

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	603
Proportion (%) of pupil premium eligible pupils	5.5%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Catrin Battista
Pupil premium lead	Angela Hunt
Governor / Trustee lead	Rebecca Fuller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,490
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£54,490

Part A: Pupil premium strategy plan

Statement of intent

At St Peter's Primary School, our Pupil Premium strategy is rooted in the belief that every child deserves a warm, supportive, and safe learning environment where they feel valued, respected, and inspired to succeed. We aim to make school a place where children want to be—a community that fosters belonging, nurtures aspiration, and empowers every child to thrive both academically and emotionally.

Our strategy prioritises targeted support for our priority pupils, ensuring that their unique needs are met across all aspects of school life. This includes closing gaps in academic attainment, fostering emotional well-being, and nurturing an aspirational sense of self. We recognise that these areas are interconnected and that success is built on a foundation of emotional security and self-belief.

To achieve this, we are committed to ensuring that every child has access to expert teachers who deliver an excellent curriculum. This curriculum is designed to be inclusive, carefully crafted to support and embed children's understanding, and enriched with opportunities to develop critical skills and knowledge. Alongside academic rigour, our approach emphasises the importance of nurturing respectful, resilient, and emotionally regulated individuals who embody the values of St Peter's citizenship.

Through a culture of high expectations and tailored support, we aim to empower our children to overcome barriers, build confidence, and embrace opportunities. By working closely with families, utilising evidence-based practices, and fostering a whole-school ethos of care and excellence, we ensure that all pupils, regardless of their starting points, have the tools and encouragement to achieve their full potential.

At St Peter's, we are informed by the EEF [‘menu of approaches’](#) to ensure that our approach to supporting priority learners is rooted in evidence and best practice.

Challenges

This details the key challenges to achievement that our priority pupils may experience.

Challenge number	Detail of challenge
1	Ensuring that priority learners are supported to achieve their academic potential by closing learning gaps. This will be achieved through access to the best possible teaching and, where needed, evidence-based interventions tailored to their individual needs.
2	Ensuring reading attainment levels for priority pupils, including phonics, are in line or above national attainment in order to all pupils to access and benefit from a full curriculum offer.

3	Ensuring priority pupils identify themselves as valued and important members of the school community who are ambitious about the things that they can achieve.
4	Some parents of our priority pupils may face challenges in ensuring consistent attendance for a range of different reasons. Internal data shows that attendance rates for some priority pupils are lower compared to their peers.
5	Ensuring that the emotional regulation and well-being of priority pupils is prioritised, with a particular focus on fostering resilience to help navigate academic and social challenges, including during periods of transition.
6	Ensuring that all children within our school community have equitable access to cultural capital. For our priority learners, we aim to provide targeted support where needed, enabling them to participate fully in a rich range of extra-curricular experiences, including trips, residential opportunities, and after-school clubs.

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
Attainment of priority pupils is at least in line, and in many cases, exceeds national averages.	<ul style="list-style-type: none"> - % of priority pupils achieving the expected standard or above in combined reading, writing and maths is above the national average - Strong progress from starting points is demonstratable for all priority learners, even if age expected outcomes are not achieved.
Improved reading attainment for priority pupils including phonics and early reading.	<ul style="list-style-type: none"> - A higher percentage of priority pupils reach or exceed the expected standard in reading when compared to national data. - Number of priority pupils who pass the PSC is above national data - Quality and genre of texts is carefully considered to inspire as well as support curriculum delivery, increase cultural capital and support emotional regulation.
St Peter's to be a welcoming and inclusive school where children want to be.	<ul style="list-style-type: none"> - Achieve Nurture UK accreditation ensuring that the 6 principles of nurture are well embedded

	<ul style="list-style-type: none"> - Pupil voice reflects that children feel part of the school community and are well supported - Surveys demonstrate excellent relationships with parent community
<p>Higher overall attendance rates Reduced persistent absence</p>	<ul style="list-style-type: none"> - A reduction in the number of priority pupils who are persistently absent - Effective use of external support services including EWO, school nursing team and other agencies to support in removing attendance barriers - School to have a good working relationship with all families who fall into the PA category and a holistic understanding of each individual circumstance
<p>Priority pupils demonstrate emotional resilience and regulation.</p>	<ul style="list-style-type: none"> - Approach to supporting positive behaviour is based on relationships and principles of Nurture. - Achieve Nurture UK accreditation ensuring that the 6 principles of nurture are well embedded - Boxall data is used to identify, track and tailor provision to support the emotional needs of priority pupils - Menu of evidence based interventions available to support SEMH needs - Transition plans are tailored to meet the needs of priority pupils
<p>To address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication.</p>	<ul style="list-style-type: none"> - Experiences and visitors planned for all pupils across the year designed to enrich the curriculum offer - Provision of a wide range of extra-curricular activities accessed by priority pupils at no cost or a subsidised rate to allow children equal access to experiences - Funded wraparound care places for priority pupils who require this support

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: £15,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD focus on ensuring high quality teaching through using Walkthrus to embed LSP pedagogy framework</p> <p>Rolling out Developmental Drop Ins (DDIs) for all teaching staff to improve practice</p>	<p>EEF: Effective Professional Development</p> <p>EEF: Closing the Attainment Gap Key Lessons Learned</p>	1,2
<p>Targeted whole school CPD in reading including:</p> <p>Reading Ambition for all</p> <p>Unlocking Letter's & Sounds training for all new staff</p> <p>ULS intervention training for key staff members</p> <p>Unlocking fluency intervention training for key staff members</p>	<p>DfE Reading Framework 2023</p> <p>DfE phonics information</p> <p>EEF phonics toolkit</p>	1, 2
<p>Phase Leader leadership time (out of class) to support:</p> <ul style="list-style-type: none"> • Quality of teaching in classrooms in their phase • Assessment • Behaviour • Attendance 	<p>EEF: Closing the Attainment Gap Key Lessons Learned</p>	1, 2, 3, 5

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

Budgeted cost: £19,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily Unlocking letters and sounds interventions Daily Unlocking reading fluency interventions	DfE Reading Framework 2023	1, 2
Nessy – a structured phonics reading programme designed to rapidly close learning gaps within reading	EEF – Teaching assistant interventions	1, 2
Pre-teaching for identified pupils: Structured pre-teaching to stop learning gaps before they open.	EEF - extending school time Small group tuition	1, 2

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

Budgeted cost: £19,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
Principles of Nurture embedded across the school (Nurture UK accreditation achieved)	EEF: Improving Social and Emotional Learning in Primary Schools 2019	3,4,5
Zones of regulation – a whole-school social emotional learning curriculum and regulation programme	EEF: Improving Social and Emotional Learning in Primary Schools 2019	3,4,5
Learning Mentor to support with emotional regulation, attendance & targeted SEMH interventions. Activities include: <ul style="list-style-type: none"> • Daily check-ins with families with low attendance rates • Termly coffee mornings for parents • Regular supportive meetings with families to support attendance • Delivery of targeted 1:1 or small group interventions including Beyond the Boxall, 	EEF – parental engagement EEF – social and emotional learning	2,3,5

Resilience Lab and Zones of Regulation		
Subsidise residential visits to enrich the curriculum for all children.	EEF – physical activities	4
Fund places at extra-curricular clubs, breakfast and after-school club.	EEF – Magic breakfast club	2, 4

Total budgeted cost: £54,490

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 2024 to 2025 academic year.

Quality First Teaching and Targeted Support

During 2024/25, we further strengthened the consistency and effectiveness of Quality First Teaching across the school. Developmental Drop-Ins were rolled out across all year groups, providing regular opportunities to ensure teaching remained high quality and aligned with St Peter's pedagogy. This supported consistency across classrooms and enabled leaders to identify strengths and areas for development promptly. The continued use of WalkThrus and coaching from senior leaders helped teachers refine their practice and embed shared pedagogical approaches. Early Career Teachers accessed a bespoke, career-stage CPD programme, and all staff engaged in updated Pupil Premium Learning Enquiries to deepen their understanding of the learning barriers faced by our most vulnerable pupils.

Targeted support continued to be a key feature of our work. Diagnostic assessments and hinge questions remained embedded across the curriculum, enabling teachers to identify misconceptions quickly and provide immediate, responsive intervention. Guided groups, post-teaching sessions and focused gap-filling tasks were delivered consistently, ensuring that emerging learning gaps were addressed effectively.

Support staff received ongoing CPD throughout the year to ensure that interventions were delivered to a high standard. The intervention menu developed in previous years continued to evolve, allowing staff to deliver a streamlined, evidence-informed and impactful range of support. Monitoring processes, supported by Teacher Assessment Records (TARs), enabled teachers to track progress precisely and adjust provision as needed.

Our Upper Key Stage 2 HLTA, a qualified teacher, continued to play a significant role in supporting priority pupils. Through targeted in-class intervention informed by real-time diagnostic information and the NFER cycle, this role focused on closing learning gaps and ensuring pupils were well prepared for academic success. This approach remained closely aligned with EEF guidance on high-quality teaching and effective intervention.

Wider Strategies

In 2024/25, uptake of funded enrichment continued to be high, with the vast majority of pupils eligible for PPG participating in extra-curricular clubs and all pupils accessing residentials, educational visits and wider curriculum experiences. The pastoral team, working alongside class teachers, maintained strong relationships with priority pupils and their families.

A holistic, personalised approach to removing barriers to attendance has supported further improvements for several pupils who were previously persistently absent. While attendance for eligible pupils has improved, narrowing this gap further remains a priority for the coming year.

Senior leaders continued work toward Nurture UK accreditation, embedding the Six Principles of Nurture across the school. This ongoing focus has influenced classroom culture, pastoral systems and whole-school practice, ensuring that our most vulnerable learners feel safe, understood and ready to learn.

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