

Pupil premium strategy statement – St Peter’s C of E Primary

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	415
Proportion (%) of pupil premium eligible pupils	9%
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)	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	Summer 2025
Statement authorised by	Sarah Dunning
Pupil premium lead	Sarah Marshall
Governor / Trustee lead	Sally Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 58, 760
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 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>	£ 58,760

Part A: Pupil premium strategy plan

Statement of intent

The purpose of the funding is to ensure that no pupil in school is disadvantaged in any way due to financial constraints or home circumstances. The aim is to narrow any achievement gap or aspirational opportunity between these pupils and their peers. Pupil Premium funding enables a range of intervention, support and enrichment activities to take place.

At St Peter's some of our most vulnerable and disadvantaged families are not entitled to Pupil Premium Funding while other pupils who receive the Premium are high achievers who exude confidence in all areas of school life. We are careful to look at each pupil's needs individually to assess what additional provision could enable them to develop further as an individual. With a relatively low percentage of pupils eligible for pupil premium, we do not refer to a generic 'group' as each child's targets will be different. While our strategy is broadly over three years, we tweak according to the needs and numbers of pupils in each year group.

We set ambitious targets and our decisions are steered both by robust diagnostic assessment and our in-depth understanding of each pupil's needs and circumstances. For some it may be to enhance social skills or develop greater self-confidence. For others it may be to make accelerated progress in an area of learning. Another goal may be to realise potential in a natural talent such as music or sport. High quality adaptive teaching and high expectations for every child are the route to good progress.

We assess the impact of our provision regularly, both at pupil progress meetings with teaching staff and with governors. Each child's progress is monitored to ensure that the outcomes we wish for that individual are being advanced. Senior leaders also hold regular pastoral meetings to ensure that every decision is triangulated and in the individual pupil's best interest. Additional funding streams are added to this money to ensure that we can support other vulnerable children, such as those supported by a social worker or those identified as a young carer.

For a small number of pupils, an overriding priority is attendance and as such, we work closely with families to support emotional health and wellbeing so that pupils can succeed in their learning. We know our pupils and their families well and as such we aim to anticipate and remove potential barriers to success.

Above all, our aim is to foster an inclusive and welcoming environment where every child knows that they 'belong' and are valued as a member of the St Peter's community.

Our approach is consistent:

- to provide high quality teaching for all learners with a focus on areas where disadvantaged pupils need support;
- to identify barriers to progress and implement/ monitor effective interventions and strategies;
- to promote a whole school approach in which every staff member has high expectations for every child;
- to ensure that every child has access to an inspirational curriculum and wider opportunities;
- to address the emotional and academic needs of a pupils affected by anxieties or trauma; and
- to adopt an holistic approach based on our extensive knowledge of our pupils and their families.

Challenges

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

Challenge number	Detail of challenge
1	As a group, spoken language and communication skills tend to be lower than for other pupils. Language acquisition and vocabulary is already significantly lower on entry into EYFS. This slows progress in subsequent years and particularly impacts achievements in reading, grammar and writing. Assessments, observations, and language screening indicate that the language deficiency and fluency is evident in all year groups. This is sometimes a result of limited life experiences and access to wider learning opportunities.
2	Underdeveloped social skills, through lack of modelling and experience are sometimes higher in this group of pupils. This can have an impact on self -esteem and also affects academic progress and participation in wider school provision. This is evidenced through language screening, response to text, confidence in class discussion and ability to develop new relationships. Some pupils in this some in this group have less access to enrichment outside school which has further exacerbated social and emotional issues (low take up on extra curriculum provision, reluctant participation in discussion, playground issues, low scores on application/inference and deduction
3	Attendance rate for a few pupils in this group is below the attendance levels for the whole school. Over 75% of the PP group have exemplary attendance but a few have very poor attendance (historically this is sometimes a result of illness or emotional issues but also term time holidays). Poor attendance amongst a minority (FSM/SEN support) affects the impact of interventions and engagement in wider school provision. This issue has become more of a concern post Covid.

4	Assessments show that for some children in this group, the application of phonics teaching to reading takes longer and therefore slows progress across the curriculum (ongoing phonics screening and reading band progress)
5	Assessments show that for some children in this group, fluency in number is sometimes slower. This combined with poorer language skills can result in a lower attainment in Maths as reasoning becomes part of the assessment process. (EYFS data/unit and end term assessments).
6	Social and emotional needs within the family which impact a pupil's well-being and hence, progress. Owing to a range of circumstances (which can be quite extreme) some families have limited resilience which can impact their child. This is evidenced by our relationships with families. HSLW or ELSA support around 60% of pupils (or families) in this group.
7	Our registers and pupil voice tell us that there is a lower participation in extra- curricular activities vis-a -vis pupils who are not disadvantaged. This is not always related to financial circumstances but more from lower aspirations, unawareness of what opportunities exist and a reluctance to step out of one's comfort zone

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
1. Improved language and communication skills among disadvantaged pupils across the school.	<p>Pupils enter Y1 with expected GLD – meeting national expectations. • EYFS pupils on expected book band entering Y1. • KS1/KS2 summative data/GL data (KS2) • Pupils making expected progress vis a vis peers on similar starting points. • Assessments and observations indicate accelerated progress in oral communication and vocabulary acquisition. These are triangulated with evidence from learning walks, progress meetings and participation in lessons. Pupil voice – learning walks (inc gov's)</p>

<p>2. Disadvantaged pupils making accelerated progress through focused interventions (academic and social) . The gap is closed in social engagement and wider participation</p>	<p>Pupils participating actively in learning and engaged in wider curriculum. Taking up wider opportunities</p>
<p>3. Improved attendance for pupils eligible for PP. The focus will be on working with individuals and their families as one or two pupils can skew the data for the group.</p>	<p>Those on attendance radar have made significant improvements from 2023-2024 through 2024- 2025</p> <ul style="list-style-type: none"> • No new attendance issues from disadvantaged group • Qualitative data from pupil/parent voice • Improved engagement with EWO & HSLW
<p>4. Disadvantaged pupils make accelerated progress in phonics acquisition, reading- particularly comprehension) writing and grammar/spelling. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>Pupils make accelerated progress from EYFS– (meet national expectations) • Progress meetings /end year outcomes. • Y1 pupils pass the phonics screening (Summer 2023) • Y2 retake pupils pass the phonics screening • Unless specific learning needs, all PP children reach at least expected in end KS1 SATS. • All pupils on year end expected book band (minimum) • End KS2 – all PP pupils reach target</p>
<p>5. Improved Maths attainment/progress for disadvantaged pupils.</p>	<p>Assessments show improvements in acquisition of basic number skills</p> <ul style="list-style-type: none"> • Higher scores in end of unit assessments. Improved scores in reasoning section of maths papers. • EYFS – all pupils reach GLD in number/shape (vis a vis entry data) • KS1 – all disadvantaged pupils reach expected (vis

	<p>a vis EYFS data) in number</p> <ul style="list-style-type: none"> • KS2 – Y4 multiplication tests/GL data/KS2 SATs – all disadvantaged meet targets
<p>6. To achieve and sustain positivity and improved wellbeing for all pupils, particularly disadvantaged pupils</p>	<p>Sustained high levels of wellbeing and confidence in using Trick Box strategies</p> <ul style="list-style-type: none"> • Impact of Zones of Regulation/ Speak Group • Parents on board with Trick Box • LA PSHE survey feedback • National wellbeing project participation Increased participation from disadvantaged group
<p>7. To improve participation in extra- curricular activities and raise aspirations around opportunities. We aim to develop aspirations around opportunities.</p>	<ul style="list-style-type: none"> • Families agree to participation in clubs/trips/experience s. Positive engagement with staff/HSLW • Registers show increased club/residential participation. • Pupils take up opportunities for additional responsibilities. <ul style="list-style-type: none"> • Positive pupil voice • Positive parent voice

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 and Learning – whole school: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to review and develop the effectiveness of Learning Journeys</p>	<p>The ongoing work is to focus on flashbacks and short assessment tasks to address any misconceptions and gaps. There is particular focus on pupils who find it more difficult to access the curriculum. Also to review the work completed to date and check that it's being implemented effectively.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Strong evidence base as referenced in pages 26- 42 of The Early Career Framework Using Pupil Premium : guidance for school leaders (DfE) P8 (knowledge based learning)</p>	<p>1, 4</p>
<p>Extensive Maths CPD for specific areas</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>Maths lead to identify aspects of the curriculum which are not securely embedded. Teachers from different phases across the school to attend training through the MathsHub.</p> <p>New maths schemes with different approaches to be introduced to complement the existing curriculum.</p>	<p>5,1</p>

Change approach to reading in school	<p>Move to whole class approach for reading (replacing guided reading). Input for teachers on how to conduct these sessions so that all pupils benefit from quality input and questioning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/reading-house</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Reading Framework (DfE July 2023)</p>	1, 2

Targeted academic support:

Budgeted cost: £ 12,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech Link	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2,6
Socially Speaking	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,6
Literacy for All	<p>All staff delivering received full day training and follow up clinic with STIPS service.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,4
NELI	<p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language</p>	1,4,

EEF Reading Fluency Project	Control school for this project. DH working with identified Y6 pupils who are not on track for expected. https://educationendowmentfoundation.org.uk/reading-house/fluency https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-early-years/Reading_Fluency_Resource_1.0.pdf?v=1657538920 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,4,
Targeted Maths	SENDCo working with Y5 SEND PP) pupils for Maths lesson small group https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	5,1
Helen Arkell Dyslexia	Working with identified pupils 1:1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,4,6

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

Budgeted cost: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School whole class and special groups	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,4,6
Yoga whole class and special groups	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,6

Sensory Circuits	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,6
Zones of Regulation	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,6
Trick Box Personal Development	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,6
Learning Together Research project with UCH/ Place2B	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Control school	2,6
ELSA	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,3,6,7
HSLW	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2,3,6,7
Whole School Trauma training	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,2,3,6
Sparks Club	Lunch time club for pupils who struggle at lunch time	2,6
Provision for clubs, uniform, trips etc	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	2,3,7

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
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Total budgeted cost: £58,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school’s disadvantaged pupils over the 2023- 2024 academic year using the Early Learning Goals, national phonics assessment, key stage SATS performance data, GL data in three year groups and our own regular internal assessments.

In YR, GLD overall was for the first time below the national average. This reflects the cohort which is also exceptionally low in numbers. The PP pupils who are all on the SEND register, were among those who did not gain GLD.

In Y1 57% of seven pupils passed the phonics screening. Two of the pupils did not access the test.

At KS2 results exceeded national. Disadvantaged pupils’ results (as a group) were lower than their non-PP peers but two of the pupils were early learners of English who had only accessed the second half of the KS2 curriculum. In spite of this, they made exponential progress, surpassing some of their peers. In maths all PP pupils achieved at least expected and 14% reached GD. In grammar 85% reached expected and 14% achieved GD. In reading, 57% PP pupils achieved exp (including EAL). All of the PP pupils achieved their targets.

Training of mental health lead and training on EDI has reinforced an inclusive community where staff are more in touch with the need to establish strong relationships with pupils in order to understand better where removable barriers may be having an effect on learning. Staff are much clearer about the different groupings which come under the EDI umbrella and how people’s perceptions are different depending on life and lived experiences. The trauma training has enabled staff to see how past experiences may be affecting a child’s presentation and engagement in learning. We know that when a child’s self-esteem is good, they respond better to setbacks. Through the continued implementation of our Trick Box personal development programme,

children are developing strategies to help with resilience and developing a positive attitude towards learning and life in general.

Externally provided programmes

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

Programme	Provider
Trauma Training for a team of five (including head teacher)	Surrey LA
EDI training	Surrey LA

Further information (optional)

In school, several of our curriculum enrichment activities for disadvantaged pupils are funded from other sources. We also have very well-established links with local charities who are sometimes able to support families with items for the home and additional extra curriculum experiences.

We also prioritise individual pupils when ad-hoc opportunities arise for extra curricular workshops and trips which contribute to an individual's cultural capital.

Other projects, such a reading programme targeting pupils whose families may not be able to support them academically, and which is conducted by parents involves minimal costs beyond additional admin.