

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2026 to 2027 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	Saint Peter's Catholic Primary school - A Voluntary academy
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	30 pupils – 15.4% Targeted – 18 – 9.2% Expanded – 12 – 6.2% (Was targeted now expanded – 3 - 1.5%)
Academic year/years that our current pupil premium strategy plan covers	2-3
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	L Rinaldi-Oxley
Pupil premium lead	L Rinaldi-Oxley
Governor / Trustee lead	M Maher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	DFE allocation £28,100

Part A: Pupil premium strategy plan

Statement of intent

At Saint Peter's each pupil has its own strengths/weaknesses and background that is individual. We nurture and support each child as the individual they are. We ensure that support is given when needed to overcome barriers and close any forming gaps.

Quality first teaching is essential for any child to succeed and is the highest importance at St Peter's. We know from EEF research that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils,' so ensuring that teaching is of a consistently high standard across all subjects is a key priority.

We recognise that low numbers of pupil premium pupils statistically skew data when comparing but we continue to work on these pupils, knowing at times that they may also fall into other vulnerable groups such as SEND or EAL.

Getting the maximum benefit from the pupil premium funding is vital, therefore our decisions on how it is spent are based on sound research alongside our knowledge and understanding of what makes our children unique.

Many of the interventions and approaches have been adopted at a whole school level.

We recognise and extend the use of this grant to pupils who give cause for concern due to financial constraints. Many have not made a free school meal application (this is largely down to universal free school means at KS1). To pupils who are struggling emotionally, also family issues that impact learning and progress.

We also know that building cultural capital is particularly important for children who are disadvantaged so we have ensured that our curriculum is broad and balanced and provides many opportunities for children to develop their cultural capital. In addition to this, we will provide targeted support by offering a range of activities outside school hours.

We continually look at various sources of data to ensure that support is directed effectively. All targeted interventions are monitored closely. When looking at academic progress data, we ensure that the progress of disadvantaged pupils is carefully tracked and discussed during pupil progress meetings. Our analysis of attendance data, highlights areas if action is needed.

From analysis of our own data, we recognise that 'a number' of our disadvantaged children, also have some social and emotional needs, some are supported by our ELSA, some by other professionals. We are committed to working effectively with other professionals and parents to ensure the best outcomes for our children.

Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate that phonics knowledge and reading is lower than what we would expect at St Peter's in Year 1 and Year 2 but not Nationally.
2	Assessments indicate that attendance, writing and elements of maths for some of our disadvantaged pupils is lower than that of non-disadvantaged pupils.
3	Issues with self-esteem, confidence and mental well-being SEMH
4	Year six will benefit from extra support to do as well as they can with small group interventions where necessary to build knowledge, skills and confidence.
5	Assessments to be addressed at least termly, to identify and address any gaps forming. Quality first teaching will ensure good or better progress following the school's School Improvement Plan SIP.

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
To ensure that phonics and reading at Saint Peter's is given priority both for staff and for pupils, to increase phonics knowledge and application to reading.	To ensure good progress is made in phonics and all PP pupils pass the phonics screening check. Pupils show a love of reading throughout the school. All new and existing staff have a renewed confidence in the teaching of our phonics programme. Staff will have access to CPD and resources as well as SLT / external coaching when necessary.
Targeted interventions will help children make progress.	Staff will identify groups that need specific support daily and address through gap tasks, adaptive teaching and scaffolded resources. Pre and post intervention assessment will show clear improvements and impact of extra tuition. Notably for the after-school writing groups, phonics groups and year 6 booster groups.

To raise %'s of pp pupils achieving expected or above in reading and maths, particularly writing.	As above. Noted gap analysis in pupil progress meetings and in daily class teacher's ongoing assessments, for in lesson time interventions. The Pupil Premium Lead will track track increases in progress data termly and update PP case studies for staff.
To raise % attendance figures of PP pupils (although low and still above average compared to national figures) this group is identified in our school.	Regular tracking of pupils by attendance lead. If, and when necessary, meetings held face to face by attendance lead and headteacher. If necessary, home visits. Discussions with targeted pupils on why they are not attending and address feedback.
To ensure the continuation of high-quality learning and teaching within lessons, cross hatching with the SIP to ensure elements of support such as modelling and adaptations during lessons, including scaffolded support.	Teaching is observed to be good and better in all classes. Any CPD is disseminated to others to benefit also. Use of subscriptions with White Rose maths and Science to ensure QFT. Governor learning walks, book scrutinies and pupil interviews show that teaching and learning is effective.
Any children's mental well-being or short-term anxieties are addressed quickly, so as not to become a barrier to learning.	Staff are able to look for signs and address them early by completing an ELSA form for a block of supervision to stop it becoming a barrier to learning – (Entrance and exit questionnaires completed if given ELSA support). Logged on CPOMS and within ELSA files.

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: £3831.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD to support teachers to deliver quality first teaching.</i>	EEF – ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’, so ensuring that teaching is of a consistently high standard across all subjects is a key priority.	1,2,4,5
White Rose Maths Testbase maths NFER Times Tables Rock Stars Twinkl Busy Things Deepening understanding subscriptions	White Rose has been used to supplement quality maths and science teaching and provision, as can be seen with past internal data, maths books and helpful resources for online learning. Similarly, when looking at data files the impact of these resources can be clearly seen.	5

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

Budgeted cost: £15,560.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led after school tuition with a focus on phonics (YR1) with disadvantaged pupils in small groups. Yr 6 SATs tuition funded	Small group tuition led by skilled practitioners in school can be evidenced from last year’s tuition programme and internal data logged. SLT and class teachers all work together to ensure tuition is successful.	1,2,4,5

School led, school time targeted intervention of pupils.	Small group led targeted intervention groups used to catch up, raise attainment and accelerate progress of pp pupils with other vulnerable pupils. Impact can be seen in pupil progress meeting forms, book scrutinies and pupil interviews.	1,2,4,5
Use of new maths intervention programme.	Some vulnerable groups are not making the expected progress in maths. Invested use of resource for intervention groups.	1,2,4,5

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

Budgeted cost: £8,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of ELSA supervision	Targeted intervention work that supports the behaviour and emotional welfare of individuals. Questionnaires are completed pre and post blocks of ELSA and progress data shows improvements. Gov.uk guidance – Promoting and supporting mental health and wellbeing in schools and colleges. ‘Taking a co-ordinated and evidence informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.’	3
Funding of educational visits, ukulele teaching in year 4 uniform	Historically our disadvantaged families have not been able to fund educational trips, especially residential. By partially funding them we are levelling opportunity and the self-esteem of wearing new uniform.	3

Contingency: £113.50

Total budgeted cost: £28,100

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 2025 to 2026 academic year.

Action	Impact	Evidence
<i>CPD to support teachers to deliver quality first teaching.</i>	Various CPD sessions held remotely and in person with staff over the year, impacting teaching and learning. Visits made by subject leaders to other schools in the Trust, where needed.	See monitoring file 25/26 for Trust review day, subject, including early reading deep dive, pupil interview outcomes, book scrutiny outcomes. See LGB file 25/26 for learning walk outcomes.
White Rose Maths Testbase maths NFER Twinkl Busy Things Deepening understanding subscriptions	These structured schemes enable staff to focus on skills and application (reasoning etc). Staff are also reviewing prior learning with 'flash back fours.'	Results for maths are a strength. KS1 and KS2 data sees us above National trends. See data file into 25/26. PP results show at EXP 3% difference with non PP.
School led after school tuition with a focus on phonics (YR1) writing Yr 6 SATs tuition funded	This enabled targeted interventions, using data analysis to pin-point areas of weakness. Small, targeted, group work after school allowed pupils to reach National standards in the phonics screening.	Progress made – see pupil progress meeting sheets, baseline and outcomes of intervention groups – see data file 25/26. See data file for baseline and outcomes of intervention groups. School phonics pass rate – 80%.
School led, school time targeted intervention of pupils.	TAs used effectively in class support and in pre-teach and intervention groups during the school day.	See targeted pupils in pupil progress files 25/26 and in overall data tracking/case studies.
Use of new maths intervention programme.	Vast majority made progress, especially year groups 4-6	See maths subject leader file for individual pupils' assessments. PP results show at EXP 3% difference with non PP.

Funding of ELSA supervision	Pupils feel able to talk about emotions and to deal with them effectively, to stop them impacting on learning.	See Elsa files and evaluation of impact prior to and after sessions.
Funding of educational visits, ukulele teaching in year 4 uniform	Levelling opportunity for all pupils to access a rich and enhancing curriculum with experiences that they may not have had.	Well-being and obvious love of residential (in particular). Self-esteem linked to appearance and inclusivity. See pp spend file.

Data is classified as 'suppressed' as there were only 2 pupil premium children in the Year 6 cohort during the year. 'Suppressed': in certain circumstances we will suppress an establishment's data. This is usually when there are 5 or fewer pupils or students covered by the measure. This data does not consider any SEND issues but the headteacher holds case studies.

Whole School 25/26		19 PP children	Overall 172 pupils (not PP)
Reading	Attainment - On track or higher	68%	73%
	Higher	16%	26%
Writing	Attainment - On track or higher	58%	69%
	Higher	16%	19%
Maths	Attainment - On track or higher	68%	71%
	Higher	16%	27%

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
Ruth Miskin Phonics	Ruth Miskin
White Rose Maths	White Rose
White Rose Science	White Rose
Language Angels	Language Angels