

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Peter's Primary School
Number of pupils in school	615
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Catrin Battista
Pupil premium lead	Angela Hunt Tim Eustace
Governor / Trustee lead	Victoria Green

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,979.58
Recovery premium funding allocation this academic year	£5,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62,779.58

# Part A: Pupil premium strategy plan

## Statement of intent

At St Peter's Primary School we are committed to make sure that all children, regardless of their socio-economic background, are educated in a supporting, safe environment that challenges each child to reach their potential. Every child at St Peter's is exposed to a high-quality curriculum which fosters a lifelong love of learning.

The focus of our pupil premium strategy is to ensure that meaningful, evidence-based support is given to disadvantaged pupils, enabling good rates of progress, high attainment targets and the development of every child's social, emotional and mental health needs. As a school, we strive to ensure that teaching and learning opportunities meet the needs of all of our pupils and that appropriate provision is in place for pupils who belong to vulnerable groups, or have additional educational needs.

At St Peter's, appropriate provision is based on data and evidence, making sure that the needs of socially disadvantaged pupils are sufficiently assessed and addressed. Our St Peter's pedagogy, 'Excellence as Standard', puts research and evidence-based practice at the heart of all we do, ensuring that our ever-evolving practice maintains quality first teaching as a core offer for all learners, regardless of their socio-economic background.

All of our work funded with support of the pupil premium grant will be aimed at accelerating progress and ensuring access to a rich, broad and balanced curriculum. This is particularly pertinent in wider school plans for educational recovery.

[We use the EEF tiered approach, and menu of approaches, as a basis for our approach to spending for disadvantaged pupils:](#)

### **Quality First teaching**

*'Quality first teaching is the greatest lever to improved academic success and, crucially, this quality first teaching also has a disproportionately positive impact on our most disadvantaged pupils'. Mark Rowland, 2023.*

At St Peter's high-quality teaching is at the heart of our approach for all pupils, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap whilst at the same time benefiting the quality of education for all pupils, both disadvantaged and non-disadvantaged, in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

### **Targeted academic support**

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress at age-related expectations. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective pupil premium strategy. At St Peter's we use evidence-informed interventions linked to core academic areas, such as those linked to our nationally validated phonics scheme 'Unlocking Letters and Sounds'.

### **Wider strategies**

We recognise that many of the barriers to pupils' learning are wider than just their academic needs. With this in mind, we intend to support our disadvantaged pupils through wider strategies. We understand how mental health and self-esteem can impact upon learning; therefore, we target resources towards supporting and improving pupils' social and emotional mental health. Our strong pastoral offer ensures that all children have access to these support services, regardless of their socio-economic background, focusing tirelessly on improving the lives of our most vulnerable children and families. Our pastoral offer includes additional support with attendance; increasing parental engagement in wider school life; and increased focus on pupil wellbeing; support at lunchtimes; personalised academic and SEMH support for children with identified vulnerabilities. Finally, attending school regularly is a key driver in academic success. Because we know that attendance and punctuality is crucial to academic success, this is a high priority, as will fostering a love of school and school life.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Internal diagnostic assessment and observations show that a high proportion of disadvantaged pupils at our school start their education at a lower level of achievement in reading, writing, mathematics and oracy when compared with non-disadvantaged pupils.
2	Some of the parents of our disadvantaged pupils face barriers in ensuring good attendance. Internal data indicates that pupils from disadvantaged backgrounds have lower attendance than their peers (94.2% in comparison to 96.8%).

3	Our assessments and observations indicate that the wellbeing and Social, Emotional and Mental Health needs of a number of our disadvantaged children requires therapeutic services or interventions.
4	Through observations and conversations with pupils and their families, we find that a number of our disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments and observations indicate that a significant number of our pupils require access to services and interventions such as speech and language therapy groups.
6	The impact of COVID 19 and loss of direct teaching has had a significant impact on the academic attainment of pupils across school, with a higher proportion of disadvantaged children in our setting failing to reach the expected standard in internal assessments last academic year. These findings are supported by national trends and studies.

## 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><b>Reading, writing and maths</b> attainment of disadvantaged pupils is in line or above their non-disadvantaged peers</p>	<ul style="list-style-type: none"> <li>Disadvantaged pupils achieve outcomes at the end of year that are in line with or exceeds the outcomes of non-disadvantaged pupils in their year group.</li> <li>This will be evidenced in the end of year teacher assessment and/ or standardised scores from NFER results.</li> <li>Quality first teaching is further embedded and developed alongside ETP model following <i>Rosenshine's principles in action</i> so that disadvantaged children are challenged to think deeply about difficult concepts, making accelerated progress</li> <li><i>The Expert Teacher Programme</i> and <i>Learning Enquiries</i> are able to unlock barriers to learning for our most disadvantaged pupils</li> </ul>

<p>Improved early reading attainment among disadvantaged pupils</p>	<p>At least 90% of pupils in Y1 to pass the PSC. Internal data tracking, formative and summative assessments show that disadvantaged pupils are making accelerated progress in reading</p>
<p>Improved attendance Reduced persistent absence</p>	<p>Reduction in persistent absence for PPG group. Attendance data analysis at half-termly pastoral meetings shows figures for disadvantaged pupils above 96%</p>
<p>To address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication.</p>	<p>Experiences and visitors planned for all pupils across the year. Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost/free to allow children to participate experiences that are not provided within the home environment</p>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,201.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
All ECTs successfully complete their first year of the ECF £ no cost	<a href="#">Early Career Framework</a>	1, 6
Implementation and CPD for 'Unlocking Letters and Sounds' – St Peter's DfE validated systematic synthetic phonics programme – to ensure that this is consistently implemented across the school.  (Whole-school phonics training including SSP lowest 20% intervention training for teaching support staff	<a href="#">DfE Reading Framework 2023</a>  <a href="#">DfE phonics information</a>  <a href="#">EEF phonics toolkit</a>	1, 6
Phase Leader leadership time (out of class) to support: <ul style="list-style-type: none"> <li>• Quality of teaching in classrooms in their phase</li> <li>• Assessment</li> <li>• Behaviour</li> <li>• Attendance</li> </ul>	<a href="#">EEF: Closing the Attainment Gap Key Lessons Learned</a>	1, 6
Contribution to LSP Centre of Professional Development to support staff CPD in the following areas: <ul style="list-style-type: none"> <li>• Subject networks</li> <li>• Literacy Tree (English)</li> <li>• Instructional coaching</li> <li>• Pedagogy</li> </ul>	<a href="#">EEF: Closing the Attainment Gap Key Lessons Learned</a>  Addressing educational disadvantage in schools and colleges, Marc Rowland	1, 6

<ul style="list-style-type: none"> <li>• Curriculum Development</li> <li>• LSP disadvantaged strategy – trust CPD offer</li> </ul>		
Completion of Pupil Learning Enquiries annually for all disadvantaged pupils to teachers and support staff have a full understanding of their barriers to learning and can adapt teaching to meet their needs. Facilitated by support staff.	<a href="#">Effective professional development</a>  <a href="#">Teaching assistant interventions</a>	1, 6

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

Budgeted cost: £24,771

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading leadership KS2 - ensuring expert provision across the school for fluency and comprehension, including expert reading intervention – unlocking letters and sounds Unlocking reading fluency</p> <p>Reading leadership FS/KS1 – unlocking letters and sounds. Targeted support for off-track disadvantaged pupils in phonics</p>	<a href="#">DfE Reading Framework 2023</a>	1, 6
Nessy – a structured phonics reading programme designed to rapidly close learning gaps within reading	<a href="#">EEF – Teaching assistant interventions</a>	1, 6
Pre teaching for identified pupils: Structured pre-teaching to stop learning gaps before they open.	<a href="#">EEF - extending school time</a>  <a href="#">Small group tuition</a>	1, 6

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

Budgeted cost: £26,443.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of regulation – a whole-school social emotional learning curriculum and regulation programme	<a href="#">EEF: Improving Social and Emotional Learning in Primary Schools 2019</a>	3
ELSA training for Learning Mentor	<a href="#">EEF: Improving Social and Emotional Learning in Primary Schools 2019</a>	3
<p>Learning Mentor to support attendance. Activities include:</p> <ul style="list-style-type: none"> <li>• Daily check-ins with families with low attendance rates</li> <li>• Weekly coffee mornings for parents</li> <li>• 3 weekly reviews of attendance data</li> <li>• 6 weekly reviews of attendance with Education Welfare Officer</li> <li>• Regular supportive meetings with families to support attendance</li> </ul> <p>£ 1/3 of LM costs for this and below</p>	<p><a href="#">EEF – parental engagement</a></p> <p><a href="#">EEF – social and emotional learning</a></p>	2,3,5
<p>Pastoral support for families that includes support from Learning Mentors in the following areas:</p> <ul style="list-style-type: none"> <li>• Behaviour</li> <li>• Sleep</li> <li>• Housing</li> <li>• Bereavement</li> <li>• Young carers</li> </ul>	<a href="#">EEF: Improving Social and Emotional Learning in Primary Schools 2019</a>	2,3,5
Expert PE support: Support for key pupils during lunchtimes to ensure these times are successful. Small group and individual work with pupils with focus on outdoor learning to support behaviour and engagement.	<a href="#">EEF: Improving Social and Emotional Learning in Primary Schools 2019</a>	1, 4
Subsidise residential visits to enrich the curriculum for all children.	<a href="#">EEF – physical activities</a> <i>Addressing educational disadvantage in schools and colleges, Marc</i>	4



	<i>Rowland (tiered approach)</i>	
Fund places at extra-curricular clubs, breakfast and after-school club.	<a href="#">EEF – Magic breakfast club</a>  <i>Addressing educational disadvantage in schools and colleges, Marc Rowland (tiered approach)</i>	2, 4

**Total budgeted cost: £63,416.24**

B: Review of outcomes in the previous academic year

## Part B: Review of the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### Teaching

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.

The data demonstrated that there is very strong progress towards closing the attainment gap for outcomes at PSC and early reading assessments between disadvantaged and non-disadvantaged pupils. Our unwavering ambition remains to reduce and close the disadvantage attainment gap at Key Stage Two. Due to our low numbers of pupils in receipt of the pupil premium each year, we must carefully consider the statistical significance of individual cohorts and continue to review our data on a wider basis.

In 2023, attainment at key stage 2 pupils at St Peter's in all subjects was above the national average. In Year 1, 93% of all learners and 75% of disadvantaged learners met the expected standard in the phonics screening check. KS2 outcomes for 2023 disadvantaged pupils represents 7 pupils (8% of the Year 6 cohort). We continue to aim to reduce and eliminate the disadvantaged gap. Quality first teaching has been improved across the school through dedicated time for CPD from curriculum leaders via the 'expert teacher programme' of lesson study. ECTs have been supported to successfully implement St Peter's pedagogy of *Excellence as Standard* to ensure quality first teaching in all classrooms. Teachers across the school implemented 'pupil premium learning enquiries' to explore the detail of gaps for learning and to identify barriers to learning for our most disadvantaged pupils.

This followed trust approaches and priorities and was supported via trust-wide CPD on closing the disadvantaged gap, led by evidence from external experts such as *Marc Rowlands*, which has continued to inform practice. Our on-site provision during national lockdowns for our most vulnerable learners reduced the impact of school closures upon outcomes for some of our most disadvantaged children and the quality of this work in 2020-21 led to sustained progress for these key groups of children in 2021-22.

#### Targeted Support

In line with [diagnostic assessments](#), hinge questions are embedded into all aspects of pedagogy across the school. This has supported teachers to identify barriers to learning on a lesson-by-lesson basis in order to immediately support via interventions such as post-teaching and gap filling. In line with our robustly developed pedagogy, evidence from experience enabled us to use high quality teaching that was well

matched to pupil needs in our interventions. Rigorous monitoring of groups has taken place and TARs (Teacher Assessment Records) have supported teachers to track this across lessons, days and units. As stated in the [EEF high quality teaching guide](#), we know that expert teachers are best placed to deliver guided instruction and intervention. We continue to invest in a qualified teacher in role as HLTA in upper Key Stage 2 to deliver intervention support in class following immediate in-lesson diagnostic assessments, such as NFER assessments used throughout years 3-5. In year 3, we identified a wider gap following school closures for Covid and placed an additional teacher to offer targeted support for first two terms in 2022/23. We will continue to review this approach and distribution of additional staff throughout the academic year. For 2023/24

### Wider Strategies

ELSA, learning mentor, play leader, educational visits, clubs, attendance

We recognise that persistent absence is a barrier to educational attainments and school staff worked closely with all stakeholders to ensure that disadvantaged families were fully supported to improve their attendance. Alongside our educational welfare officer and learning mentors, we were able to steadily increase the attendance of this vulnerable group to 96% at the end of term 6, despite ongoing Covid impact on classes and multiple bubble closures.

## Externally provided programmes

Programme	Provider
Jigsaw – PHSE	Jigsaw
Times Table Rockstars / Numbots	Maths Circle

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA