



Pupil Premium Statement 2025-2027

Reviewed June 2025

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 – Updated June 2025
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 (Reviewed)
Date this statement was published	December 2024
Date on which it will be reviewed	June 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 2025-2026	£32,00 (-£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	£32,000 (2025-2026)

<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 core belief is that every child should flourish. We are committed to ensuring that all pupils—regardless of their background, circumstances, or starting points—make strong progress and achieve their full potential. Our Pupil Premium strategy is designed to remove barriers to learning and provide targeted support so that disadvantaged pupils can thrive academically, socially, and emotionally.

Our Intentions

- To ensure every child flourishes and achieves across all areas of the curriculum.
- To deliver a high-quality, knowledge-rich curriculum that is accessible and engaging for all learners.
- To identify and overcome barriers to learning through tailored provision, support, and adaptive teaching strategies.
- To provide enrichment opportunities for all pupils, ensuring no child is excluded due to financial constraints.
- To maintain attendance above 96% for all pupils, recognising the link between attendance and achievement.
- To support positive mental health and wellbeing for children and families, enabling pupils to feel safe, happy, and resilient in their learning environment.

Key Principles of Our Strategy

High-Quality Teaching for All: We prioritise excellent teaching as the most effective way to raise attainment for all pupils, especially those who are disadvantaged.

Targeted, Evidence-Based Interventions: We implement interventions grounded in research to accelerate progress and close attainment gaps.

Holistic Support for Families and Pupils: We work in partnership with families to ensure pupils are emotionally and mentally ready to learn, fostering a nurturing and inclusive school culture.

Through this strategy, we aim to create a school environment where every child is valued, supported, and empowered to succeed—regardless of their background.

Challenges (Reviewed and Updated June 2025)

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

Challenge number	Detail of challenge
1	<p>Progress and Attainment for all groups</p> <p>Summary taken from Spring 2025 Data Analysis</p> <ul style="list-style-type: none"> Year 3 FSM pupils consistently show the widest spread in attainment across all subjects, indicating a need for targeted support. Year 6 FSM pupils are performing well, with a third achieving greater depth in both Reading and Maths. Writing shows slightly lower attainment at greater depth compared to Reading and Maths. <p><i>Our aim is for</i></p> <ul style="list-style-type: none"> <i>At least 85% of PPG pupils in Years 2, 4, 5, and 6 to achieve EXS or GDS in Reading, Writing, and Maths.</i> <i>Year 3 PPG pupils to show a reduction in the percentage working below the expected standard by at least 50%.</i> <i>Evidence of accelerated progress in pupil books and termly assessments.</i>
2	<p>Well – Being, mental health and behaviour</p> <p>We are currently facing a growing challenge: a higher number of children, particularly those eligible for the Pupil Premium Grant (PPG), are entering school not fully ready to learn.</p> <p>These pupils often present with:</p> <ul style="list-style-type: none"> Low levels of independence and self-organisation Limited early language and communication skills Inconsistent routines at home, including lack of regular reading Increased emotional dysregulation and anxiety, impacting classroom engagement <p>This lack of school readiness is contributing to gaps in attainment, particularly in early reading, and is placing additional pressure on teaching and support staff.</p>
3	<p>Cost of Living</p> <p>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.</p>
4	<p>Reception – Early Years Children</p> <ul style="list-style-type: none"> A growing proportion of children entering the Early Years Foundation Stage (EYFS), particularly those eligible for the Pupil Premium Grant

	<p>(PPG), are developmentally behind age-related expectations. This cohort is presenting with significant challenges in the following areas:</p> <ul style="list-style-type: none"> • Language and communication: Limited vocabulary, poor expressive and receptive language, and reduced engagement in conversation. • Social and emotional development: Difficulty forming relationships, low resilience, and limited ability to self-regulate emotions. • Independence and self-care: Underdeveloped skills in dressing, feeding, and toileting, with a notable increase in children requiring support with basic hygiene. • School readiness: Many children are not yet able to follow routines, manage transitions, or engage in sustained learning activities.
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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
Continued improved progress and attainment for disadvantaged children in reading, writing and maths. (Focusing on the Y3 cohort and tracking progress for this group)	<p>PPG children will make good progress in line with their starting points and at a rate commensurate to their peers.</p> <p>Any child who is falling behind / or requiring additional provision will be provided with the support required to make good progress.</p>
To ensure that all pupils develop the emotional literacy, resilience, and coping strategies needed to thrive both in and beyond the classroom, with a particular focus on early identification and support for those experiencing emotional or mental health challenges.	<ul style="list-style-type: none"> • Strengthening our early intervention and nurture provision within the classrooms, including targeted support for emotional regulation and social skills. • Enhancing home-school partnerships to support routines, reading, and readiness at home. • Providing structured transition programmes for new starters and vulnerable pupils. • Embedding a whole-school approach to mental health and wellbeing, including staff training and access to external support services.
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.	<p>Evidence of the provision will ensure that children have the appropriate skills and knowledge to access and navigate school life.</p> <p>Identified children will be ready for Y1.</p>

Activity in this academic year 2025-2026

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Support in the classroom.</p> <p>Explore staffing levels in Y3 and EYFS</p>	<p>“ Teaching Assistants Can Improve Outcomes— When Used Effectively</p> <ul style="list-style-type: none"> TAs can have a positive impact on pupil attainment, especially when they are well-trained and deployed to deliver structured, evidence-based interventions The Teaching and Learning Toolkit estimates that effective TA deployment can lead to +4 months of additional progress per year.” <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Family Support provided through Pastoral / Family Well Being Leader</i></p> <p><i>Regular opportunities for parents to be involved in their child's learning.</i></p> <p><i>Bespoke family workshops and parental sessions.</i></p>	<p>Working with parents to Support Children's Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p><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 support is in place and provided by the Family Learning Mentor.</i></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 	1, 2,3,4
<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>	1,2,3,4
<p>Ensure all children eligible for PPG funding because of disadvantage can access trips, clubs, visitors</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</p>	4

and events that they may not be able to do due to finances.	flourish. Therefore we would utilise PPG to ensure our children do not have missed curriculum or enriched opportunities.	
Whole school training on behaviour management and anti-bullying approaches with the aim of further brining consistency across school.	Both targeted interventions and universal approaches can have positive overall effects.	1,2,3

Total budgeted cost: £ Approx. 32k

Part B:

Review of the previous academic year 2024-2025

Outcomes for disadvantaged pupils

Based on the **Spring 2025 assessment data** from St Peter's Church of England Primary School, here is a summary of the **progress of Pupil Premium Grant (PPG) children**—identified in the document as **FSM (Ever 6)**—in **Reading, Writing, and Mathematics**:

Reading – FSM (Ever 6)

Summary:

- Most FSM pupils are working at or towards the expected standard.
- Year 3 shows the widest spread, with some pupils below and some at greater depth.
- Year 6 has a third of FSM pupils at greater depth, which is a strong outcome.

Writing – FSM (Ever 6)

Summary:

- Writing outcomes are generally positive, especially in Years 4 and 6.
- Year 3 again shows a higher proportion of pupils below the expected standard.

Mathematics – FSM (Ever 6)

Summary:

- Strong performance in Years 2, 4, and 5.
- Year 3 again shows a more even distribution across all attainment bands.
- Year 6 has a third of FSM pupils at greater depth, mirroring Reading.

Overall Observations

- **Year 3 FSM pupils** consistently show the widest spread in attainment across all subjects, indicating a need for targeted support.
- **Year 6 FSM pupils** are performing well, with a third achieving greater depth in both Reading and Maths.
- **Writing** shows slightly lower attainment at greater depth compared to Reading and Maths.

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)

<i>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</i>
<p>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...</p> <ul style="list-style-type: none">- 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
<p>Maintain positive well being and provide support as required.</p>