

Pupil premium strategy statement: St Peter's Church of England 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	416 (R-Y6) 456 (Nursery-Y6)
Proportion (%) of pupil premium eligible pupils	38.71% (R-Y6) 37.72% (Nursery-Y6)
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	13 th November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr A Whelan
Pupil premium lead	Mrs K Brandwood
Governor / Trustee lead	Mrs M Sutton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£271185.00
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>	£271185.00

Part A: Pupil premium strategy plan

Statement of intent

At St Peter's, we strive to be 'The Good Soil'. Guided by our Christian values, we aim for all pupils to 'learn, love and grow together' in a safe, nurturing and stimulating environment where every child feels valued and respected. Our ethos ensures that each child can reach their full potential academically, socially, emotionally and spiritually. When a child attends St Peter's, they are automatically part of a family and they should feel valued, respected and know they have a right to celebrate who they are.

Ultimate Objectives for Our Disadvantaged Pupils

Our ultimate objective is to ensure that pupils eligible for Pupil Premium have the same opportunities as their peers to thrive and succeed. We want them to:

- Achieve high academic standards and close attainment gaps.
- Attend school regularly and on time in a safe, supportive environment.
- Develop confidence, resilience and a love of learning.
- Experience enrichment opportunities that broaden horizons and life experiences.
- Feel valued, respected and celebrated for who they are, as full members of our school family.

How Our Pupil Premium Strategy Works Towards These Objectives

To achieve these objectives, we take a whole-school, holistic approach as our proportion of pupils eligible for Pupil Premium at St Peter's makes up almost 40% of our school cohort. Uses of our Pupil Premium allocation includes high-quality teaching, targeted interventions, 1:1 support, collaboration with external agencies and close partnership with families. We identify and address barriers to learning promptly and ensure our school environment provides enriching experiences that build resilience and promote personal growth. Resources are used thoughtfully to meet the individual needs of each pupil, helping them thrive academically, socially, emotionally and spiritually.

Key Principles of Our Strategy

- Every child is valued, respected, and celebrated for who they are.
- Support is holistic, addressing academic, social, emotional and spiritual development.
- Barriers to learning are identified and addressed promptly and effectively.
- Resources are allocated equitably, based on need, to ensure all pupils can access the same opportunities.

- Families are partners in their child's education, and collaboration ensures the best outcomes.

Through this approach, St Peter's ensures that disadvantaged pupils are empowered to flourish, achieve and grow into confident, compassionate and capable members of our school community.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils arrive in Nursery and Reception without the skills to ensure they are 'school-ready'.
2	Home environment does not always support children coming to school ready to learn and regular school attendance and punctuality.
3	There is an increasing number of children, including those who are PP, with Social, Emotional and Mental Health needs which is impacting their confidence, social understanding and overall well-being.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. On entry to Reception class this year 44% of our disadvantaged pupils arrive below age-related expectations compared to 58% of other pupils. End of KS1= 23% of our disadvantaged pupils working below age-related expectations compared to 19% of other pupils. End of KS2 = 56% of our disadvantaged pupils working below age-related expectations, 16% of other pupils.
6	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. On entry to Reception class this year 67% of our disadvantaged pupils arrive below age-related expectations compared to 62% of other pupils. End of KS1= 42% of our disadvantaged pupils working below age-related expectations compared to 16% of other pupils. End of KS2 = 37% of our disadvantaged pupils working below age-related expectations compared to 18%

7	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class this year 56% of our disadvantaged pupils arrive below age-related expectations compared to 52% of other pupils. End of KS1= 31% of our disadvantaged pupils working below age-related expectations compared to 13% of other pupils. End of KS2 = 32% of our disadvantaged pupils working below age-related expectations compared to 23% of other pupils.
8	Assessments indicate children with special additional needs (SEN) and PP have greater difficulties accessing the curriculum and the gap between their peers is widening.

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
Children in the early years are supported to make accelerated progress and support the prime areas of learning so that they are then able to make progress.	Children are quickly settled into Nursery. Children who qualify for EYPP spend additional time in Nursery to support their learning and development. Initiatives such as Bug Club Phonics and Ten town Numbers support children getting a strong start to their schooling.
Improved outcomes for all pupils including those who qualify for PP.	Teaching and learning continues to develop through actions identified in the School Improvement Plan. This ensures that all children have strong teaching which enables strong progress and educational recovery. Gap continues to close and PP pupils make accelerated progress. The curriculum continues to be developed across school.
Improved well-being – SEMH development – among disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: • qualitative data from well-being surveys including student voice, student and parent surveys and teacher observations • engagement in My Happy Mind resources • a reduction in the number of CAMHs referrals

	an increase in participation in enrichment activities, particularly among disadvantaged pupils.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including Wellcomm data Speech and Language data, engagement in lessons and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2027/28 show that more disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more disadvantaged pupils met the expected standard.

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: £ 105,047

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teacher in Year 5 to split teach English and Maths lessons. Groups are 'streamed' to provide a more targeted approach to children's learning – morning sessions.</i>	- Reduced Class Sizes EEF 1 - Smaller Group Tuition EEF 2 - Setting and Streaming EEF 3 An additional teacher in Year 5 enables English and Maths lessons to be taught in smaller, ability-based groups. This structure allows for more targeted teaching and improved pupil engagement to support and enhance progress and close attainment gaps, particularly for our disadvantaged pupils.	5, 6, and 7

<i>Additional teacher in Year 6 to deliver targeted English and Maths interventions – afternoon sessions</i>	- Smaller Group Tuition EEF 2 - Mastery Learning Approach to develop skills EEF 4 An additional teacher in Year 6 delivers targeted English and Maths interventions in the afternoon. This provides focused support for pupils to address specific learning gaps and consolidate key skills. Evidence from the Education Endowment Foundation (EEF) highlights the effectiveness of Smaller Group Tuition (<i>EEF 2</i>) and Mastery Learning approaches (<i>EEF 4</i>) in improving pupil progress and closing attainment gaps, particularly for disadvantaged learners.	5, 6 and 7
<i>Additional Teacher to Wellcomm Screen EYFS children to identify SALT challenges.</i>	- Oral Language Interventions and Assessments EEF 5 An additional teacher conducts WellComm screenings for EYFS children to identify potential speech, language, and communication (SALT) challenges. This enables early intervention to support language development. Evidence from the Education Endowment Foundation (EEF) demonstrates that <i>Oral Language Interventions and Assessments (EEF 5)</i> can significantly improve communication skills and literacy outcomes, particularly for disadvantaged pupils.	1 and 4
<i>ELKLAN TA trained to deliver individual SALT Care plans and small group SALT support – such as colourful semantics etc.</i>	- Smaller Group Tuition EEF 2 - One to One Tuition – EEF 6 - Oral Language Interventions and Assessments EEF 5 - ELKLAN Training – 5-11 Skill Builders An ELKLAN-trained TA delivers individual SALT care plans and small group interventions, including approaches such as Colourful Semantics. This ensures targeted support for pupils with speech, language, and communication needs. Evidence from the Education Endowment Foundation (EEF) demonstrates the impact of <i>Smaller Group Tuition (EEF 2)</i>, <i>One-to-One Tuition (EEF 6)</i>, and <i>Oral Language Interventions and Assessments (EEF 5)</i> in improving communication and literacy outcomes. Additionally, ELKLAN training provides structured, evidence-based	1, 2 and 4

	strategies for developing language skills in children aged 5–11.	
<i>External Professional EY2P providing weekly support to ECT and Early Years Provision.</i>	- Mentoring and Coaching for Teachers for effective professional development EEF 13 - Early Years Toolkit EEF 14 Our school engages an external EY2P professional to provide weekly support for an Early Career Teacher (ECTs) and the wider Early Years team. This ensures high-quality mentoring and coaching, enabling staff to deliver effective, evidence-based teaching and learning. The approach is supported by the Education Endowment Foundation's guidance on <i>Mentoring and Coaching for Teachers</i> (EEF 13) and the <i>Early Years Toolkit</i> (EEF 14).	1, 2, 3 and 4

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

Budgeted cost: £ 59,754

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 IEP (Individual Education Plan) and ICP (Individual Challenge Plan) with a TA. Multiple children across all year groups access this one to one targeted support.</i>	- One to One Tuition – EEF 6 Pupils across all year groups access one-to-one support through Individual Education Plans (IEPs) and Individual Challenge Plans (ICPs) with a TA. Each child has focused targets designed either to provide additional support or to challenge more able pupils to reach their potential. Plans are reviewed regularly and progress is communicated with families to ensure maximum impact. Evidence from the Education Endowment Foundation (EEF) shows that <i>One-to-One Tuition</i> (EEF 6) is highly effective in improving pupil progress, particularly for disadvantaged learners.	4, 5, 6 and 7
<i>Maths intervention suite delivered by TAs that supports all children across the school. The intervention is evidence based from Edge Hill University (Every Child Counts): Becoming First Class @ Number, 1st Class @ Number, 2nd Class @ Number,</i>	- Teaching Assistant Intervention EEF 7 - First Class @ Number Intervention Suite – Evidence Portfolio from Edge Hill University - Ten Town Number Intervention TTown A suite of maths interventions, delivered by TAs, supports pupils across all year groups. The programme is evidence-based, drawing on Edge Hill	1, 4 and 7

<i>Success @ Arithmetic</i> <i>Number sense and</i> <i>Success @ Arithmetic</i> <i>Calculation.</i> <i>EYFS also use Ten</i> <i>Town to support early</i> <i>number recognition.</i>	University's <i>Every Child Counts</i> interventions, including <i>Becoming First Class @ Number</i>, <i>1st Class @ Number</i>, <i>2nd Class @ Number</i>, <i>Success @ Arithmetic Number Sense</i>, and <i>Success @ Arithmetic Calculation</i>. In EYFS, they have an additional number intervention called <i>Ten Town</i> which is used to support early number recognition. Evidence demonstrates the impact of <i>Teaching Assistant Interventions (EEF 7)</i>, alongside the proven effectiveness of the <i>First Class @ Number Intervention Suite</i> and <i>Ten Town Number Intervention</i>, in improving pupils' mathematical understanding and progress.	
<i>Reading Intervention run by TAs that supports all children across the school from Y1 to Y6: Project X</i>	- Teaching Assistant Intervention EEF 7 - Project X Reading interventions, delivered by TAs, support pupils across Years 1 to 6. The programme uses <i>Project X</i> to provide structured, evidence-based support for developing reading skills. Evidence from the Education Endowment Foundation (EEF) highlights the positive impact of <i>Teaching Assistant Interventions (EEF 7)</i> in improving literacy outcomes and overall pupil progress.	4 and 5
<i>Speaking and Listening Intervention run by TAs: EYFA Early Talk Boost and NELI, KS1 Talk Boost and KS2 Talk Boost</i>	- Oral Language Interventions and Assessments EEF 5 - Teaching Assistant Intervention EEF 7 - Talk Boost Intervention TBoost - Nutfield Early Language Intervention NELI - EYFS Communication and Language Focus EEF 10 Speaking and Listening interventions, delivered by TAs, support pupils across all key stages, including <i>EYFS Early Talk Boost</i> and <i>NELI</i>, <i>KS1 Talk Boost</i> and <i>KS2 Talk Boost</i>. These interventions address identified challenges, as some pupils arrive in Nursery and Reception without the skills to be 'school-ready', and assessments, observations and discussions reveal underdeveloped oral language skills and vocabulary gaps, particularly among disadvantaged pupils. Evidence from the Education Endowment Foundation (EEF) demonstrates the effectiveness of <i>Oral Language Interventions and Assessments (EEF 5)</i>, <i>Teaching Assistant Interventions (EEF 7)</i>, and <i>EYFS Communication and Language Focus (EEF 10)</i> in improving communication, language development, and literacy outcomes.	1 and 4
<i>Termly Nfer Assessments to ensure accurate attainment and monitoring of progress.</i>	- Focused Assessments for Reading and Maths NFER Termly NFER assessments are used to accurately monitor attainment and progress in reading, writing and maths. These assessments provide essential data to identify learning gaps	5, 6, 7 and 8

	and ensure timely, targeted support. Assessments, observations and discussions with pupils indicate that disadvantaged pupils generally face greater challenges in these areas compared to their peers, allowing our school to address disparities and track the impact of interventions effectively.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 106,384

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA Learning Mentor 1:1 and targeted small group sessions each afternoon.</i>	- Developing SEMH in schools EEF7 - Behaviour Interventions EEF 9 - Social and Emotional Learning SEMH - Emotional Literacy ELSA The ELSA Learning Mentor delivers one-to-one and targeted small group sessions each afternoon, supporting pupils' social, emotional and mental health (SEMH). This is particularly important as some pupils arrive in Nursery and Reception without the skills to be 'school-ready', and home environments do not always fully support readiness to learn, attendance or punctuality. There is also an increasing number of pupils in our school, including those who are disadvantaged, with SEMH needs affecting their confidence, social understanding and overall well-being. Evidence from the Education Endowment Foundation highlights the impact of <i>Developing SEMH in Schools (EEF 7)</i>, <i>Behaviour Interventions (EEF 9)</i>, and structured social and emotional learning programmes, alongside the <i>ELSA Emotional Literacy</i> approach, in improving pupils' emotional resilience, confidence and capacity to engage in learning.	1, 2 and 3
<i>1:1 Pastoral support with children and parents to support well-being and attendance.</i>	- Social and Emotional Learning SEMH - Parental Engagement EEF 8 One-to-one pastoral support is provided for pupils and their parents to promote well-being and improve attendance. This targeted support addresses barriers to learning and helps pupils engage fully with school. Evidence highlights the impact of <i>Social and Emotional Learning (SEMH)</i> and <i>Parental Engagement (EEF 8)</i> in enhancing pupils' emotional resilience, attendance and	1, 2 and 3

	overall progress, particularly for disadvantaged learners.	
<i>Resurrection Mindset Approach and 'Learn, Love and Grow Together Day' to support Well-Being and provide children opportunities they might not always get.</i>	- Developing SEMH in schools EEF7 - Social and Emotional Learning SEMh Our school's Resurrection/Growth Mindset Approach, combined with the 'Learn, Love and Grow Together Day', supports pupils' well-being and provides enrichment opportunities that some children may not otherwise experience, such as sensory activities, trips such as a tram ride into Manchester and creative projects. This approach promotes resilience, confidence and engagement with learning. Evidence from the Education Endowment Foundation highlights the impact of <i>Developing SEMH in Schools (EEF 7)</i> and <i>Social and Emotional Learning (SEMh)</i> in enhancing pupils' emotional and social development.	1, 2 and 3
<i>New iPads and updates to all PCs in the computing suite to support software use and computing teaching practices.</i>	- Using Digital Technology to Improve Learning EEF 13 Our school has invested in new iPads and an updated computer system, with all devices in the computing suite upgraded to Windows 11. This ensures that pupils have access to the most up-to-date and reliable technology and software, supporting effective teaching and learning. In addition to enhancing digital literacy, this provision helps pupils become more technologically aware and confident in the digital world they are growing into. Evidence from the Education Endowment Foundation highlights the benefits of <i>Using Digital Technology to Improve Learning</i> in increasing engagement, supporting personalised learning and improving outcomes. This investment ensures that technology is a high-quality, consistent resource across the school and equips pupils with essential skills for the future.	3, 5, 6, and 7
<i>All children have access to a range of extra curricular after school clubs run by school staff. Clubs include: Gardening, Cookery, Science, Art and Crafts and Performing Art club.</i>	- Effective Use of PP PP Funding All pupils have access to a wide range of extracurricular after-school clubs including: Gardening, Cookery, Science, Art and Crafts and Performing Arts. All clubs are run by school staff. These opportunities enhance engagement, build skills and support all pupils' social, emotional and cultural development. The provision aligns with the Education Endowment Foundation's guidance on the <i>Effective Use of Pupil Premium</i>, ensuring that funding supports enrichment activities that broaden experiences, promote inclusion and helps disadvantaged pupils access opportunities they might not otherwise have.	3
<i>School trips and residential subsidised for our PP Learners to</i>	- Effective Use of PP PP Funding School trips and residentials are subsidised for disadvantaged pupils to ensure equal access to	3

allow equal opportunities to support all our learners.	enrichment and learning opportunities. This support helps broaden experiences, build confidence, and enhance engagement with the curriculum. Allocating Pupil Premium funding in this way reflects the <i>Effective Use of Pupil Premium</i> guidance and ensures that all learners can participate fully in the life of the school.	
Maintaining enriching outdoor space to support opportunities children may not be able to receive from home. Areas maintained include woodland walk, outdoor classrooms, bird hides, climbing and play equipment, pond dipping, butterfly garden, vegetable patch and a large EYFS outdoor area.	- Learning and physical development in the outdoors for EYFS EEF 11 - Benefits of Play based Learning EEF 12 - Social and Emotional Learning SEMH Our school maintains enriching outdoor spaces to provide pupils with experiences they may not have access to at home. These include woodland walks, outdoor classrooms, bird hides, climbing and play equipment, pond dipping, a butterfly garden, a vegetable patch and a large EYFS outdoor area. Such provision supports learning, physical development, and play-based learning, particularly in the early years, while also promoting social, emotional and mental health (SEMH). Evidence from the Education Endowment Foundation highlights the impact of <i>Learning and Physical Development in the Outdoors for EYFS (EEF 11)</i>, <i>Benefits of Play-Based Learning (EEF 12)</i>, and <i>Social and Emotional Learning (SEMH)</i> in enhancing engagement, well-being and development across all key stages.	1, 2 and 3

Total budgeted cost: £ 271,185

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *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*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

In the previous academic year, the performance of our disadvantaged pupils showed mixed outcomes. SATs results were lower this year (2024-2025) [Reading 63%, Writing 72% and Maths 72%], reflecting both the ongoing impact of COVID-19 disruption on pupils' prior learning and the specific challenges faced by disadvantaged learners. To address this, our school has increased the use of targeted interventions and Teaching Assistant support this year to provide additional, focused teaching in English and Maths. In comparison, Phonics outcomes improved achieving 83%, demonstrating the impact of early and targeted support in reading.

To ensure progress is accurately monitored, NFER assessments are now being used across key stages. These assessments allow for precise tracking of attainment and progress helping to identify gaps quickly and target interventions effectively.

Speech, language and communication needs continue to be a key focus. Our school has received positive feedback on SALT reviews following Care Plan submissions back to Health Services. Given that NHS SALT services remain over capacity, with some children waiting up to two years to be seen, the school continues to provide interim

support. WellComm assessments indicate measurable progress in pupils' oral language development while awaiting professional input and this remains an area of ongoing development.

The school also invested Pupil Premium funding in improving the school canteen. This has enabled pupils to have their lunches outside the hall, freeing the space to be used for lessons such as PE and other learning activities, thus indirectly supporting pupil engagement and wider curriculum access.

Observational and assessment data, alongside attendance and behaviour monitoring, indicate that disadvantaged pupils continue to face additional challenges compared to their peers. Despite these challenges, the strategies implemented are having a positive impact and we hope to be on track to achieve the intended outcomes of our current Pupil Premium strategy identified above, particularly in improving targeted support and monitoring progress.

Going forward, the school will continue to focus on formal interventions, small group and one-to-one tuition, oral language support and targeted use of Teaching Assistants, alongside structured monitoring through NFER assessments. This approach is designed to close attainment gaps and ensure that disadvantaged pupils are supported to reach their full potential.

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
N/A	

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>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.