

Pupil premium strategy statement – St. Peter’s RC Primary School

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

Detail	Data
Number of pupils in school	375
Proportion (%) of pupil premium eligible pupils	31.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs Clare Scott
Pupil premium lead	Miss Chloe Downs
Governor / Trustee lead	Mrs Carmel Casey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 163,148
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£163,148

Part A: Pupil premium strategy plan

Statement of intent

At St. Peter's Primary the intent of our Pupil Premium strategy is to narrow the attainment gap between disadvantaged pupils and their peers, ensuring that all children have equal opportunities to succeed academically and socially. Our approach is rooted in understanding that every child, regardless of their background, deserves an excellent education that meets their individual needs and maximises their potential. By allocating Pupil Premium funding effectively, we aim to provide targeted support that addresses barriers to learning and accelerates progress for disadvantaged pupils.

Our intent is to not only raise academic achievement but also to foster a culture of high aspirations, resilience, and ambition among pupils eligible for Pupil Premium. We strive to create a nurturing and inclusive environment where every child feels valued, supported, and empowered to excel. Through a personalised approach to learning and pastoral care, we aim to instil confidence, self-belief, and a love for learning in all our pupils, irrespective of their background.

In achieving these objectives, the following key principles are adhered to:

1. Targeted Support and Provision:

- We identify the specific needs and barriers to learning of individual Pupil Premium pupils through rigorous assessment and ongoing monitoring.
- Personalised interventions, such as small group tuition, one-to-one support, and targeted resources, are provided to address gaps in learning and accelerate progress.
- Specialist staff, including dedicated Pupil Premium leads and trained support assistants, deliver tailored support programmes that cater to the unique needs of disadvantaged pupils.

2. Quality First Teaching:

- All teaching staff receive continuous professional development to enhance their knowledge and skills in meeting the needs of disadvantaged pupils.
- Meticulous and calculated teaching strategies, scaffolding, and effective feedback are employed to ensure that every child receives high-quality teaching that is responsive to their individual learning styles and abilities.
- Regular assessment and tracking of progress enable timely intervention and adjustment of teaching practices to maximise the impact on pupil outcomes.

3. Enrichment and Engagement:

- Enrichment opportunities, extracurricular activities, and cultural experiences are provided to enrich the learning experiences of disadvantaged pupils and broaden their horizons.
- Partnerships with parents, carers, local community organisations, and external agencies are fostered to support the holistic development of Pupil Premium pupils and promote parental engagement in their child's education.
- Well-being initiatives, pastoral support networks, and mentoring schemes are implemented to promote emotional resilience, mental well-being, and a positive attitude to learning.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and teacher assessments suggest disadvantaged pupils generally have greater difficulties with developing their reading fluency.
2	Assessments, observations, and teacher assessments suggest disadvantaged pupils generally have greater difficulties with reading comprehension compared to their peers – in particular vocabulary and inference.
3	Assessments, observations, and teacher assessments suggest disadvantaged pupils generally have greater difficulties with problem solving and reasoning in maths.
4	Observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Some of our pupil premium children have poor attendance.

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 reading fluency among disadvantaged children.	Disadvantaged children make as much progress in reading as all pupils, across Key Stage 1 and 2 in Reading and fill gaps in their learning.
Enhanced reading comprehension skills – with a particular improvement in vocabulary and inference among disadvantage children.	Disadvantaged children make as much progress in reading as all pupils, across Key Stage 1 and 2 in Reading and fill gaps in their learning.
Disadvantage children have greater success with problem solving and reasoning in maths.	Disadvantaged children make as much progress in maths as all pupils, across Key Stage 1 and 2
Ensure disadvantaged children have access to a rich curriculum and take up opportunities for enrichment.	Disadvantaged children will have access to clubs and experiences that go beyond the classroom.
Improve the attendance of disadvantaged children.	Disadvantaged children will have good attendance (with the support of an attendance officer).

Activity in this academic year

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: £2,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD training given to all teachers and teaching assistants on developing reading fluency and vocabulary in the classroom.	Quality First teaching is always the most effective and proven method for outstanding progress and attainment.	1, 2
CPD training on quality first teaching and speech and language with a particular focus on SEND children in the mainstream (many of which are PP).	Quality First teaching is always the most effective and proven method for outstanding progress and attainment.	1, 2, 3
Continuing to embed the Little Wandle Scheme for phonics and early reading	Use of LW at St. Peter's has ensured consistency and closed gaps.	1, 2
Introduce Ready Steady Write – Literacy Counts	Praised for its effectiveness in teaching English skills because of its structured, comprehensive, and engaging approach (scaffolded learning, sequential etc.)	1, 2
Continuing to embed CanDo Maths	Use of CanDoMaths at St. Peter's has ensured consistency across classes and year groups and provided opportunities to close gaps with Maths on Track.	3
Rigorous assessment processes/analysis (Updated assessment/pupil progress approach)	Rigorous assessment and analysis help close gaps for PP children by identifying specific needs and informing targeted interventions, ensuring support is personalised and purposeful.	1, 2

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

Budgeted cost: £76,467

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions (such as, LW rapid catch up, Year 6 booster groups)	Targeted support provides disadvantaged children with the chance to focus on small, achievable goals that enable them to close gaps in their learning.	1, 2, 3
Additional teacher for Year 6 Pupils - Maths	Reducing class sizes allows for more personalised instruction and targeted support. This helps to close attainment gaps and build greater confidence, but also provides more opportunities for challenge for GD disadvantaged pupils.	3

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

Budgeted cost: £98,292

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer & trip	Barriers to regular attendance will be identified and addressed.	4, 5
Clubs and Enrichment Opportunities (cinema, sports clubs, drumming)	Clubs and various enrichment activities provide disadvantaged children with opportunities to broaden their experiences, build confidence, improve social skills and enhance engagement with school.	4, 5
Trips, Educational Visits	Various trips and educational visits provide disadvantaged children with opportunities to broaden their experiences, build confidence, improve social skills and enhance engagement with school.	4, 5
ELSA/Inspire programme	Barriers that are affecting disadvantaged children's learning/emotional wellbeing such as	4, 5

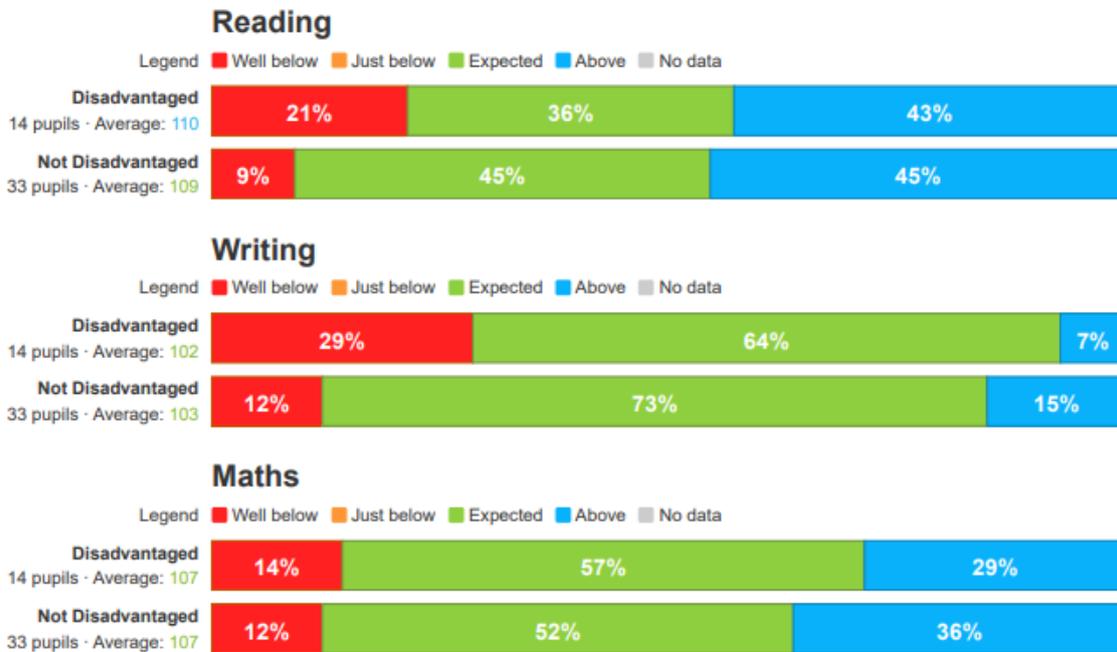
	anxiety, low self-esteem or difficulties with relationships are addressed.	
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Total budgeted cost: £177,254

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

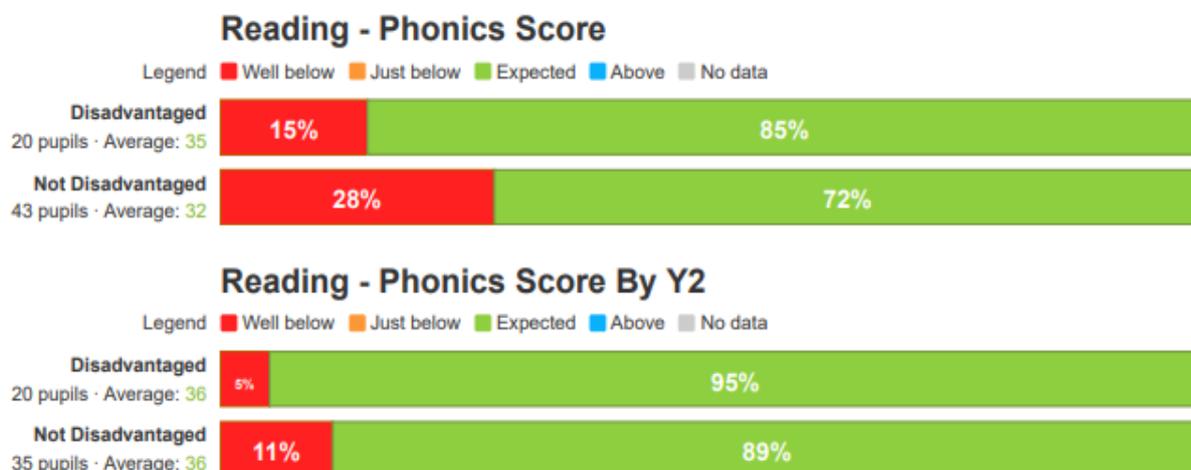
KS2 SATS scores (2023-2024)



The chart above highlights that the number of children below the expected standard was higher for disadvantaged than non-disadvantaged in all areas (more significantly in Reading and Writing).

Combined, the percentage of disadvantaged children that met the expected standard or above was 71% which was significantly higher than the national average of 45%.

KS1 Phonics Scores (2023-2024)



The chart above highlights that the percentage of children that reached the expected standard of reading at the end of KS1 was higher in disadvantaged than not disadvantaged. Moving forward, teacher assessment identified reading fluency and comprehension skills as being key areas of focus for children going forward into KS2.

Both charts demonstrate that several activities outlined in the previous pupil premium strategy plan were particularly successful (both Phonics and Maths strategies, additional teacher for Year 6, interventions, tutoring etc.).

Externally provided programmes

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

Programme	Provider