

PUPIL PREMIUM STRATEGY AND REPORT 2025-28

“I have come that they may have life, and have it to the full.” John 10:10

St Peter's Catholic
Primary School



Pupil premium strategy statement

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 Catholic Primary School
Number of pupils in school (Sept 2024)	359
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Louise Buxton
Pupil premium lead	Louise Blake
Governor	Brigid Quest-Ritson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024-25 financial year)	£ 131,240
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 131,240

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

At St Peter's Catholic Primary School, we are committed to giving every child the best possible start in life. We use our Pupil Premium funding to help ensure that all children have equal access to rich learning experiences and the support they need to thrive. Our intention is that all children, and especially pupils eligible for Pupil Premium, will access high quality education and provision to enable them to make good or better progress academically, socially and emotionally.

To make this happen, our staff work closely with children and their families to build strong, trusting relationships. This helps us to understand each child's individual needs and any barriers they may face, so we can provide the right support at the right time.

St. Peter's approach is centred around quality first teaching as we recognise that this is how we can make the biggest impact on raising achievement for all children and so improve life chances for our disadvantaged pupils. Our approach benefits all children, not just those receiving Pupil Premium. We aim to raise achievement for everyone, making sure that no child is left behind.

To support this, we invest in training and development for our teachers every year. This helps them to keep improving their skills and stay up to date with the best ways to support all learners in the classroom.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in relation to internal school data, county and national data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and be better placed to achieve GCSEs in English and Maths.

Achieving These Objectives

The range of provision the school considers making for this group includes and would not be limited to:

- CPD opportunities and training for all staff to ensure that high quality teaching is embedded in every classroom.
- Academic interventions to support each year group - providing 1:1 and small group work with an experienced teacher/TA focussed on overcoming gaps in learning support.
- Cognitive behaviour support to provide activities to engage pupils and promote self-regulation thus enabling them to better engage with learning (eg. Chill Club, Soft Start activities)
- Partially fund activities, educational visits and residential where required, ensuring children have first-hand experiences to use in their learning in the classroom and opportunities to enhance cultural capital.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

Challenges

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

Challenge number	Detail of challenge
1	Children eligible for the pupil premium grant do not achieve as well as their non-disadvantaged peers. School data shows that in all core areas across the school, there is an attainment gap . PP Non-SEND is a particular focus.
2	On entry to EYFS, many children (and particularly those eligible for Pupil Premium) demonstrate expressive and receptive language, and listening skills well below their developmental age and stage . Comments from pre-schools highlighted this as an area of concern for many children joining Year R in Sept 2025. Assessments, observations and pupil discussions consistently highlight gaps in oral language and vocabulary. This language gap impacts early literacy development and wider curriculum access. These challenges are most evident in EYFS but often persist into Key Stage 1 and unresolved, are an indicator of poor SEMH in KS2.

3	Average attendance data for children in receipt of Pupil Premium funding is not in line with non-disadvantaged children. Non-attendance impacts pupil progress. Last year this was 91% compared to non-disadvantaged which was 95%. 2/3 of PA (Persistently Absent ie below 90% attendance) - were PP in 24-25 (6% PP v 3% non-PP)
4	Parental mental health needs impact school attendance and attainment for disadvantaged pupils.
5	Engagement of disadvantaged children in wider curriculum activities. Currently, non-disadvantaged peers mostly attend these. Disadvantaged children would benefit from the enrichment wider curriculum opportunities bring to engage more in sports, the arts, charity work and external competitions.

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
No gap between disadvantaged pupils & non-disadvantaged pupils in Reading /Writing / Maths (Link to Challenge 1)	Outcomes for PP non-SEND pupils are in line with those of non-PP pupils in reading, writing and maths (July 2026,27,28). Disadvantaged pupils make higher rates of progress, particularly in phonics/spelling, reading and maths so that the attainment gap between PP pupils and non-PP pupils is closing in all year groups due to improved attainment by PP pupils (July 2026)

	<p>Assessments, observations and Pupil Progress Review meetings indicate the attainment gap is narrowing between disadvantaged children when compared to their peers.</p> <p>School Improvement Plan (SIP) -monitoring by School Leadership Team (SLT), Governors and Lead Learning Partner (LLP) evidences that high quality inclusive teaching (HQIT) is embedded in all classrooms, benefiting all pupils' academic progress. (July 2026)</p> <p>Children benefit from high quality inclusive teaching (HQIT) and effective assessment for learning (AFL) through the use of evidence-based, whole-class teaching strategies and interventions.</p>
<p>Disadvantaged pupils have the confidence and resilience to succeed in all aspects of school life (socially, emotionally and academically). Adults are skilled in enabling pupils to develop an understanding of when they are ready to learn and how they learn. Pupils demonstrate the use of self-support strategies and an understanding of self-regulation. They show increased resilience for learning, greater self-esteem and good emotional well-being. Reduced level of anxiety has a positive impact on learning and behaviour.</p> <p>(Link to Challenge 1)</p>	<p>PP pupils demonstrate good engagement and participation in all lessons throughout the year. (Monitoring of lessons/books, pupil progress talks, pupil survey). Fewer behaviour incidents are recorded with fewer fixed term exclusions (academic year 2025-26).</p>
<p>Gap between PP and non PP children in communication and language to close.</p> <p>(Link to Challenge 2)</p>	<p>Lesson drop ins and pupil conferencing show that all children understand the language that is being used in lessons, and where they do not, are taught the skills to learn what certain words mean.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when</p>

	<p>triangulated with other sources of evidence, including engagement in lessons, book scrutinies and ongoing formative assessments.</p>
<p>Rigorous tracking of attendance leading to improved engagement with parents so that all disadvantaged pupils have regular school attendance of 96% plus (July 2026)</p> <p>(Link to Challenge 3)</p>	<p>Clear tracking systems in place</p> <p>Attendance data of 96% plus for PP pupils (July 2026).</p> <p>The attainment gap between PP pupils and non-PP pupils reducing in all year groups due to improved attainment by FSM pupils in each academic year (2025-26, 2026-27, 2027-28)</p> <p>Increased parental engagement for FSM pupils (soft data).</p>
<p>Improved support for disadvantaged families to ensure their engagement in school.</p> <p>(Link to Challenge 4)</p>	<p>A shared understanding of the difficulties families face and how school can support in the best interests of the child.</p> <p>Effective use of CPOMS and timely communication with other agencies such as Children’s Services, the School Nursing Team, MHST.</p> <p>100% engagement from families at parents’ evenings</p> <p>The number of parents attending book look or celebration events increases.</p> <p>Parents report that they feel equipped to support their children at home.</p>
<p>Increase opportunities for disadvantaged children to engage in the wider curriculum offer.</p> <p>(Link to Challenge 5)</p>	<p>Pupil conferencing of disadvantaged children reflects enjoyment within their learning due in part to participation in trips, clubs and other wider opportunities. This positivity impacts attendance and attainment.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD cycles planned across the year to include: SEND, adaptive teaching explicit instruction, coaching, reading and Oracy.</p> <p>Staff trained in the identification and removal/reduction of barriers to learning so that they can support consistent progress for disadvantaged pupils.</p>	<p>EEF + 5 months collaborative learning for adults EEF Five a day, EEF adaptive teaching Recommendation 1,3,5 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send EEF - Improving Literacy guidance Recommendation 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1,2,3</p>

<p>2 teachers completing Oracy Project/ Voice 21 training. Attending workshops and presenting to teachers at staff meetings/ INSET days Embedding dialogic teaching in English and Maths through the use of sentence stems and opportunities for oracy. All TAs complete Speech, Language & Communication course.</p>	<p>EEF - Improving Literacy guidance Recommendation 1 https://educationendowmentfoundation.org.uk/education-evidence/ncce/guidance-reports/literacy-ks-1</p> <p>EEF - Improving Literacy guidance Recommendation 1 https://educationendowmentfoundation.org.uk/education-evidence/ncce/guidance-reports/literacy-ks-1</p>	<p>1,2</p>
<p>Effective implementation of Little Wandle phonics programme for the school to secure consistently strong phonics teaching for all pupils. Ongoing training for staff in EYFS/1</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and writing particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1, 2</p>
<p>Training for TAs encouraging independence in children and identify practices which inhibit pupil learning</p>	<p>EEF - making the best use of TAs - Recommendation 2 https://educationendowmentfoundation.org.uk/education-evidence/ncce/guidance-reports/teaching-assistants</p>	<p>1,2</p>

<p>Whole school training which supports the understanding of high level needs and positive behaviour management. Kit Messenger</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (for example, improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>EEF Toolkit</p>	<p>3, 4</p>
<p>Development of staff knowledge and expertise around supporting pupils with language and communication difficulties to support them in accessing the curriculum. Continue to embed high quality child/adult interactions in EYFS.</p>	<p>EEF - Early years evidence store https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language</p>	<p>2</p>

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

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff utilise key strategies from SaLT input to benefit all PP pupils in EYFS/Yr.1</p> <p>Staff member identified to champion SaLT initiative across EYFS/Yr1</p>	<p>Evidence shows that language provides the foundation of thinking and learning and should be prioritised. Using a wide range of explicit and implicit approaches, including planning the teaching of vocabulary, modelling and extending children’s language and thinking during interactions and activities such as shared reading.</p> <p>Improving Literacy in KS1</p>	<p>1, 2</p>
<p>Structured phonic intervention in Year1 and EYFS</p>	<p>EEF Toolkit - Phonics (+5 months and very strong evidence base) and 1-1 Tutoring (+5 months and strong evidence base) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>1,2</p>
<p>In school class teacher & TA interventions (eg weekly identified Yr4 & 5 pupils, daily identified Yr6 pupils) with targeted pupils.</p>	<p>Small group tuition has an average impact of four months’ additional progress over the course of a year. Small group tuition is most effective when it is target at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Teaching Assistant Interventions</p>	<p>1,2</p>

	<p>EEF - making the best use of TAs – Recommendation 3 https://educationendowmentfoundation.org.uk/education-evidence/ncce/guidance-reports/teaching-assistants</p>	
<p>Deploying additional skilled staff in EYFS/1 to focus on modelling high-quality language and communication to disadvantaged pupils who are at risk of, or who already are, falling behind the attainment of their non-disadvantaged peers.</p>	<p>Evidence shows that prioritising language and communication development in the Early Years provides a strong foundation for reading and writing skills, effectively preparing children for the next steps of their development.</p> <p>Preparing for Literacy</p>	2
<p>Targeted interventions for identified needs across the school in key areas such as phonics, reading and maths. Use of qualified teachers for majority of Yr4 ,5 and 6 interventions. Trained TAs carry out other small group, paired/ individual interventions.</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Toolkit</p>	1,2

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School to engage with disadvantaged families to support overcoming barriers in school attendance and embed principles of good practice set out in the DfE's Improving School Attendance.</p> <p>Regular meetings analysing attendance data, forming and maintaining good relationships with parents/carers and consistent approaches to tackling attendance issues including working with external agencies.</p>	<p>Offering sustained support to families has been shown to improve school attendance for disadvantaged pupils and to enable parents to confidently engage with the school. The DfE guidance has been informed by engagement with schools that have been significantly reduced levels of absence and persistent absence. Parental engagement has a positive impact on additional progress.</p> <p>EEF Toolkit</p> <p>DfE Guidance</p> <p>Working with parents to support children's learning</p>	<p>1, 3, 4</p>
<p>Wellbeing support through ELSA and RSHE sessions.</p> <p>Training in Zones of Regulation to be embedded across the school to upskill more staff and have a wider impact.</p> <p>Referrals to MHST</p>	<p>Social and emotional learning has a positive impact on additional learning and enables children to be in a place whereby they are ready to learn. Emotional needs need to be met and mental health addressed appropriately.</p> <p>EEF Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>1, 2, 3, 4</p>

<p>Thrive programme and training for staff. Identified staff to complete Thrive Practitioner training.</p>	<p>EEF Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year Improving Social and Emotional Literacy in Schools</p>	<p>1,2,3</p>
<p>Residential and other educational visits and activities partially funded.</p>	<p>Outdoor clubs and learning might provide opportunities for disadvantaged children to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor education can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>EEF Toolkit</p>	<p>3, 5</p>
<p>Financial support for music lessons</p>	<p>The average impact of arts participation on other areas of academic learning appears to be positive but moderate. This equates to an additional three months progress made. Improved outcomes have been identified in English, maths and science. Benefits have been found in both primary and secondary schools.</p> <p>EEF Toolkit</p>	<p>5</p>
<p>Contingency fund for acute issues. £500</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1, 2, 3, 4, 5</p>

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.

All adults demonstrate a good understanding of quality first teaching and effective assessment for learning through the use of evidence-based whole-class teaching strategies and interventions.

Monitoring demonstrates use of accurate AFL within all classrooms. Teachers identify gaps in learning closely. Half termly Pupil Progress meetings identify children falling behind and targeted intervention plans are implemented to help them catch up. Interventions are reviewed on a half-termly basis by class teachers to ensure impact.

Adults are skilled in the identification and removal/reduction of barriers to learning so that they can ensure consistent progress.

Pupil Premium children are the focus of all Pupil Progress meetings with individual barriers/ needs identified at the earliest opportunity, analysed and addressed. There are Pupil Premium children across the school for whom academic gaps are closing or have closed. Strategies employed to remove/ reduce academic barriers have included pre-teaching (including vocabulary and key concepts), using sentence stems and word banks, additional focus when providing feedback, additional adult intervention outside of the classroom, use of ready to learn rooms including deployment of skilled staff for these.

Pupils have the confidence and resilience to succeed in all aspects of school life (socially, emotionally and academically). Adults are skilled in enabling pupils to develop an understanding of when they are ready to learn and how they learn. Pupils demonstrate an understanding of self-regulation.

Monitoring throughout the year demonstrates that the majority of FSM pupils had good engagement and participation within lessons. Those in Ready to Learn provisions make very good progress in developing their confidence and resilience for learning, particularly through the implementation of the Kit Messenger Empowerment Approach (eg. Good for me, Good for you, Good for everyone). Led by skilled staff, these provisions enabled children to increase resilience for learning and improve both self-esteem and emotional well-being. This had a positive impact on both their learning and behaviour and has enabled successful reintegration back into the classroom.

Rigorous tracking of attendance leading to improved engagement with parents so that all disadvantaged pupils have regular school attendance with attendance data of 96% plus.

July 2025 – 91.32%. Regular half-termly meetings to review attendance (HT, PP Lead and Admin). Immediate follow-ups and engagement with parents. Proactive measures were put in place to identify all reasons behind absences and to address these.

Following departure of our Child and Family Support worker, elements of her role ensuring consistency of school attendance will be absorbed by the headteacher.

SLT, including SENDCo and safeguarding team provide ongoing support for our Pupil \Premium families to support the reduction and removal of barriers, which have a negative impact on attendance and engagement both at child and family level.

Attendance and attainment data – see above

This support has included:

Meetings with parents to improve attendance.

Signposting to help parents overcome social isolation and manage the needs of their families.

Hosting Nurture parenting programme to support behaviour difficulties at home and in school.

Support from SENDCo to complete DLA forms.

Signposting , support and referrals to manage children’s anxiety, additional needs and parents’ own stress and anxiety (liaison with external agencies including Youth Options, School Nursing Team, Friends of the Family, CAMHS, Counselling, Stop Domestic Abuse, Play Therapists)

July 2025

Year R- GLD		
		GLD
	PP	50%
	Non-PP	71%
Year 1- Phonics		
		Pass
	PP	53%
	Non-PP	92%
KS1		
Reading	PP	41%
	Non-PP	88%
Writing	PP	41%
	Non-PP	80%
Maths	PP	47%
	Non-PP	90%
Combined	PP	35%
	Non-PP	78%

MTC		Av score
	PP	12.8
	Non-PP	20.8
KS2		ARE
Reading	PP	50%
	Non-PP	88%
Writing	PP	29%
	Non-PP	76%
Maths	PP	21%
	Non-PP	88%
Combined	PP	14%
	Non-PP	70%