



Pupil Premium Statement 2024-2026

Reviewed December 2024

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data – December 2024
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	(28) 12% FSM PPG = 24 -10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	A Dodd
Pupil premium lead	A Dodd
Governor / Trustee lead	Mr S Hemmingway Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2024-2025	£32,730
Recovery premium funding allocation this academic year	N/A no tuition is taking place
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>	£
Total budget for this academic year	£32,730

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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Part A: Pupil premium strategy plan

Statement of intent

At St Peter’s Church of England Primary School our intention is that all children should flourish. Our intention is that all pupils, irrespective of their background or experiences should make good progress and have no limitations on their achievement and attainment. The focus of our pupil premium strategy is to support disadvantaged children achieve, progress, and ensure our high attaining children continue to progress.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

Our intentions...

- Every child to flourish and achieve across all areas of the curriculum.
- Children attending St Peter’s to receive a high quality, knowledge rich curriculum.
- Any potential barriers to learning to be overcome through appropriate provision, support, and adapted teaching strategies.
- All children to have a wide range of enrichment experiences during their Primary school education. (No child should be at a financial disadvantage for this.)
- To ensure attendance of all children is above 96%
- To ensure children and families receive the positive mental health support for them to be able to access their learning, feel safe, happy and be resilient to deal with everyday school life.

Key Principles of our strategy

- Provide high quality education for all.
- Provide targeted / research-based interventions to secure further progress.
- Provide family and pupil support to ensure children are in a positive frame of mind for learning.

Challenges (Updated December 2024)

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

Challenge number	Detail of challenge
1	Progress and Attainment for all groups <i>Data and tracking information does identify that 29% of the children eligible for PPG funding are working below the age-related expected standard in one – three core areas. (Reading, Writing, Maths)</i>

	<i>As school we need to explore the use of PIVATS and other assessments to demonstrate that lower attaining children are progressing in reading, writing and maths.</i>
2	Well – Being, mental health and behaviour <i>Children in Y3-6 all have had reduced school experiences. It is noticed in y2, Y3, Y4, Y6 that the children within these age ranges struggle with emotional regulation, friendship issues, resiliency, problem solving. Children in y3 and Y4 do display lower resiliency and require guidance for self-regulation. Therefore, as a school we have increased the support in these year groups from the pastoral family and pupil well being leader.</i>
3	Cost of Living <i>The cost of living has significantly increased. We have families and children who may require additional financial support to fund trips and visits. No child should be at a disadvantage. Some families are very proud and struggle to come forward to share their concerns or ask for help.</i>
4	Reception – Early Years Children Approx. 30% of the 2024 reception intake have language, communication and interaction needs. A higher number of children within this cohort arrived at school needing a higher level of support for emotional, social, communication and behaviour. This cohort of children were born during COVID lockdowns and may have been impacted by the measures that were in place.

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
Improved progress and attainment for disadvantaged children in reading, writing and maths.	PPG children will make good progress in line with their starting points and at a rate commensurate to their peers. Any child who is falling behind / or requiring additional provision will be provided with the support required to make good progress.
To achieve and sustain improved wellbeing for all pupils in our school, particularly out disadvantaged pupils.	Sustained positive mental health and resiliency for our children. Demonstrated by <ul style="list-style-type: none"> - A reduction in concerns raised by staff and parents. - A strong positive mental health strategy in place across the school. - Improved attendance for key children who display emotional based school avoidance. - Pupil voice and parental voice.
To utilise funding for PPG to support financial implications of trips and visits.	Children will not be disadvantaged and will access the wider curriculum in full.

To provide the wider range of experiences and provision within EYFS to ensure the children develop their emotional, social, communication and personal development knowledge and understanding.	By July 2024 the % of children presenting with needs in social, emotional, communication and PSD will have reduced from 30%. Identified children will be ready for Y1.
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Activity in this academic year 2024-2025

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: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional CPD and time out of class for EYFS team – to visit other settings / gather information and implement suggested models.</p> <p>Additional time for EYFS team to be able to read and research the evidence based approaches.</p> <p>Additional time for cluster / network meeting with other EYFS practitioners.</p>	<p>https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function</p>	1,2,4

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of TA who are trained in Red Rose Phonics to deliver further phonics sessions and reading sessions to ensure children progress.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics intervention has been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. Phonics teaching and learning toolkit	2
<i>Explore oral language programmes to improve listening, narrative, speaking and oracy skills especially within disadvantaged children who have relatively low spoken language skills. EYFS teacher already exploring WellComm</i>	Oral Language Interventions Approaches that focus on speaking and listening and combination of the two show positive impacts on attainment. Additional support to be deployed to EYFS (afternoon) to support and deliver language and communication programmes.	1, 2, 4

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family Support provided through Pastoral / Family Well Being Leader</i> <i>Regular opportunities for parents to be involved in their child's learning.</i>	Working with parents to Support Children's Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents <i>Parents can support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks. This</i>	1, 2,3,4

<p><i>Bespoke family workshops and parental sessions.</i></p>	<p>support is in place and provided by the Family Learning Mentor.</p> <p>The following activity is provided by the family learning mentor in order to improve pupil outcomes.</p> <ul style="list-style-type: none"> • Bespoke family support / child support • Early Help • Liaising with agencies and referring to other support inc. foodbank, housing, benefits etc. • CAMHS liaison • Delivering Social, emotional and mental health interventions in groups and 1:1 	
<p>Improve attendance through a range of interventions including Breakfast Club Provision.</p>	<p>EEF guide to pupil premium</p> <p>Evidence indicates that one of the key barriers to disadvantaged children progressing is attendance. Therefore as a school we ensure that we identify children who have attendance concerns and using family support liaise to overcome these barriers. At times this will be using PPG funding to support wrap around care.</p>	<p>1,2,3,4</p>
<p>Ensure all children eligible for PPG funding because of disadvantage can access trips, clubs, visitors and events that they may not be able to do due to finances.</p>	<p>As outlined in the EEF guide to pupil premium</p> <p>The Pupil Premium is paid for every eligible pupil in every eligible school. This means that schools can target their resources to the individual needs of their eligible pupils, so that they can flourish. Therefore we would utilise PPG to ensure our children do not have missed curriculum or enriched opportunities.</p>	<p>4</p>
<p>Whole school training on behaviour management and anti-bullying approaches with the aim of further brining consistency across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects.</p>	<p>1,2,3</p>

Total budgeted cost: £ Approx. 32k

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 demonstrates that 68% of our PPG children are in line or working at a deeper standard.

PPG children are making good progress.

Attendance for PPG children is increasing due to the support in place.

We regularly review our strategy plan and have made changes to how we intend to use some of the PPG budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

There are 3 children in school who receive PPG funding due to service pupil premium funding. The funding was used to continue to do the following...

- Support the family and mental health of the child/ren.
- Provide additional support academically if required. Challenge and extend where appropriate.
- Continue to supplement the cost of trips.

The impact of that spending on service pupil premium eligible pupils