

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	St. Peter's CE (A) Primary School
Pupils in school	152 (including 13 nursery)
Proportion of disadvantaged pupils	7
Pupil premium allocation this academic year	£10, 360
Academic year or years covered by statement	2024-25
Publish date	July 2024
Review date	July 2025
Statement authorised by	Sarah George
Pupil premium lead	Rachel Bagshaw
Governor lead	Sue Simcock

Disadvantaged pupil progress scores for 2024

Measure	Score
Reading	No progress scores as the Y6 cohort had no Y2 SATs data. Also, no disadvantaged pupils in 2024 Y6 cohort.
Writing	
Maths	

Disadvantaged pupil performance overview for 2024

Measure	Score
Meeting expected standard at KS2	No disadvantaged pupils in 2024 Y6 cohort.
Achieving high standard at KS2	No disadvantaged pupils in 2024 Y6 cohort.

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year or previous key stage. Those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.

Priority 2	Pupils have a breadth of experiences that enable them to contextualize their learning.
Barriers to learning these priorities address	Parents are fully informed about their child's learning. Disadvantaged pupils are fully engaged in their homework and are supported well by the parents.
Projected spending	£10,360

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 25
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 25
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 25
Phonics	Achieve national average expected standard in PSC	July 25
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	July 25

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Teaching academic support for current academic year

Measure	Activity
Priority 1	Every child receives teaching which is good and frequently outstanding in every classroom/ every day.
Priority 2	To provide curriculum enrichment wow activities.
Barriers to learning these priorities address	To make parents more informed to support their child's learning at home.
Projected spending	£1600

Targeted academic support for current academic year

Measure	Activity
Priority 1	Establish small group interventions for disadvantaged pupils falling behind age-related expectations
Priority 2	Small group pre teaching to build up knowledge and life experiences.
Barriers to learning these priorities address	Encouraging wider reading in and out of school.
Projected spending	£8,260

Wider strategies for current academic year

Measure	Activity
Priority 1	Trips out of school
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	£500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days and staff training.
Targeted support	Ensuring enough time for intervention teaching assistant to support small groups.	Timetable sessions. Record all sessions. TA training.
Wider strategies	Engaging the families facing most challenges.	Produce journals for communication between home and school. Parent workshops.

Review: last year's aims and outcomes

Aim	Outcome
To improve overall quality of teaching.	All children will receive good quality teaching.
To insure PP pupils maintain progress or catch up when progress has less than expected.	All PP pupils will maintain progress or catch up when expected progress has not been made.
To provide curriculum enrichment wow activities and school trips.	All children experience WOW enrichment days.
To make parents more informed to support their child's learning at home.	Parents are informed about and engage in their child's learning.