national average, reflecting the impact of targeted teaching, early intervention, and consistent monitoring of pupil progress.

From the Early Years onwards, Pupil Premium pupils have made expected or better-than-expected progress from their individual starting points. Effective support for pupils with English as an additional language and those with identified special educational needs has ensured that barriers to learning are addressed swiftly and effectively.

Attendance for pupils eligible for Pupil Premium remains well above national averages for disadvantaged pupils and close to that of their non-disadvantaged peers, highlighting the success of the school's strategies to promote regular attendance and engagement.

The school's investment in wellbeing and enrichment opportunities continues to make a measurable difference. Disadvantaged pupils have accessed a wide range of extra-curricular activities, residential visits, and specialist support in music and emotional wellbeing, promoting both academic and personal growth.

Overall, the evidence indicates that St Peter's is effectively narrowing the attainment gap between disadvantaged pupils and their peers. Continued focus on high-quality teaching, targeted interventions, and equitable access to enrichment opportunities will ensure that all pupils, regardless of background, are supported to achieve their full potential.

Monitoring

The Pupil Premium Strategy and funding expenditure is reviewed on an annual basis in the Autumn Term by the Pupil Premium Lead and Link Pupil Premium Governor.

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 20243 to 2025 academic year.

Pupil Premium Plus (PP+)

This overview includes Pupil Premium Plus (PP+) expenditure, which is allocated for children who are looked after (LAC) or previously looked after (PLAC), including those who have been adopted from care. The school is committed to meeting regularly with parents and carers of these children to discuss shared priorities, review provision, and ensure that school practice effectively supports the needs of this cohort.

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
Touch-Type, Read and Spell Programme
Mathletics
Spelling Frame
TT Rock Stars
Clicker 8
Letter School App

Further information (optional)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.