



ST. PETER'S

Church of England
Primary School

Pupil Premium Strategy Statement

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.

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School overview

Detail	Data
Number of pupils in school	282
Proportion (%) of pupil premium eligible pupils	32.6% (92 children)
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 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	November 2025
Statement authorised by	Stephen Eccles
Pupil premium lead	Stephen Eccles
Governor / Trustee lead	Kate Flood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,320.00
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>	£133,320.00

Statement of intent

We will use a tiered approach to Pupil Premium spending. This will help ensure we balance approaches to constantly evaluate and improve teaching and learning, targeted academic support and wider strategies.

By spending funding on improving teaching through professional development, training and support for early career teachers and recruitment and retention, we will ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving.

Through targeted academic support, including Quality First Teaching, intervention groups, pre-teaching and free tuition, we will work hard to ensure pupils identified as needing to catch up with their peers get the help they need to make substantial progress.

In addition to academic support, pastoral interventions are in place to ensure a more holistic approach. 1:1 mentoring and small, social group activities will help remove barriers to learning linked to emotional and behavioural development.

Increasing attendance and reducing persistent absenteeism is also a key focus for the school. The Pastoral Coordinator and Attendance Champion will provide relentless support and challenge to the families of children whose attendance is causing concern.

Raising the achievement of disadvantaged pupils is the responsibility of all staff and our pupil premium strategy is fully aligned with our school development plan which outlines this priority.

Challenges

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

Challenge number	Detail of challenge
1	<i>Assessment data and monitoring evidence shows that disadvantaged pupils in some year groups are not in line with disadvantaged children nationally.</i>
2	<i>Assessment data shows that EYFS disadvantaged pupils on entry are below non-disadvantaged pupils.</i>
3	<i>Attendance data shows that rates of absence and persistent absence are higher for disadvantaged pupils than non-disadvantaged pupils.</i>
4	<i>Assessment data and monitoring evidence shows that disadvantaged pupils in</i>

	<p>some year groups with multiple vulnerabilities (SEND and/or EAL) are not yet</p> <p>strong readers with secure comprehension skills and, as a result, are not yet able to recall as much key knowledge and vocabulary across the curriculum as</p> <p>non-disadvantaged pupils.</p>
5	Some disadvantaged pupils have limited access to varied life experiences. This has been exacerbated by the cost-of-living crisis.
6	There has been an increased requirement for access to pastoral support and early help for some disadvantaged families with regards to social, emotional and mental health needs.

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
Disadvantaged pupils make at least expected progress (in line with the demands of the curriculum) as a result of highly effective quality first teaching and targeted interventions.	<p>Monitoring and evaluation show that all teaching in school is effective or highly effective.</p> <p>In reading, writing and maths, 100% of disadvantaged pupils make expected progress (in line with the demands of the curriculum) and at least 35% make better than expected progress from previous assessment points (which enables them to catch up with their peers).</p> <p>In statutory assessments, disadvantaged pupils perform at least in line with their non-disadvantaged peers nationally.</p>
Improved attendance for disadvantaged pupils.	Attendance for disadvantaged pupils is at least in line with non-disadvantaged pupils nationally. Persistent absence rates for disadvantaged pupils are at least in line with non-disadvantaged pupils nationally.
Disadvantaged pupils, particularly those with multiple vulnerabilities, are fluent readers with secure comprehension skills which enable them to thrive in all areas of the curriculum.	<p>Analysis of reading fluency interventions show that disadvantaged pupils are becoming increasingly fluent readers.</p> <p>Assessment and monitoring shows that disadvantaged pupils are keeping up with the demands of the curriculum in reading comprehension.</p> <p>Pupil voice and monitoring of reading habits shows that all disadvantaged pupils are reading regularly and developing into lovers of books.</p> <p>Analysis of T&L evaluation findings show that disadvantaged pupils, especially those with multiple vulnerabilities are able to fully access all aspects of the curriculum and are remembering more knowledge and vocabulary</p>
Increased access to a wide range of	All disadvantaged pupils participate in curricular experiences.

curricular and extra-curricular experiences	Free places are offered in all extra-curricular clubs and rates of participation for disadvantaged pupils in extra-curricular clubs are high
Disadvantaged pupils and their families benefit from pastoral care and assistance	Tracking of behaviour data and SEMH shows that incidents involving disadvantaged pupils continue to decrease. Case studies evidence the positive impact of early help interventions

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: £ 15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Senior and subject leaders are committed to ensuring that every class is led by an effective or highly effective teacher. Continuous professional development (CPD) is provided at both whole-school and individual levels, including tailored coaching and support. In-the-moment coaching provided by leaders on learning walks or during lessons observations for all staff. SLT and the Director of Talent to ensure all apprentices and ECTs are given the appropriate coaching to ensure high quality teaching.</i></p>	<ul style="list-style-type: none"> • Research from the Education Endowment Foundation (EEF) identifies teaching quality as the most significant factor influencing pupil achievement, making it the top priority for Pupil Premium investment to close attainment gaps. • Effective CPD is multifaceted, involving in-the-moment feedback to teachers, targeted strategies such as phonics instruction and reading comprehension, and adaptive teaching methods tailored to pupils' needs. These approaches have a strong evidence base for improving learning outcomes. • Sustained professional development ensures teachers continually refine their practice, which is essential in responding to the evolving needs of disadvantaged pupils and supporting their academic progress. • Investing in leadership capacity, especially among subject and middle leaders, supports a culture of high expectations and accountability, ensuring that improvements in teaching translate into better pupil outcomes across the school. 	1, 2, 4 & 5
<p><i>Senior leaders and subject leaders will play</i></p>	<ul style="list-style-type: none"> • Our curriculum design is grounded in a strong evidence base, drawing on cognitive 	1, 2, 4 & 5

<p><i>a key role in the school's curriculum development and evaluation work.</i></p> <p><i>There will be a strong focus on developing less confident subject leaders through coaching and mentoring and signposting to relevant research.</i></p> <p><i>CPD directly targeted at developing subject leader Quality Assurance.</i></p>	<p>science and educational research, including metacognition, memory models, and instructional principles that enhance pupil understanding and retention.</p> <ul style="list-style-type: none"> • Developing leadership capacity through coaching and mentoring ensures that emerging leaders gain the expertise to drive curriculum improvements and maintain high standards of teaching and learning across the school. • Empowering subject leaders with autonomy and accountability supports a shared vision for curriculum excellence, enabling them to tailor approaches to meet the specific needs of their pupils, particularly disadvantaged learners. • Leadership CPD on Pupil Book Study has further enhanced the tools available to Subject Leaders to ensure high quality QA. • Subject Leader matrices created by the Director of Talent in conjunction with subject leads within the trust has further enhanced the tools available to Subject Leaders to ensure assessment and quality assurance. • This strategic focus on leadership development fosters a sustainable culture of continuous improvement, ensuring that evidence-informed practises are embedded and adapted over time to maximise pupil progress. 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 79,464.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted teaching support, from teachers and in intervention groups, for low prior attaining pupils, to enable them to make at least expected progress</i>	EEF research shows that small group tuition has a positive impact on attainment levels.	1, 2 & 4
<i>Small group language intervention, 1:1 Speech</i>	EEF research shows that oral language interventions have a positive impact on	1, 2 & 4

<i>and Language intervention, and 1:1 support from Head of SEND, Director of EYFS, Trust Phonics Lead</i>	pupils' ability to develop language and comprehension skills	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 39,329

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Coordinator to provide support for pupils and their families - offering support and challenge as well as promotion of high levels of attendance and removal of barriers to learning.</i>	Research shows that good attendance has a direct link to academic outcomes and subsequent life chances. If pupils in receipt of Early or Earliest Help intervention feel happy and safe, they are more likely they will have stronger attendance and subsequently be able to learn well in school.	1,2,3,5 & 6
<i>Rewards and incentives to support the school attendance strategy.</i>	Attendance in 2024-25 increased on previous years following introduction of rewards and Attendance pathway. Parent feedback demonstrates that a greater understanding of attendance is helping to affect decisions made by parents.	1
<i>Pastoral Coordinator to provide 1:1 and small group intervention to support pupils with self-regulation and understanding of emotions. This support will extend to families where needed.</i>	EEF research shows that social and emotional learning and improved self-regulation has a positive impact on attainment and behaviour. EEF research states that disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-	5&6

	regulation, as well as specific skills, such as reading	
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Total budgeted cost: £ £134,293.28

Outcomes for disadvantaged pupils

Attainment

EYFS GLD 2024-2025

• 60% of disadvantaged children achieved a Good Level of Development. This is an increase from 36% of disadvantaged children in 2023-24 and above the National of 50%

Year 1 Phonics Screening Check 2024-2025

• 71% of disadvantaged children passed the phonics screening check. This is above the National of 67%

• 86% of disadvantaged pupils passed the phonics screening check by the end of Year 2. This is above the LA figures of 69%. There is no national data for the Year 2 re-check.

End of KS2 2024-2025

• 36.4% of disadvantaged children achieved the expected standard in reading.

• 36.4% of disadvantaged children achieved the expected standard in writing.

• 27.3% of disadvantaged children achieved the expected standard in maths.

• 27.3% of disadvantaged children achieved the expected standard in reading, writing and maths combined.

This is a dip based on previous years and is below national. However, this is cohort specific as typically over half of our disadvantaged children achieve the expected standard in all areas, as outlined below. This dip is partly due to a substantial overlap in disadvantaged children and SEND, including children with Educational Health Care Plans, in this cohort.

End of Year Teacher Assessments

Year 1 – 57% of disadvantaged children achieved the expected standard in Reading, Writing and Maths combined

Year 2 – 66% of disadvantaged children achieved the expected standard in Reading, Writing and Maths combined

Year 3 – 55% of disadvantaged children achieved the expected standard in Reading, Writing and Maths combined This cohort has an overlap of disadvantaged children with SEND, including EHCPs

Year 4 – 59% of disadvantaged children achieved the expected standard in Reading, Writing and Maths combined

Year 5 – 64% of disadvantaged children achieved the expected standard in Reading, Writing and Maths combined

Teaching & Learning

Monitoring and evaluation records show that teaching in school is effective at career level expectations. Further coaching and staff development continues to improve the quality of teaching and learning.

We currently have one apprentice teacher in EYFS Reception class and three Early Career Teachers, two of whom are Maternity cover teachers.

In 2024-25, the school had three apprentice teachers and four Early Career Teachers

Attendance

Attendance increased and persistent absence decreased in the 2024-25 academic year.

Attendance of disadvantaged pupils increased from 91.8% in 2023-24 to 92.7% in 2024-25

Persistent absence in disadvantaged pupils decreased from 32.3% in 2023-24 to 21.8% in 2024-25

The Pastoral Coordinator and Attendance Champion forensically tracked attendance, worked with families to identify barriers to attendance and supported them, e.g. with letters, meetings and provision of breakfast club places.

Earliest Help support began and remains in place for disadvantaged pupils with persistent absence.

Fines are only issued when all avenues of early help have been exhausted.

Attendance Enforcement are contacted when all other avenues of improving attendance have been exhausted.

All staff follow the Trust's attendance pathway processes.

Improving attendance and reducing persistent absenteeism of disadvantaged pupils remains a key whole-school improvement priority.

Wellbeing and Mental Health

Pastoral sessions and Lego, Drawing & Talking intervention impacted on pupil wellbeing. Daily check-ins for SEND and appropriate disadvantaged pupils have been introduced for the 2025-26 academic year.

School held records show high-quality support and guidance offered to pupils by the pastoral lead

Case studies show how 1:1 support and intervention impacted positively on behaviour of individual pupils

Case studies evidence the positive impact of early help interventions – there were 11 children engaging with Early help interventions (multi-agency) during 2024-25, and 5 engaging with Earliest Help interventions (school-only), all disadvantaged.

Rates of participation in after school sports clubs and other extra-curricular clubs are improving but leaders are determined to further increase the numbers of disadvantaged pupils attending the extra-curricular club offer. A wider variety of sports and non-sport clubs are available in the 2025-26 academic year and disadvantaged pupils are given preference when uptake for clubs exceeds capacity. Disadvantaged pupils and parents are also targeted for invitations to clubs to try and engage.

Disadvantaged children enjoy rich and varied experiences that they may not otherwise have been able to access, including trips, visitors and residentials, which are all offered at half the parent donation to children eligible for Pupil Premium.

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
Century AI (Maths, Reading, SPAG. Science)	Century Tech
TTRS	Maths Circle
Essential Letters and Sounds	Oxford Owl
CUSP	Curriculum with Unity Schools Partnership
Showbie	Showbie
Testbase	Doublestruck.eu
Questful RE	Blackburn Diocesan Board of Education
Jigsaw PSHE	Jigsaw PSHE Ltd
Get Set 4 PE	GetSet4Education