

St Peter's Pupil premium strategy statement 2024-26



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Peter's Church of England Primary
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2026
Date this statement was published	April 2024
Date on which it will be reviewed	September 2026
Statement authorised by	P. Bolstridge
Pupil premium lead	S. Howard
Governor / Trustee lead	R. Simmons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,620
Recovery premium funding allocation this academic year	£0
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	£74,620

Part A: Pupil premium strategy plan

Statement of intent

We adopt a whole school approach to pupil premium, where school leaders, staff, governors and teaching assistants accept collective responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to closing the gap between vulnerable pupils and their peers; the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

We will ensure that common challenges and individual needs will be identified early, through robust diagnostic assessments, not assumptions about the impact of disadvantage.

Strategy Aims:

- Quality First Teaching for All impacts on increasing attainment and achievement of each pupil and engagement in lessons/ learning opportunities. This includes supporting progress for those who are already high attainers.
- Improved attainment in reading, writing and maths. Robust support and targeted intervention programmes and resources improve the life chances of disadvantaged pupils.
- Effective well-being and holistic support for disadvantaged and vulnerable pupils and their families improves the life chances, emotional and social resilience so they are able to access all opportunities presented to them.

Challenges

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

Challenge number	Detail of challenge
1	A number of pupil premium children enter school below expectations, with poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home.
2	Attainment of PPG pupils is slightly lower than non-PP pupils in EYFS, lower in some year groups in Reading and lower in Writing and Maths.
3	Social, emotional and health issues affect a number of PP children and impact on progress.
4	A number of pupil premium children also have SEND needs – ADHD, ASD, SALT, global delay.
5	Some of our pupil premium children have limited life experiences and there is lack of engagement from parents who have low academic and career aspirations.

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
Pupils develop language skills and vocabulary quickly to enable them to catch up with peers	Pupils quickly identified and receive Effective intervention in EYFS. Rapid development of language skills. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, included engagement in lessons, book 'looks' and ongoing formative assessment.
QFT - Every child receives teaching which is good sometimes outstanding in every classroom every day.	Raised % of Pupil Premium pupils achieving Early Learning Goals in EYFS, passing the phonics screening in Year 1 and achieving the expected level in at the end of Year 1-Year 6. Attainment Gap between PPG and non-PPG will diminish in end of year statutory assessments.
Children have the emotional literacy skills that they need to be able to clearly express how they feel. They are then able to focus and concentrate better in class leading to raised attainment.	Teachers are aware of and use positive discrimination and support for PP pupils. Children access in school and outside support quickly. Children can talk about their emotions, worries and concerns in a safe place. PP pupils are able to be more engaged in learning and make at least expected progress across all curriculum areas.
All Pupil Premium pupils with SEND will receive individual support to meet their small step targets.	Quality first teaching strategies and positive discrimination will help reduce barriers to learning. All identified children will be discussed at pupil progress meetings & receive focused support and interventions. Individual strategies will be planned in conjunction with the SENCO.
All pupils are encouraged and those that want to take part will participate in school trips and other trips that extend their personal experience including after school clubs and other extra-curricular activities.	Pupils' who are eligible, will receive PP funding as soon as possible. <ul style="list-style-type: none"> • A greater number of FS2 and KS1 parents will complete the forms necessary to enable PP funding. • Funding will be available to support learning outside of school. • Funding will allow a greater number of PP pupils will have access to residential, school trips and after school clubs.

Activity in this academic year

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

Teaching

Budgeted cost: £11,836

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Years vocabulary and language focus to support the linguistic, cognitive and physical aspects of communication e.g. vocabulary and language tools and advisory support for teachers.</p>	<ul style="list-style-type: none"> - EEF: Communication and Language approaches +7 months impact for very low cost - EEF: Early literacy approaches +4 months impact for very low cost 	<p>1,2,3,4,5</p>
<p>Early Years curriculum development to ensure that Early Years planning is in line with the rest of the school e.g. ongoing advisory support, purchase of whole school maths, wider curriculum and PE schemes that include Early Years provision, development of continuous provision including development of outdoor learning area.</p>	<ul style="list-style-type: none"> - EEF: Early literacy approaches +7 months impact for very low cost - EEF: Physical development approaches +4 months impact for very low cost - EEF: Play-based learning approaches +4 months impact for very low cost 	<p>1,2,3,4,5</p>
<p>Developing a high-quality teaching, assessment and broad and balanced, knowledge-based curriculum which responds to the needs of pupils e.g. Subject Lead CPD and professional networks to support teaching programmes such as Reading Vipers and assessment systems. Revision of reading/writing curriculum to introduce diversity and protected characteristics, training for staff to ensure assessments are interpreted and administered correctly.</p>	<ul style="list-style-type: none"> - EEF: Reading comprehension strategies +6 month impact for very low cost - EEF: Feedback +6 months impact for very low cost - EEF: Metacognition and self-regulation in addition to research findings of John Dunford ‘ +7 months impact for very low cost - EEF: Collaborative approaches Mixed ability teaching +5 months impact for very low cost - EEF: Diagnostic assessment 	<p>1,2,4,5</p>

<p>Social and Emotional learning approaches embedded into daily classroom routines and educational practices supported by professional development and training for staff.</p>	<ul style="list-style-type: none"> - EEF: Improving Social and Emotional Learning in Primary Schools 	<p>1,2,4</p>
<p>Professional development to support the implementation of evidence based approaches and mastery based approaches e.g. Read Write Inc Phonics, Power Maths, Cornerstones, Real PE and deployment of Football & Fitness sports coaches to lead PE lessons and provide CPD.</p>	<ul style="list-style-type: none"> - EEF: Phonics Teaching and Learning toolkit - EEF: Phonics +5 months impact for very low cost - EEF: Mastery Learning +5 months impact for very low cost - EEF: Physical activity +1 month impact for very low cost - EEF: Arts Participation Through Art and DT days, drama opportunities, Music, Music curriculum 3+ months impact for very low cost 	<p>1,2,4</p>
<p>Supporting the recruitment and retention of teaching staff e.g.</p> <ul style="list-style-type: none"> - coaching and mentoring through Steplab - time given to undertake professional development - Senior Mental Health Lead - Regular teacher forums - Staff wellbeing governor agenda item - Marking and feedback policy to support staff wellbeing 	<ul style="list-style-type: none"> - confident, well-supported, happy staff evidenced in staff surveys and observed by interactions with children, other staff and SLT - Gov.UK Understanding Teacher Retention and Reducing School Workload - TES: Why happy staff make for happy kids and better results - Oxford Academic: Happy teachers and happy school children: going hand in hand - Smith et al (2019) Teacher/student wellbeing going hand in hand 	<p>1,2,3,4</p>
<p>The use of technology to support high quality teaching</p> <ul style="list-style-type: none"> - Headstart assessment programme and Insight assessment system software to support diagnostic assessment - Introduction of staff 'Digital champion' with CPD and networking opportunities. 	<ul style="list-style-type: none"> - EEF: Using digital technology to improve learning - Schools week: Reducing teacher stress - Finding a digital champion: How schools can create a mature digital culture (education-forum.co.uk) - How schools can make the most of their 'digital champions' TES Magazine - Three ways to bridge the digital divide (schoolsweek.co.uk) - Digital transformation in schools: Strategy, people, and technology (openaccessgovernment.org) 	<p>2</p>

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

Budgeted cost: £52,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language interventions</p> <ul style="list-style-type: none"> - Whole class NELI?? - Trust networking to support language work 	<ul style="list-style-type: none"> - EEF: Oral language interventions + 5 months impact for very low cost - Word Aware 1: Teaching Vocabulary Across the Day, Across the Curriculum by Stephen Parsons & Anna Branagan 	1, 3
Small group academic tuition led by skilled HLTAs	<ul style="list-style-type: none"> - EEF: Individualised instruction Moderate impact 4+ months for very low cost 	1,2,3,4
<p>Teaching Assistant deployment and targeted pupil interventions to support language developing, literacy and numeracy.</p> <p>1. TAs supporting high-quality provision within the classroom</p> <p>2. TAs delivering structured interventions including:</p> <ul style="list-style-type: none"> • Echo reading • 1-1 reading • Phonics • Speedy Reading • Numberstacks 	<ul style="list-style-type: none"> - EEF: small group tuition +4 months impact for very low cost - EEF: One-to-one tuition +5 months impact for moderate cost - EEF: Teaching Assistant interventions +4 months impact for moderate cost 	1, 2, 3
Targeted interventions and resources to meet the specific needs of the disadvantaged pupils with SEND. SEND as a key part of performance management review cycle for teachers.	<ul style="list-style-type: none"> - Trust wide WeSEND programme based on current research to support developing school vision for SEN, early identification of SEN pupils, planning and provision to support progress of SEN pupils and the implementation of evaluation cycles. 	4
Homework Club (provided across one assembly/breaktime by every class teacher, each week).	<ul style="list-style-type: none"> - EEF: Homework +5 months impact for very low cost 	1,2,5
Small group and individual intervention based on formative assessment, led by teachers during assembly times. Y6 Reading Ambassador support.	<ul style="list-style-type: none"> - EEF: small group tuition +4 months impact for very low cost - EEF: Individualised instruction Moderate impact 4+ months for very low cost 	2

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

Budgeted cost: £10,237

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extra-curricular support for PP pupils:</p> <ul style="list-style-type: none"> • 50% of cost of 1 trip and 1 residential • 10 weeks attendance at a sport/activity club • 10 weeks coach funding for swimming for year 3/4/5 • Extended school time and meal provision, including place at before and after school club and reduced costs of summer holiday club. 	<p>EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact</p> <ul style="list-style-type: none"> - EEF: Outdoor adventure learning Unclear impact for moderate cost - EEF: Aspiration Interventions Careers Programme to raise aspirations Unclear impact for very ow cost 	<p>3, 5</p>
<p>Purchase of <i>Year 6 SAT guides</i></p>	<p>Pupils are provided with a quality revision guide that they can use independently to support independent revision</p>	<p>2</p>
<p>Support cost of uniform x1 during the academic year.</p>	<ul style="list-style-type: none"> - EEF: School uniform Some impact for very low cost. 	<p>5</p>
<p>Supporting pupils social, emotional and behavioural needs:</p> <ul style="list-style-type: none"> • Jigsaw PHSE curriculum • ELSA • Talking and drawing • Fun for families • Cool Milk • Revision of behaviour policy 	<ul style="list-style-type: none"> - EEF: Behaviour interventions Teaching and Learning Tooki - EEF: Social and emotional learning +4 months impact for very low cost - EEF: Social and Emotional learning strategies +3 months impact for very low cost - EEF: Self-regulation strategies +3 months impact for very low cost - EEF: behaviour Interventions Impact +4months for low cost <p>Research in school contexts shows that emotion coaching:-Increased pupil's academic progress.-Helped children to understand their emotions and regulate them to feel calmer.- Helped staff to respond to children's needs</p>	<p>2,3,4,</p>

	more consistently and sensitively.(Taken from Emotion Coaching training delivered by LEPs)	
Communicating with and supporting parents: EYFS Home visits, Early Autumn Parents' Evenings, Termly check-ins for SEN/PP children, SENCO coffee mornings, PP stand at Parents' Evening, Household Fund support, parents in to lessons, parents in for careers week	- EEF: Parental engagement +4 months impact (+5 months for early years) for very low cost	1,5
Supporting attendance in line with the 'working together to improve school attendance' guidance - new attendance Team in place - revised attendance policy - monitoring/tracking systems with clear actions planned and recorded - rewards and	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absent.	1,5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £74,388

(remaining £232 held for contingencies)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

	National	St Peter's	National PP	St Peter's PP
EYFS	66%	70%	52%	50%
Year 2	56%	74%	41%	47%
Year 6	60%	62%	44%	47%

The data demonstrates that whilst pupil premium children at St Peter's are achieving below non pupil-premium children (as reflected nationally), the attainment of our pupil premium children is generally in line with, or above national pupil premium attainment.

The following initiatives support the EEF Tiered Approach to Pupil Premium spending, namely prioritising Quality First Teaching, Intervention and Wider Curriculum opportunities, to support the progress of our disadvantaged pupils:

Challenges 1-3: Linked to attainment

- Effective planning to ensure ALL disadvantaged pupils are targeted for academic intervention.
- Continued investment in Ruth Miskin phonics scheme for EYFS-Y2 with phonics carefully tracked by teachers, overseen by phonics lead and intervention for children who don't pass the screening. *EEF Research: High impact, low cost, 5 out of 5 on EEF padlock scale.*
- Nuffield Language Programme in EYFS. *EEF Research: 2020 large-scale effectiveness trial language 1, 2, 4, 5 5 skills of 4- to 5- year-olds increased by an additional three months. Very high security rating: 5 out of 5 on EEF padlock scale.*
- Tutoring before school in English and Maths from Year 2-6. *Research EEF: small group tuition +4 months if provided in separate classroom with diagnostic assessment used to support individual needs.*
- Whole school targeted intervention utilising 2Eskimo, Headstart Materials, Echo reading, Fine motor skills, 20 day challenges. *Research EEF: Feedback - low cost, high impact +8 mths*
- Additional 1:1 reading – across all class, utilising assembly time, intervention time, TAs, parent helpers and reading ambassadors.
- Continued investment in Power Maths to support Mastery approach, with Numberstacks and other targeted maths tutoring and intervention to support gaps; Cornerstones to support History, Geography, Science, Art and DT provision; Teach First Computing and Real PE schemes *Research EEF: Mastery Learning - low cost 5mths+ progress*
- Investment in Times Table Rock Stars to increase maths fluency and involve parents. *Research EEF: digital technology to support learning +4mth*
- Parental Engagement: the introduction of class Dojo to improvement communication between home and school; teacher meetings with parents of PP children at least once a term

Challenge 4-5: Social/emotional, Health and SEN barriers to learning

- Happy Lunchtime Club to support children who struggle emotionally/socially on the playground.
- Increased ELSA provision to support mental health issues, bereavement, etc. (timetabled every afternoon with some 'meet and greet' and nurture slots in the mornings. Referrals and pre and post assessment streamlined).
- Jigsaw RSHE scheme. INSET for all teachers, scheme introduced across the school. Jigsaw lessons one afternoon a week, across the school.
- Termly wellbeing trackers introduced across the school and monitored by SLT.
- Support with uniform so that children dressed smartly in uniform and feel accepted by others.
- Support with access to extra-curricular clubs including swimming lessons.
- PP support with residential costs in Year 5 and 6 and day-trip costs. Social, emotional and academic needs supported through Breakfast Club attendance. Children well fed and ready to learn. Positive impact seen on behaviour and attainment.
- Parents into Reading and Maths lessons.
- Nuffield Early Language Programme in EYFS
- Regular liaison with delegated member of Admin Team and Attendance Lead which feeds into half termly meetings with Attendance Officer. New recording and reporting system, monitoring and action planning alongside close liaison with parents e.g. telephone calls and targets with PP Lead and letters from the Attendance Officer has had a positive impact:
- Updated behaviour policy with the introduction of Emotion Coaching has led to zero exclusions and suspensions and reduced the number of children escalated through school behaviour consequence steps. *Research: EEF Self-regulation strategies EEF +5 months Moderate impact, low cost +4 mths*

Academic Year 2021 – 2022		Academic Year 2022 - 2023	
Whole School Attendance		Whole School Attendance	
PP	Non PP	PP	Non PP
91.8%	93.6%	94.4%	95.9%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWI Phonics	Read Write Inc Phonics
Power Maths	Active Learn
Jigsaw PSHE Scheme	Jigsaw
Cornerstones History, Geography, Science, Art and DT Scheme	Cornerstones
Real PE scheme	Real PE Create Development

Teach Computing	The NCCE
Leicestershire RE Syllabus	
English Grammar, Spelling, Reading Comprehension and Maths booklets for Catch Up and School Led Tuition	CPG