

Pupil premium strategy statement:

Research shows that children from low income families perform less well at school than their peers, facing challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality.

The **Pupil Premium** is an allocation of money that is given to schools each year to support us in raising the achievement level of Pupil Premium children and to narrow the gap between them and their peers. It is intended to specifically assist children who have been identified as being disadvantaged through economic hardship and who fall into at least one of the following groups:

- They are currently eligible for free school meals (FSM)
- They have been eligible within the last six years for free school meals (FFSM)
- They have been identified as a Looked after Child (LAC) and are in the care of the Local Authority
- They have been identified as a Previously Looked After Child (PLAC) so have left Local Authority care through adoption, a special guardianship order or a child arrangements order.

Service Premium

We also receive a premium for students with a parent currently serving in HM Forces or who has retired on a pension from the Ministry of Defence. This money is specified to help with the pastoral support of these children.

Schools are able to spend the money as they believe is most appropriate to assist the groups of children and individual pupils in their care. 'Good teaching is the most important lever to improve outcomes for disadvantaged pupils' (The EEF Guide to the Pupil Premium, Education Endowment Foundation, 2019). However, for some children, who have additional barriers to learning, a more personalised program of support is required. It is understood that schools are best-placed to identify the provision which will best support the students within their care, where different strategies might be more effective than others.

In reviewing and writing our Pupil Premium strategy, we take into consideration:

- Our own professional knowledge and understanding of the individual children
- Advice from outside agencies
- Findings and recommendations from recent research, including those from the Education Endowment Foundation.

We are accountable for planning how we will spend the additional funding. It is crucial that we also review the impact of any strategies or measure put in place for these groups of children. Our aim is to help them all to achieve well and become the best that they can be.

If you would like further information, then please visit: <https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

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 effect that last year's spending of pupil premium had within our school.

School overview:

Detail	Data
School name	St. Peter's School, Primary Phase
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	9.11% (39 children)
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	July 2028
Statement authorised by	Alison Malone, Head of Primary Phase
Pupil premium lead	Alison Malone, Head of Primary Phase
Governor / Trustee lead	Amy Alderson, Pupil Premium Governor

Funding overview:

Detail	Amount
Pupil premium funding allocation this academic year	£47,067
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£14,572.91
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	£61, 639.91

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background, make good progress and achieve their personal best across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including: progress for lower prior attainers, progress for those who are already high attainers and accelerated progress for children who are off track.

High quality teaching and learning, both in, and beyond the classroom, is at the core of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap. Our thematic curriculum is enriched by exciting opportunities and shared experiences, adding to the cultural capital of all pupils by introducing them to things that are outside their daily experience.

When planning support, we will consider the personal challenges faced by our vulnerable pupils, such as: those who have experienced previous trauma, the impact of living in a single parent home and those who have identified as being at risk.

Our approach will be responsive to both the academic and pastoral needs of each individual pupil. We will:

- act early to intervene at the point need is identified
- ensure that disadvantaged children are appropriately challenged
- 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	A high number of our Pupil Premium children also have an identified SEND need (28.9%)
2	On entry to St Peter's, baseline assessments indicate that a significant proportion of pupils, particularly those eligible for Pupil Premium, are working significantly below age-related expectations in reading and writing. Many pupils demonstrate gaps in early phonics, vocabulary acquisition, and basic writing skills.
3	End of Key Stage 2 outcomes highlight an attainment gap in combined Reading, Writing and Maths (RWM) between disadvantaged pupils and their peers.
4	Our assessments, observations and discussions with pupils and families have identified Personal, Social, Emotional and Developmental issues for many disadvantaged and non-disadvantaged pupils. These challenges particularly affect disadvantaged pupils, including their engagement, motivation and attainment.
5	Discussions with pupils has identified a need to ensure access to a wide range of educational and cultural experiences (in which some of our disadvantaged pupils do not have access to) which enrich learning beyond the classroom.
6	Our attendance data highlights a gap between disadvantaged pupils (89.67) and non-disadvantaged pupils (94.88).

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
Pupils can read fluently by the end of Y1.	<ul style="list-style-type: none"> ➤ Clear sequenced phonics programme (Little Wandle) is in place and taught consistently throughout the school. ➤ Pupils falling behind are quickly identified and receive targeted intervention ➤ All pupils pass the Phonics Screening unless an identified need means progress may be slower. Where this is the case, pupils still show progress in sounds learnt over time.
Disadvantaged pupils make accelerated progress in reading, writing and maths from their individual starting points, with gaps closing across all year groups.	<ul style="list-style-type: none"> ➤ Classroom teaching is consistently of a high quality. ➤ Gaps in learning are quickly identified and targeted in class. ➤ Pupils access targeted interventions in literacy and numeracy, with impact evidenced through progress reviews and rising attainment in standardised assessments. ➤ Termly assessment data shows disadvantaged pupils making at least good progress, with the majority making accelerated progress from their individual starting points in reading, writing and maths. ➤ The progress gap between disadvantaged pupils and their peers is narrowing each term across all year groups. ➤ Work scrutiny, pupil voice, and lesson observations provide evidence of disadvantaged pupils applying reading, writing and maths skills with increasing independence and accuracy. ➤ By the end of the academic year, the proportion of disadvantaged pupils working at or above age-related expectations in reading, writing and maths has increased in every year group.
The proportion of disadvantaged pupils achieving the expected standard in combined RWM at the end of KS2 increases year on year, reducing the gap with their peers and ensuring they are well prepared for the demands of secondary education.	<ul style="list-style-type: none"> ➤ End of Key Stage 2 outcomes show an increasing proportion of disadvantaged pupils meeting the expected standard in combined Reading, Writing and Maths compared with the previous year. ➤ The attainment gap in combined RWM between disadvantaged pupils and their peers is reduced year on year. ➤ Internal tracking confirms disadvantaged pupils are on track each term to meet or exceed end-of-year expectations in RWM. ➤ Pupils demonstrate the literacy and numeracy skills needed to access the wider curriculum and are confident applying them across subjects, as evidenced through pupil voice, book scrutiny and teacher assessment. ➤ Disadvantaged pupils transition to the secondary phase with greater readiness, reported by secondary colleagues as being able to engage successfully with the KS3 curriculum.
To ensure that all pupils reach their full potential and overcome any barriers to learning, including personal, social and emotional aspects of their development.	<ul style="list-style-type: none"> ➤ Staff have good relationships with pupils and understand their individual needs. ➤ Barriers to learning are quickly identified and personal, social and emotional needs are well supported through effective monitoring, pastoral systems and communication with families ➤ Targeted interventions are implemented and effective in removing barriers to learning, with disadvantaged pupils showing increased confidence, engagement, resilience and independence. ➤ Teachers adapt provision effectively, ensuring that pupils with SEMH needs make progress in line with or better than their starting points. ➤ Pupils can identify, understand and articulate their feelings using an agreed whole-school emotional vocabulary ➤ Staff consistently model and reinforce emotional literacy vocabulary ➤ End-of-year attainment reflects that social/emotional barriers are not limiting academic outcomes. ➤ Transitions between year groups are smooth, with shared understanding and use of emotional vocabulary enabling continuity of support.
All pupils are fully included in all aspects of school life.	<ul style="list-style-type: none"> ➤ All pupils access enrichment opportunities that raise levels of aspiration and increase cultural capital e.g. school trips, visitors to school.

	<ul style="list-style-type: none"> ➤ All disadvantaged pupils have access to after school clubs. ➤ All disadvantaged pupils have access to instrumental lessons. ➤ Pupils' passions, interests and talents are nurtured and developed. ➤ All pupils have equitable access to playing a wider role in the school community, including Lasallian Leaders, school council, music and sporting events
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged	<ul style="list-style-type: none"> ➤ Early identification and intervention systems are consistently applied with timely support ➤ Overall school attendance rises and is sustained at or above the national average ➤ Attendance of disadvantaged pupils improves and the gap between disadvantaged and non-disadvantaged pupils narrows year on year ➤ Persistent absence among disadvantaged pupils decreases ➤ Monitoring shows improved punctuality for disadvantaged pupils, with fewer late arrivals recorded over time. ➤ Family engagement improves, with increased participation of disadvantaged families in attendance meetings, support programmes and communication with school.

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 and Learning (for example, CPD, recruitment and retention)

Budgeted cost: £5,107.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of oral language approaches and interactions.</p> <ul style="list-style-type: none"> ➤ Utilise opportunities to extend spoken vocabulary ➤ Reading aloud and book discussion to immerse children in language ➤ Develop talk-based home learning ➤ Purposeful, curriculum focussed, dialogue and interaction ➤ Immerse pupils in a love of reading with additional texts (read to me) being sent home 	<p>EEF: Oral language interventions</p> <p>Key findings: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress over the course of a year. Some studies also often reported improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	1 2 3
<p>Prioritise Quality First Teaching to ensure that all pupils have access to the highest quality teaching and learning.</p> <ul style="list-style-type: none"> ➤ Pupil progress meetings track progress of Pupil Premium pupils and appropriate support is put in place ➤ Support for teachers to use attainment and holistic data to plan an effective curriculum to close the gap ➤ Identify SEND barriers to learning and plan accordingly ➤ Embed instant feedback and marking with specific child friendly marking codes to identify early misconceptions 	<p>EEF: 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. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p> <p>EEF: Assessment and feedback</p> <p>Key findings: Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback provides specific information on how to improve. Feedback can be effective during, immediately after and sometime after learning. Studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has</p>	1 2 3

<ul style="list-style-type: none"> ➤ Embed pupil conferencing for children working below ARE. Build the capacity of teachers through extra release time ➤ Embed Rosenshine principles. <ul style="list-style-type: none"> ○ Explicit teaching of metacognitive strategies ○ Teachers modelling their own thinking to demonstrate metacognitive strategies ○ Offer opportunities for pupils to reflect on and monitor their strengths and areas of improvement ➤ Targeted CPD for staff to further their understanding of barriers to pupils learning and how to overcome these barriers. ➤ Monitoring of progress through class visits, book looks, moderation, deep dives and tracking procedures 	<p>positive effects. Different methods of feedback delivery can be effective, Studies of verbal feedback show slightly higher impact (+7months).</p> <p>EEF: Metacognition and self-regulation Key findings: The potential impact of metacognition and self-regulation approaches is high. Evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of learning can be effective. They are more effective when they are applied to challenging tasks rooted in the usual curriculum content. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes e.g. when interpreting a text or solving a mathematical task. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</p>	
<p>Embed Little Wandle Letters and Sounds to ensure fidelity across year groups</p> <ul style="list-style-type: none"> ➤ Purchase of phonic resources and associated reading resources to support the teaching and learning of phonics ➤ Embed, evaluate and review impact of Little Wandle ➤ Ensure all staff receive training on the implementation of Little Wandle 	<p>EEF: Phonics Key findings: Phonics has a positive impact (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that they these words are written. The teaching of phonics should be matched to the children's current level of skill in terms of their phonemic awareness and their knowledge of letter and sounds and patterns.</p>	1 2 3
<p>Use IT to support teaching and learning. Focusing on basic skill acquisition and retention in English and Maths.</p> <ul style="list-style-type: none"> ➤ Improve pupil access to devices, use of apps and websites that support learning ensuring equality of access 	<p>EEF summary shows that use of IT can increase progress rates in both English and Maths and often more so in Maths.</p>	1 2 3
<p>Offer experiences for our children across the curriculum to deepen their cultural capital and enrich learning.</p>	<p>Kolb defined experiential learning as, <i>"The process whereby knowledge is created through the transformation of experience. Knowledge results from the combinations of grasping and transforming the experience."</i> Experiential learning has been proven to have a wide range of benefits that contribute to a child's development.</p>	5

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

Budgeted cost: £27,209.39

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effectively implement the Little Wandle Phonics Scheme</p> <ul style="list-style-type: none"> ➤ Use of additional adults to enable smaller phonics groups and reading groups ➤ Robust monitoring enables timely interventions (Little Wandle, Keep 	<p>Little Wandle Letters and Sounds Revised is a phonics programme validated by the Department for Education. Using this programme, we will build on previous success within phonics planning, teaching and attainment.</p>	1 2 3

<p>Up) to be put in place to ensure gaps in learning are plugged.</p> <ul style="list-style-type: none"> ➤ Multi-sensory approach to teaching phonics ➤ Progressive phonics curriculum planned using accredited phonics programme – Little Wandle ➤ Texts to match and support phonics teaching. ➤ Continued training for staff to support phonics teaching and for staff working pupils where blending is a barrier to reading. ➤ Continue to utilise outside agency support and assessments where pupils are not making required progress in phonics. ➤ Monitoring of phonics groups and interventions ➤ Phonics workshop for parents 		
<p>SEND lead to support in identification of needs and to develop programme of support for pupils, and training for staff to implement strategies to ensure SEND Pupil Premium children make at least expected progress in reading, writing and maths.</p> <ul style="list-style-type: none"> ➤ SEND lead to coordinate intervention for targeted Pupil Premium children ➤ SEND lead to provide support for Teaching Assistants to deliver and monitor interventions including: precision teaching, daily targeted readers, Code X and Little Wandle 	<p>EEF: Reading comprehension strategies Key findings: The average impact of reading comprehension strategies is an additional six months progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming challenge. Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. Careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.</p> <p>EEF: Small group tuition Key findings: Small group tuition has an average impact of four months additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils' specific needs. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of the approach may be worthwhile. Providing training to the staff that deliver small group support is likely to increase impact. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy.</p>	<p>1 2 3</p>
<p>Targeted maths, writing and reading catch up sessions.</p> <ul style="list-style-type: none"> ➤ Close monitoring of pupils in reading, writing and maths to ensure early identification of pupils who may require additional support ➤ Identification of specific need to overcome barriers ➤ Ensure all tutors are trained and have close communication with the class teacher 		<p>1 2 3</p>

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

Budgeted cost: £28,662.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ specific staff to offer support families through:</p> <ul style="list-style-type: none"> ➤ Building respectful relationships ➤ Addressing attendance issues and supporting families to overcome barriers 	<p>DfE guidance: Improving school attendance: support for schools and local authorities</p>	<p>4 6</p>

<ul style="list-style-type: none"> ➤ Supporting the completion of paperwork ➤ Delivering parent workshops and support groups 		
<p>Children with personal, social and emotional barriers to learning are identified.</p> <p>Support is provided to help children increase their capacity to engage in collaboration and learning through:</p> <ul style="list-style-type: none"> ➤ Catholic Social Teaching ➤ Relationship and health education ➤ ELSA support ➤ Play therapy ➤ Lego therapy ➤ 1:1 support where there is an identified need ➤ Parent support, including workshops ➤ Whole school adoption of Nurture practice following the principles of nurture ➤ Forest School Provision <p>Staff training of trauma informed practice.</p> <p>Develop an agreed emotional vocabulary which is used consistently across all year groups.</p>	<p>EEF: Improving Social and Emotional Learning in Primary Schools</p> <p>Key findings: Social and emotional learning approaches have a positive impact (on average, 4 months additional progress). As well as academic outcomes, it is important to consider the other benefits of Social and Emotional Learning interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. While targeted approaches to Social and Emotional Learning seem to have greater impact on average, approaches should not be viewed in opposition, as most schools will want to use a combination of school class and targeted support. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	46
<p>Promote a range of experiences and opportunities (which offer equal access for disadvantaged children) to raise levels of aspiration and increase cultural capital</p> <ul style="list-style-type: none"> ➤ School Council ➤ Lasallian Leaders ➤ After school clubs ➤ Instrumental lessons ➤ Choir ➤ Swimming lessons ➤ Year 6 residential ➤ Other educational trips/visits ➤ Forest Schools ➤ Whole school trip to the Bournemouth Pavilion Pantomime 	<p>EEF: Arts Participation</p> <p>Key findings: Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. The research summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p> <p>A study by The Nuffield Foundation found that after school clubs provide an important route for children taking part in activities outside of school. The findings show that disadvantaged children are less likely than other children to access many out of school activities, including sports clubs, extra tuition and music lessons. "For children from economically disadvantaged backgrounds who have lower take up of formal out of school activities, school-based clubs appear to offer an affordable and inclusive means of supporting academic attainment." Dr Emily Tanner of NatCen social research, Newcastle University.</p>	5
<p>Offer breakfast club places to support good attendance and punctuality as well as to provide children with a meal before the start of the school day</p>	<p>Extended schools have been found to make a difference through breakfast clubs, after school programmes, multi-agency teams in school and parenting support. They help create the conditions under which improved teaching and learning approaches can work." (Extended service in practice-A summary of evaluation evidence for Head teachers, DfE2011)</p>	46
<p>Ensure that all families are able to provide their children with a school uniform that brings a feeling of 'belonging' to our school community</p>	<p>EEF: School uniform</p> <p>Key findings: Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the</p>	4

<ul style="list-style-type: none"> ➤ Funding for families in hardship ➤ PTA uniform sale 	<p>developments of a school ethos and the improvement of behaviour and discipline. Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation. It is important to consider how to support families that may not be able to afford uniform.</p>	
--	---	--

Total budgeted cost: £47,067

Part B: Review of outcomes in 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. We have reviewed our strategy plan and this has fed into the 2025-26 actions.

Teaching and Learning

The quality of teaching and learning at St. Peter's, Primary Phase, continues to be strong and benefits all children attending the school. Our reading practice is strong and this is reflected in the outcomes of all pupils. However, there is a gap in attainment between PP and non-PP in writing and maths. Moving forward, these are focus areas to ensure that the impact of the pupil premium strategy is strong and on course to achieve the outcomes we set to achieve by 2028/29.

End of KS2 data:

	% of pupils achieving the expected standard in Reading	% of pupils achieving the expected standard in Writing	% of pupils achieving the expected standard in Maths	% of pupils achieving the expected standard in Reading, Writing and Maths combined
PP Pupils	100.0%	62.5%	62.5%	37.5%
Non-PP Pupils	83.3%	74.2%	81.5%	74.1%
All pupils	85.5%	82.2%	79.0%	82.2%

Year 1 Phonics data:

	% of pupils achieving the expected standard in Phonics
PP Pupils	85.7%
Non-PP Pupils	90.6%
All pupils	90.0%

Wider Strategies

Our wider strategies have focussed on ensuring that all pupils reach their full potential and overcome any barriers to learning, including personal, social and emotional aspects of their development. This has seen increased investment in ELSA support, further utilisation of the 'Listening Ear' counselling service as well as Play Therapy and the increased presence of our PSW.

Our breakfast club promotes good attendance and punctuality for all pupils. Through the academic year, we have maintained our strong attendance data at the primary phase.

Our Forest School provision increases communication skills in our youngest children as they talk freely about what they are experiencing. It also allows for problem solving and critical thinking. Children are stimulated by the outdoor environment and there is a marked increase in their confidence and learning capacity.

Disadvantaged children across all year groups at the primary phase have accessed opportunities to raise levels of aspiration and increase cultural capital.