



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	200
Proportion (%) of pupil premium eligible pupils	12%
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)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Cate Gili-Ross
Pupil premium lead	Cate Gili-Ross
Governor / Trustee lead	Julie Cowser

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,225
Pupil 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	£54,225

## Part A: Pupil premium strategy plan

### Statement of intent

At St Peter's, staff and governors believe every child is made in the image of Christ, respected, and entitled to flourish. We are committed to a high-quality learning environment where all pupils are challenged academically, enriched through a broad curriculum, and supported to develop their talents and interests. We recognise that many children require additional support to access the curriculum and achieve well, including some who are not formally eligible for Pupil Premium; these pupils are included within our Pupil Premium provision.

Our Pupil Premium strategy follows a tiered approach: high-quality teaching for all, targeted intervention to meet individual needs, and strong support for behaviour, attendance, and social, emotional, and mental health (SEMH).

Key aims - Ensure outcomes for Pupil Premium pupils are at least in line with their peers across the curriculum. - Provide ambitious, knowledge-rich teaching with a strong focus on language development, supplemented by timely 1:1 and small-group interventions that are monitored and adapted as needs change. - Meet the social, emotional and wellbeing needs of Pupil Premium pupils so they can fully engage in learning.

We understand that success depends on more than academic progress alone. Supporting pupils' wider wellbeing is central to our work, particularly as SEMH needs continue to grow. We provide bespoke pastoral support, regular contact with trusted adults, and a holistic approach that works alongside families. This work is led by our Senior Family Learning Mentor in close partnership with the Headteacher, SENCO and two ELSA-trained staff.

### Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"><li>Attendance. Attendance was identified as a key area for improvement in our three-year Pupil Premium Plan and remains a priority within our ABIE (Attendance Baseline Improvement Expectation) work. We will continue to prioritise early intervention and targeted attendance support to sustain and further improve this positive picture.</li></ul>
2	<ul style="list-style-type: none"><li>Academic outcomes.</li></ul>
3	<ul style="list-style-type: none"><li>SEMH needs. The social, emotional and mental health needs of this group continue to be significant and remain a key focus for School Improvement planning and for financial resource. We believe — and research supports — that strong mental health, emotional regulation and positive relationships are key to academic success and long-term wellbeing.</li></ul>

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
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<p>High-Quality Teaching</p> <p>Aim: Ensure disadvantaged pupils receive consistently strong teaching so they progress in line with, or above, their peers.</p> <p>Key focus areas: - Strengthen teaching practice across Years 2–4 and sustain strong pedagogy in UKS2. - Improve reading, writing and maths outcomes through Mastering Number (EYFS–Y5), improved reading instruction, and the Write Stuff approach in EYFS/KS1. - Embed high-quality curriculum delivery and clear learning pathways for pupils accessing additional support via The Hive.</p>	<p>Expected impact: - Reduced attainment gaps in core subjects. - Accelerated progress for disadvantaged pupils. - Greater consistency in teaching and learning across the school.</p>
<p>SEMH (Social, Emotional and Mental Health) support</p> <p>Aim: Enable disadvantaged pupils to be regulated, resilient and ready to learn so they engage positively and access learning more fully.</p> <p>Key focus areas: - Embed OPAL, myHappyMind and the Good Morning Club to support wellbeing, self-regulation and positive relationships. - Strengthen behaviour routines and shared practice to build intrinsic motivation and emotional regulation. - Enhance SEMH support within The Hive/EQUALS provision. - Continue to support children to access Therapeutic Forest School.</p>	<p>Expected impact: - Improved behaviour, self-regulation and resilience. - Increased attendance and engagement for key pupils. - Stronger readiness to learn across the disadvantaged cohort.</p>
<p>Parental engagement</p> <p>Aim: Strengthen relationships with families so parents feel confident supporting learning and wellbeing at home.</p> <p>Key focus areas: - Provide targeted workshops on phonics, reading and maths to help parents support home learning. - Increase support for families around routines, behaviour and SEMH needs. - Improve communication with families of pupils accessing intervention (The Hive, Therapeutic Forest School, ELSA, etc.).</p>	<p>Expected impact: - Increased parental participation and confidence. - More consistent home learning routines. - Stronger partnership working for vulnerable families.</p>

## 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: £16,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school training on Regulation strategies- A proportion of our Pupil Premium funding is allocated to high-quality professional development focused on emotional and behavioural regulation. Research shows that disadvantaged pupils are more likely to experience difficulties with self-regulation, which can impact behaviour, attendance and learning.</p> <p>Staff training supports a consistent, trauma-informed approach to behaviour, enabling adults to effectively co-regulate pupils, reduce escalation and create calm, predictable learning environments. This improves pupils' readiness to learn and engagement in lessons, which in turn supports improved academic outcomes for disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• EEF – Improving Behaviour in Schools Highlights that teaching staff need explicit training to understand behaviour as communication and to respond with consistent, calm and regulated approaches.</li> <li>• EEF – Social and Emotional Learning (SEL) Shows that improving pupils' social and emotional skills has a positive impact on attainment, particularly for disadvantaged pupils.</li> <li>• Ofsted Inspection Framework Recognises that schools must support pupils' emotional well-being and ensure behaviour policies are understood and implemented consistently by all staff.</li> <li>• Trauma-informed and attachment-aware practice Research indicates that adult co-regulation is essential before children can self-regulate, particularly for pupils who have experienced adversity.</li> </ul>	1,2,3
<p>Whole school training on OPAL approach to play-</p> <p>Pupils eligible for Pupil Premium often have fewer opportunities for high-quality play, physical activity and social development outside school. Research shows</p>	<ul style="list-style-type: none"> <li>• EEF – Improving Behaviour in Schools Highlights the importance of proactive, whole-school approaches to behaviour and relationships, including unstructured times such as play and lunch.</li> <li>• EEF – Physical Activity and Outdoor Learning Indicates that increased physical</li> </ul>	1,2,3

<p>that structured, high-quality playtime provision improves pupils' well-being, behaviour, social skills and readiness to learn — all of which underpin academic achievement.</p> <p>The OPAL approach is a whole-school, evidence-informed programme that improves the quality of play through staff training, environmental development and cultural change.</p>	<p>activity can improve pupils' focus, self-regulation and classroom engagement, particularly for disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>• Ofsted Inspection Framework Recognises the importance of personal development, behaviour and attitudes, and how schools support pupils' social development beyond the classroom.</li> <li>• Play research and child development theory High-quality play supports executive functioning, communication, cooperation, risk assessment and emotional resilience — skills often less developed in disadvantaged pupils.</li> </ul>	
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#### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £16,800 (TA costs) Opal Staffing costs £13,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our focus continues to be on high-quality learning for all pupils. For pupils eligible for Pupil Premium, timely and well-targeted academic support is essential to address gaps in learning and ensure pupils can fully access classroom teaching.</p>	<p>EEF – Teaching and Learning Toolkit Targeted academic interventions are most effective when they are short, focused, and linked directly to classroom learning.</p> <p>EEF – High-Quality Teaching Ensuring pupils have secure foundational knowledge and vocabulary is critical to closing attainment gaps.</p> <p>EEF – Metacognition and Self-Regulation Pre-teaching supports pupils to plan, monitor and evaluate their learning more effectively.</p>	2

<p>Daily Intervention Programme</p> <p>A daily 30-minute intervention session is embedded across the school. This ensures that pupils who require additional support receive it consistently and proactively, without being removed from high-quality classroom learning.</p> <p>Interventions focus on:</p> <ul style="list-style-type: none"> <li>• Pre-teaching key concepts and vocabulary to prepare pupils for upcoming lessons</li> <li>• Strengthening foundational knowledge in reading, writing and mathematics</li> <li>• Addressing misconceptions promptly to prevent gaps from widening</li> <li>• Supporting pupils to access age-related expectations with confidence</li> </ul> <p>This approach enables disadvantaged pupils to engage more successfully in lessons and make sustained academic progress.</p>		1,2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: *Forest School £6,500 cost*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic progress is closely linked to pupils' emotional well-being and readiness to learn. To support this, academic support is complemented by Therapeutic Forest School and the myHappymind programme. Supporting pupils' mental and	<p>Evidence Base: myHappymind</p> <p>The myHappymind programme is a whole-school approach to mental health and emotional well-being, grounded</p>	1,2,3

<p>emotional well-being enables them to engage more effectively in learning and achieve improved academic outcomes</p> <p>Therapeutic Forest School</p> <p>Therapeutic Forest School sessions support pupils':</p> <ul style="list-style-type: none"> <li>• Emotional regulation and resilience</li> <li>• Confidence and self-esteem</li> <li>• Communication and social interaction</li> </ul> <p>By supporting pupils' mental and emotional needs, we enable them to engage more effectively with academic learning and sustain concentration in the classroom.</p> <p>myHappymind</p> <p>The myHappymind programme supports pupils to:</p> <ul style="list-style-type: none"> <li>• Develop positive mental health and emotional literacy</li> <li>• Build resilience and self-regulation strategies</li> <li>• Understand and manage emotions effectively</li> </ul> <p>Pupils who feel safe, supported and emotionally secure are better able to focus and participate and perform academically.</p>	<p>in neuroscience, positive psychology and evidence-based practice.</p> <p>Research and guidance supporting this approach include:</p> <ul style="list-style-type: none"> <li>• EEF – Social and Emotional Learning (SEL) Evidence shows that programmes which develop pupils' emotional awareness, self-regulation and resilience have a positive impact on academic attainment, particularly for disadvantaged pupils.</li> <li>• EEF – Behaviour and Attitudes Supporting pupils to understand and manage their emotions improves classroom behaviour, engagement and learning behaviours.</li> <li>• Ofsted Inspection Framework – Personal Development Ofsted recognises the importance of schools teaching pupils how to manage emotions, build resilience and develop positive mental health.</li> </ul> <p>myHappymind supports pupils to:</p> <ul style="list-style-type: none"> <li>• Understand how the brain works and how emotions affect learning</li> <li>• Develop strategies to manage emotions and stress</li> <li>• Build resilience, confidence and a positive mindset</li> </ul> <p>This supports disadvantaged pupils to engage more effectively in learning and sustain progress over time.</p> <p>Therapeutic Forest School provides a structured, child-centred intervention that supports pupils' social, emotional and mental health through outdoor, experiential learning.</p> <p>The evidence base includes:</p> <ul style="list-style-type: none"> <li>• EEF – Improving Behaviour in Schools Highlights the importance of</li> </ul>	
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	<p>addressing underlying emotional needs to support behaviour and learning.</p> <ul style="list-style-type: none"> <li>• EEF – SEL and Self-Regulation Experiences that promote emotional regulation, cooperation and problem-solving contribute to improved learning behaviours and academic outcomes.</li> <li>• Research into outdoor and experiential learning Indicates that regular access to nature-based interventions improves: <ul style="list-style-type: none"> <li>○ Emotional regulation and resilience</li> <li>○ Self-esteem and confidence</li> <li>○ Social communication and cooperation</li> <li>○ Readiness to learn in the classroom</li> </ul> </li> </ul> <p>Therapeutic Forest School is particularly beneficial for disadvantaged pupils who may have limited access to outdoor or therapeutic experiences beyond school.</p>	

**Total budgeted cost: £53,225**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Attendance:

Current data shows this is now a clear strength for St Peter's: attendance for pupils eligible for free school meals (our main proxy for many Pupil Premium pupils) is 95.9%, higher than all 20 similar schools. This reflects the impact of consistent monitoring, strong pastoral support and close work with families. We will continue to prioritise early intervention and targeted attendance support to sustain and further improve this positive picture.

- Data from the previous academic year's national assessments and qualifications, once published.
- Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).
- Information from summative and formative assessments the school has undertaken.
- School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

#### Academic outcome.

- Academic data was strong for children within this group. Key results include:
- Year 1 Phonics Check: 100% of Pupil Premium (PP) children met the standard.
- End of KS2: 71.4% of PP children met the expected standard in maths; 42.9% met the Higher Standard (HS).
- Reading, Writing and Maths (combined): 57.1% (slightly below national average of 62.2%).
- Proportion reaching the Higher Standard (combined): 28.6% (above national average of 8.4%).  
Note: writing shows above-average attainment at the Higher Standard but is slightly below overall. (Recommend checking the internal breakdowns to confirm the 42.9% figure referenced in the original text—this has been retained but highlighted as an item to confirm.)
- SEMH needs. The social, emotional and mental health needs of this group continue to be significant and remain a key focus for School Improvement planning and for financial resource. We believe — and research supports — that strong mental health, emotional regulation and positive relationships are key to academic success and long-term wellbeing.

## 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