Pupil Premium Statement 2025-2028

Reviewed November 2026

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 outcomes for disadvantaged pupils last academic year.

School overview 2026-2027

Detail	Data
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025 – 2028
Date this statement was published	December 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Governing Body
Pupil premium lead	A Dodd
Governor / Trustee lead	Mr M Entwistle Chair of Governors

Funding overview

During 2025-2026 £47, 930 of PPG funding was allocated to the school

Detail	Amount
Pupil premium funding allocation this academic year	Anticipated 49,820k
Pupil premium (and recovery 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*	£49,820

Part A: Pupil premium strategy plan

Statement of Intent

At St Peter's Church of England Primary School, our vision is that every child flourishes. We are committed to ensuring that all pupils, irrespective 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, evidence-informed support that enables disadvantaged pupils to thrive academically, socially, emotionally and spiritually.

We recognise that disadvantage can present a variety of challenges and that pupils may face multiple barriers to learning. Through high-quality teaching, targeted interventions and wider support for pupils and families, we aim to ensure that every child is equipped with the knowledge, skills and confidence needed for future success.

Our Intentions

We aim to:

- Ensure every child flourishes and achieves their potential across all areas of the curriculum.
- Deliver a high-quality, ambitious and knowledge-rich curriculum that is accessible, engaging and inclusive for all learners.
- Identify barriers to learning early and respond through tailored provision, adaptive teaching and targeted support.
- Raise attainment and accelerate progress for disadvantaged pupils, particularly in reading, writing and mathematics.
- Provide enriching experiences and opportunities that broaden horizons and ensure no pupil is disadvantaged by financial circumstances.
- Promote excellent attendance and punctuality, recognising the strong link between attendance, engagement and achievement.
- Support children's mental health, wellbeing and personal development so they feel safe, valued and ready to learn.
- Strengthen partnerships with families to enhance children's learning, wellbeing and life chances.

Key Principles of Our Strategy

High-Quality Teaching for All

We recognise that high-quality teaching has the greatest impact on pupil outcomes and is the most effective way to improve attainment for disadvantaged pupils. We invest in professional development, evidence-informed practice and curriculum development to ensure consistently strong teaching across the school.

Targeted Academic Support

We use assessment information carefully to identify pupils who require additional support and provide timely, evidence-based interventions to address gaps in learning, accelerate progress and build confidence.

Wider Strategies and Family Support

We understand that academic success is closely linked to attendance, wellbeing, behaviour and family circumstances. We work in close partnership with families and external agencies to ensure that pupils receive the support they need to engage successfully in school and achieve positive outcomes.

Our Evidence-Based Approach

Our strategy is built upon the tiered approach recommended by the Education Endowment Foundation (EEF), focusing on:

1. High-quality teaching
2. Targeted academic support
3. Wider strategies

Many actions within our strategy contribute to more than one area of the tiered model, and the balance between categories will vary according to the changing needs of our pupils and school priorities.

In developing this strategy, we have drawn upon evidence and guidance from the Education Endowment Foundation, including:

- *The EEF Guide to the Pupil Premium*
- *Putting Evidence to Work: A School's Guide to Implementation*
- *Making Best Use of Teaching Assistants*
- *Teacher Feedback to Improve Pupil Learning*
- *Working with Parents to Support Children's Learning*
- *Improving Social and Emotional Learning in Primary Schools*

Challenges (Reviewed and Updated November 2026)

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

Challenge number	Detail of challenge
Challenge 1:	Many pupils in our current Year 1 and Year 2 cohorts entered school with delayed language, communication and self-regulation skills. Born during the COVID-19 pandemic, these cohorts had reduced early social and developmental experiences. Lower starting points contributed to GLD outcomes below national averages and continue to impact learning and attainment. These are our highest cohorts of PPG and FSM eligibility.
Challenge 2:	Many disadvantaged pupils in our current Year 1 and Year 2 cohorts have underdeveloped oral language skills, limited vocabulary and difficulties securing and applying phonics knowledge. These barriers impact early reading development, reading engagement and fluency, limiting access to the wider curriculum. Lower starting points continue to affect attainment and progress in reading.
Challenge 3:	Disadvantaged pupils are less likely to access enrichment opportunities, including clubs, educational visits and wider experiences that support personal development. Levels of parental engagement with learning, attendance and punctuality can also be lower, impacting readiness to learn and overall achievement. Strengthening home-school partnerships and removing barriers to participation remain key priorities.

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
Language, communication and self-regulation skills improve, enabling pupils to access learning successfully and make strong progress from their starting points.	• Needs are identified early and appropriate support is implemented. • Pupils demonstrate improved oral language, vocabulary, communication and self-regulation skills. • Increased proportions of disadvantaged pupils achieve age-related expectations. • Pupils are able to learn independently, manage emotions appropriately and engage positively in lessons.
Disadvantaged pupils develop secure phonics knowledge and become confident, engaged readers.	Pupils secure and apply phonics knowledge effectively in reading and writing. • Phonics outcomes improve and are in line with or above national averages. • Reading fluency, comprehension and vo-cabulary improve across Key Stage 1. • Disadvantaged pupils make strong progress from their starting points and attainment gaps diminish.
Disadvantaged pupils experience high levels of attendance, punctuality, parental engagement and participation in wider opportunities.	• Attendance for disadvantaged pupils is at least 96% and persistent absence reduces. • Punctuality improves, ensuring pupils are ready to learn at the start of each day. • Parents engage positively with school communication, workshops and support for learning at home. • All disadvantaged pupils are able to access educational visits, enrichment activities and at least one extra-curricular opportunity where appropriate.

Activity in this academic year 2026-2027

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 60k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional EYFS teacher provision for 2 days per week to strengthen early language development, communication skills, self-regulation and readiness for learning through	The EEF identifies early language development as a key driver of future attainment. Additional adult support enables earlier identification of need, targeted intervention and improved outcomes for pupils with lower starting points.	1, 2

targeted teaching and intervention.		
Additional KS1 teacher provision (3 mornings and 3 afternoons per week) to deliver bespoke teaching, targeted interventions and a specialist curriculum for pupils with identified language, communication and literacy needs.	Evidence shows that targeted small-group and individualised teaching can accelerate progress by up to four months. This is particularly important for cohorts with lower starting points following disruption to early childhood development.	1, 2
Ongoing professional development for all EYFS and KS1 staff in the delivery of phonics teaching and early reading.	High-quality teaching is the most important factor in improving outcomes for disadvantaged pupils. Consistent staff training ensures effective implementation and fidelity to phonics programmes.	2
Additional professional development for EYFS staff focused on language development, communication and creating effective learning environments.	Oral language approaches have a high impact on pupil outcomes. Training supports the development of vocabulary-rich environments and effective adult-child interactions.	1

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

Budgeted cost: £70k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of high-quality phonics teaching, including Bounce Back and Fast Track phonics interventions, to secure and embed phonics knowledge and application. Most classes have full support every morning during core lessons to ensure high structured interventions and additional support is in place for quality first teaching.	The EEF identifies systematic synthetic phonics as having a high impact on early reading attainment. Targeted phonics interventions help pupils rapidly close gaps in decoding and reading fluency.	2

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

Budgeted cost: £ *14,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted family engagement, attendance monitoring and support for vulnerable pupils and families.	Research highlights the positive impact of parental engagement and good attendance on educational outcomes. Early intervention helps remove barriers to learning and improves readiness for school.	3
Targeted attendance support through a range of interventions including Breakfast Club Provision.	EEF guide to pupil premium 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.	1,2,3,

Please note that these staffing costs are partially funded through Pupil Premium and supplemented through the school's core budget, which demonstrates a strong commitment to supporting disadvantaged pupils.

Total budgeted cost: £ *Approx. 144k supplemented by PPG of approx. 47k*

Review of the previous academic year 2025-2026

Outcomes for disadvantaged pupils

Disadvantaged pupils represent a relatively small proportion of the school population (9.1%), significantly below local and national averages. Due to low pupil numbers, outcomes can vary considerably between cohorts; however, pupils generally make progress from their individual starting points through targeted support, additional staffing and high-quality teaching. Current priorities remain language development, phonics, reading and attendance, particularly within Year 1 and Year 2 where cohorts entered school with lower starting points in communication, language and self-regulation. The school remains committed to ensuring disadvantaged pupils access the same high-quality curriculum, enrichment opportunities and pastoral support as their peers, enabling them to flourish academically, socially and emotionally

Attendance

Attendance for disadvantaged pupils improved during 2025-26, increasing from 91.8% to 92.8%, and remains slightly above the national average for disadvantaged pupils. Whilst a gap remains between disadvantaged and non-disadvantaged attendance, overall attendance at St Peter's is significantly above national figures and persistent absence is well below national levels. Attendance continues to be a key priority within our Pupil Premium strategy, with targeted support and early intervention provided to families where attendance concerns arise.

EYFS – GLD

In 2025/26, 33.3% of disadvantaged pupils achieved a Good Level of Development compared to 81.8% of their non-disadvantaged peers. The gap reflects the lower starting points identified on entry, particularly in communication and language and personal, social and emotional development. These outcomes have informed our continued investment in additional EYFS staffing, language and communication support, and early intervention approaches to strengthen school readiness and improve outcomes for disadvantaged pupils.

Phonics

Phonics remains a key priority for disadvantaged pupils, as outline above.

In 2025/26, 42.9% of disadvantaged Year 1 pupils achieved the expected standard in the Phonics Screening Check compared with 87.5% of their non-disadvantaged peers. This reflects the lower starting points in language, communication and early literacy seen within these cohorts and has informed our continued investment in targeted phonics interventions, staff training and additional teaching capacity within EYFS and Key Stage 1.

KS1 End of Key Stage Data

End of KS1 outcomes for disadvantaged pupils were below those of their peers in reading, writing and mathematics, with 42.9% achieving the expected standard across all three subjects. The attainment gap reflects the lower starting points seen within these cohorts, particularly in language, communication, self-regulation and early literacy. These outcomes have informed our continued investment in additional teaching capacity, targeted interventions and enhanced phonics and language provision within EYFS and Key Stage 1.

KS2 End of Key Stage Data

Outcomes for disadvantaged pupils at the end of Key Stage 2 were strong, with 100% achieving the expected standard in reading, writing and mathematics, including the combined measure. Whilst cohort numbers are small, these outcomes demonstrate that targeted support, effective teaching and sustained intervention have enabled disadvantaged pupils to make strong progress from their starting points and leave St Peter's well prepared for the next stage of their education.

- EYFS GLD: 33.3% disadvantaged children reached a good level of development.
- Y1 Phonics: 42.9% disadvantaged children achieved at the expected standard in phonics.
- KS1 R/W/M: 42.9% disadvantaged children achieved reading, writing and maths combined.
- KS2 R/W/M Combined: 100% disadvantaged achieved.

This demonstrates that although disadvantaged pupils often start school with lower attainment, many catch up successfully by the end of Key Stage 2.

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 currently three pupils in school eligible for Service Pupil Premium funding. This funding was used to provide pastoral and emotional wellbeing support, ensuring pupils felt settled, supported and able to fully engage in school life. Where appropriate, additional academic support was provided to address identified learning needs, whilst also ensuring opportunities for challenge and greater depth learning were available.
The Impact of This Spending on Service Pupil Premium Eligible Pupils
Eligible pupils remained well supported throughout the academic year, demonstrating positive wellbeing, engagement and participation in school life. Individual needs were monitored closely, with timely pastoral and academic support provided where required, enabling pupils to access learning successfully and thrive within the school environment.