

# Pupil premium strategy statement - St Peter's Catholic Primary School

This statement details our school's use of pupil premium (and recovery 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	212
Proportion (%) of pupil premium eligible pupils	8.9% 19 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Paula McArthur
Pupil premium lead	Paula McArthur
Governor / Trustee lead	Lucy Fleming

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,925
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
<b>Total budget for this academic year</b> <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>	£21,925

# Part A: Pupil premium strategy plan

## Statement of intent

Challenge number	Detail of challenge
	<p>At St Peter’s Catholic Primary School, we strive to provide a broad and ambitious curriculum full of rich experiences and opportunities for all. This enables all pupils to grow as individuals and become healthy, positive members of their community with the possibility of achieving in many ways. The focus of our pupil premium grant is to create equity for all our pupils where everyone has the opportunity to succeed regardless of their circumstances. Financial disadvantage should not be a barrier to personal and academic success. It is the aim of our school to support pupils, and their families overcome obstacles so that these pupils can achieve personal and academic success through quality provision and tailored support.</p> <p><b>Core principals of our strategy</b></p> <ul style="list-style-type: none"><li>• <b>High-Quality Teaching and Learning</b></li></ul> <p>At the heart of our strategy is the belief that excellent teaching is the most effective way to close the attainment gap. Our focus is aligned with the EEF’s Tiered Model, emphasizing: High-Quality Teaching. Targeted Academic Support. Wider Strategies.</p> <p>Professional Development underpins this focus, guided by Rosenshine’s Principles of Instruction and the EEF’s Five-a-Day approach, ensuring that teachers are equipped with evidence-based strategies to improve outcomes.</p> <ul style="list-style-type: none"><li>• <b>Strong Relationships</b></li></ul> <p>Relationships are the foundation of everything we do. Whether between pupil and teacher, pupil and peer, or teacher and parent, we believe that trust and respect are crucial for success. We take a restorative and positive approach to behaviour, ensuring that all interactions are underpinned by Gospel values.</p> <ul style="list-style-type: none"><li>• <b>Emotional Development and Mental Health</b></li></ul> <p>A strong emotional foundation is critical for learning. To support this, we: Use Zones of Regulation materials. Offer nurture groups and social-emotional interventions. Enhance our curriculum with opportunities that develop resilience, well-being, and emotional growth.</p>

- **Attendance and Family Engagement**

Recognising the importance of attendance, we follow guidance from the 'Securing Good Attendance' (2022) framework and our attendance policy and procedures. We work closely with families to address barriers to attendance and engagement, providing early support where needed.

Our strategy is focused on identifying what each child needs to be successful and achieve. We recognise that a number of our pupils have complex needs which can be barriers to learning. We ensure these primary needs are identified and met in order that they can fully access our academic offer. Teaching staff, the pastoral team and outside agencies work together to provide the best outcomes for every individual.

## Challenges

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

1	<p><u>Speech and Language acquisition on entry:</u> Some basic language skills can be low on entry, and this has an impact on a wide range of aspects such as reading, vocabulary acquisition, spelling, writing and general comprehension.</p>
2	<p><u>Cognitive Overload</u> Cognitive overload hinders some of our disadvantaged pupils acquiring new knowledge. Leaders must ensure the school curriculum is effectively implemented so that it meets the needs of all disadvantaged pupils. Ensuring that teachers implement carefully planned and sequenced lessons to ensure disadvantaged pupils obtain and retain skills and knowledge progressively to improve their outcomes</p>
3	<p><u>Attendance</u> Not all families prioritise attendance. This results in their development being delayed and academic achievement impeded.</p>
4	<p><u>Family Backgrounds</u> Complex family backgrounds where parents are struggling with various issues such as mental health/ trauma which lead to pupils not being emotionally ready for learning or have inconsistent boundaries at home which impacts their readiness to learn.</p>
5	<p><u>Cultural Capital</u> Some pupils, whose families may have limited access to resources, have limited life experiences beyond their own home and immediate community, creating a 'cultural capital' disadvantage.</p>

## 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
<p>Low language acquisition on entry: improve speaking, listening and oracy skills on entry and continue building throughout school.</p>	<ul style="list-style-type: none"> <li>• Ambitious EYFS curriculum is focused on developing language, vocabulary and oracy with deliberate vocabulary choices.</li> <li>• Language screening is in place for all pupils on entry to identify any gaps in language comprehension.</li> <li>• Early reading - Read Write Inc program is rigorously applied from Reception entry onwards to teach systematic synthetic phonics.</li> <li>• High Quality CPD within oracy and language to support children with speech and communication progression.</li> <li>• Implementation of the NELI program to support a rigorous development in speaking, listening and language/vocabulary.</li> <li>• Early intervention used in Early Years and Key Stage 1 to address issues early.</li> <li>• All pupils experience high Quality First Teaching across the curriculum that enables them to attain highly. Teaching is focused on a 'keep up, not catch up' approach.</li> <li>• Intervention is in place for children who are at risk of falling behind.</li> <li>• All staff follow the 10 principles of Opening Worlds so that pupils learn more and remember more.</li> <li>• Robust tracking systems in place. This ensures that appropriate support and enhanced provision is directed to those children that are identified as falling behind.</li> </ul>

<p>Close the attainment gap: Reduce attainment gaps in Reading, Writing and Maths by focusing on Pupils are secure in key concepts from each year group and have grasped the core learning to enable them to access the following years curriculum.</p>	<ul style="list-style-type: none"> <li>• Targeted quality first teaching revisits prior learning to ensure all curriculum gaps and misconceptions are addressed.</li> <li>• Provide high quality CPD for all staff.</li> <li>• Curriculum design uses themes and research to inform what substantive and disciplinary knowledge is taught and when with a focus on retrieval using Rosenshein’s Principals and the 10 principals of Opening Worlds.</li> <li>• Gaps in knowledge are targeted through focus groups, successful deployment of support staff and quality same day and planned interventions.</li> <li>• Robust assessment enables teachers to plan accordingly to meet the needs of all pupils. Planning bespoke curriculums to ensure all pupils make at least expected progress and attain highly.</li> </ul>
<p>Pupils attain as well as non-PP peers</p>	<ul style="list-style-type: none"> <li>• Statutory and internal data evidence that pupils are meeting age related expectations.</li> </ul>
<p>Improved wellbeing in all children, resulting in improved self-esteem, behaviour, improved attendance and therefore improved academic achievement.</p>	<ul style="list-style-type: none"> <li>• Pupils feel safe and happy in school and know who they can speak to if they need support.</li> <li>• Clear systems in school that support pupil wellbeing. (Nurture groups, Rainbows, external support where required) - Pupil surveys reflect their positive well-being.</li> </ul>
<p>Educational visits, visitors and experiences enhance learning, understanding and increase aspiration for PP pupils across school.</p>	<ul style="list-style-type: none"> <li>• Pupils experience a wide variety of activities within their school career.</li> <li>• Pupils have been exposed to a range of activities and opportunities.</li> <li>• Potential talents are identified and aspirations are raised. Specific after school activities are identified for PP pupils to access.</li> </ul>
<p>The attendance of Pupil Premium pupils will be in line with the national average at 96% or above. There will be no PP pupils who are persistent absentees.</p>	<ul style="list-style-type: none"> <li>• Monitoring identifies positive attendance and pupils where attendance is an issue.</li> <li>• Certificates for high attendance are provided termly support pupils’ self-esteem.</li> <li>• Communication with parents, in line with the Attendance Policy, clearly indicates issues and expectations.</li> <li>• Support is provided where there are clear reasons for low attendance.</li> </ul>
<p>Parents will read regularly with their children at home</p>	<ul style="list-style-type: none"> <li>• Phonics reading programme will be structured so that parents support reading at home weekly.</li> </ul>

<p>with an understanding the need to do this to support early reading.</p>	<ul style="list-style-type: none"> <li>• Monitoring shows that parents do read with their children.</li> <li>• Where parents/carers are unable to read themselves, pupils are provided with additional support within the school day to complete the activity.</li> <li>• Texts will be matched to the phonics programme carefully.</li> <li>• When pupils have completed the phonics programme, they have access to Accelerated Reading programme.</li> <li>• Parents attend workshops so that they can support children at home with their learning.</li> </ul>
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## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 4000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Progress meetings track the progress of disadvantaged pupils and appropriate planned and structured interventions are put in place.</p> <p>TAs are trained in the following</p> <ul style="list-style-type: none"> <li>• Mastering the Number</li> <li>• Talk boost</li> <li>• NELI</li> <li>• Phonics intervention</li> <li>• Paired reading</li> <li>• Handwriting plus</li> </ul>	<p>The Education Endowment Foundation states the positive impacts that teaching assistants have in delivering high quality structured interventions with short sessions, linking the learning to classroom teaching.</p> <p>The NELI (Nuffield Early Language Intervention programme) This oral language intervention for early years pupils after research by EEF shows that pupils receiving this programme improved their expressive language (vocabulary and grammar skills)</p>	<p>1 and 4</p>

	<p>Pupils make accelerated progress.  Pupils are at least in line with all other pupils nationally.  Consistency of reading &amp; phonics teaching practice across the school.</p>	1 and 4
<p>Provide bespoke training to staff for children with SEND</p>	<p>Quality first teaching that supports all learners to make effective progress is the key aspect for all.</p>	1 and 4
<p>CPD for all staff on Wellbeing (Still Human)</p>	<p>Quality CPD on how to ensure wellbeing is a priority</p>	1,2,3 and 4

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

Budgeted cost: £ 15,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Ensuring an effective teacher is in front of every class – Focus on High quality first teaching following 10 principles of Opening Worlds, supporting all teachers through a carefully planned programme of PD.</p>	<p>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. Effective questioning</p> <p>What should I do first?  Is anything confusing to me?  Can I explain what I have learnt?  Should I ask for extra help?  Why did I get this answer wrong?  Can I apply this in different contexts?  How can I do this better next time?</p>	1 and 4

<p>Level 3 teaching assistants deliver 1:1 and small group targeted phonic, reading, spelling, handwriting and maths interventions.</p>	<p>The Education Endowment Foundation states the positive impacts that teaching assistants have in delivering high quality structured interventions with short sessions, linking the learning to classroom teaching.</p> <p>Research shows that disadvantaged pupils may not develop phonological awareness at the same rate as their peers due to their exposure to words and books at home. EEF states that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics is explicit and systematic throughout school. It is matched to children's current level of skill in terms of their phonetic awareness.</p>	<p>1 and 4</p>
	<p>There has been and continues to be significant investment within the RWI programme and PD related to this.</p>	

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

Budgeted cost: £ 1,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Rainbows sessions delivered by a teaching assistant</p>	<p>There are several pupils who require support to support their personal/ emotional development. Without this being tackled, these pupils will not be able to focus to their optimum and achieve their potential.</p>	<p>1, 2 and 3</p>
<p>Mindfulness sessions</p>	<p>Pupils have strategies and tools that support them in managing their own mental health and well-being including growth mindset / resilience</p>	<p>1, 2 and 3</p>

Motivational certificates / awards	Learning behaviour and attitudes are outstanding	1 and 2
Wider curriculum opportunities	Pupils have access to a wide range of activities within and beyond the curriculum, experiences to enhance their cultural capital.	3 and 5

**Total budgeted cost: £ 21,925**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### *Outline outcomes for disadvantaged pupils in the 2024 to 2025*

Our two main aspects of support beyond the classroom were based on 1-1 intervention from Teaching Assistants and class teacher interventions. There were positive outcomes in respect of children's access to learning and progress.

#### **Key data showing impact:**

<b>July 2025</b>	<b>Pupils / PP</b>	<b>School results</b>	<b>PP results</b>	<b>National Average/ National Disadvantaged</b>
<b><u>GLD achieved</u></b>	27/1	85%	0% 1child	68% National 51% Disadvantaged
<b><u>Phonic screening check</u> 32/40 pass</b>	30/3	97%	100%	80% National 67% Disadvantaged
<b><u>Maths Tables Check</u> Full marks 25/25 pass Average score</b>	32/3	100%	100%	37% National
<b><u>KS2 SATs EXS+</u></b>	30/3			
<b>Reading</b>		93.3%	100% EXS, 33.3% GD	75% National 64% Disadvantaged
<b>Writing</b>		90%	66.6% EXS	72% National 67% Disadvantaged
<b>Maths</b>		93.3%	100% EXS 33.3% GD	74% National 64% Disadvantaged
<b>GPS</b>		93.3%	100% GD	73% National 67% Disadvantaged
<b>R/W/M combined</b>		80%	66.6% EXS 33.3% GD	62% National 51% Disadvantaged
<b>Attendance</b>	2	97.6%	93.2%	93% National

