Pupil premium strategy statement

This statement details our school's use of pupil premium (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	St Peter's CE Primary School
Number of pupils in school	78 (+6 nursery)
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025/2026 2026/2027 2027/2028
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Faye Tingley
Pupil premium lead	Faye Tingley
Governor / Trustee lead	Jan MacDonald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,500
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	£15,500

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about Pupil Premium funding we have considered our school and the challenges our children face. Research conducted by EEF has been used to support our decisions around the usefulness of different strategies and their value for money.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following pupil progress meetings which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the headteacher and teachers consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Small group work will be used to improve opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' teacher providing small group work focussed on overcoming gaps in learning

- 1-1 support
- Additional teaching and learning opportunities provided through trained teachers and TAs
- All our work through the pupil premium will be aimed at accelerating progress.
- Additional learning support and interventions.
- Behaviour support through specialised training

Challenges

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

Challenge number	Detail of challenge
1	Lower levels of literacy and numeracy which leads to limited progress
2	Poor language and communication skills due to limited early learning opportunities
3	Mental health of children and parents
4	Lack of resilience and self-esteem in pupils

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 diminish the gap in attainment and progress across the core subjects between disadvantaged and non-disadvantaged pupils	Pupils will be inline with age related expectations, and the gap between PPG and non-PPG pupils in core subjects (reading, writing, maths) will reduce
Phonics results a key indicator of disadvantaged children's achievement in school	Phonics pass rate comparable with non-disadvantaged
Improve resilience and self-esteem in our disadvantaged pupils	Personalised ELSA RAG rated targets will show improvements across the sessions.
Children develop and use their own personal toolkit to understand and improve their happiness and wellbeing	Qualitative data from pupil voice, student and parent surveys and teacher observations.
Parents feel more confident in understanding and improving their own and their child's mental health and wellbeing	Qualitative data from parent surveys

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 (for example, CPD, recruitment and retention)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCo teaching targeted small groups	EEF (+4 months progress over a year) As the size of a class or teaching group gets smaller, evidence suggests that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Our SENDCo will have half day a week dedicated to teaching small groups in maths, English, reading and grammar/spelling	1

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA small group KS1 phonics support (Fast Track) £4000	EEF (+5 months progress over a year) Evidence suggests that one to one tuition is very effective at improving pupil outcomes. Previous school experience shows us this is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in phonics	1,2
Teaching Assistant interventions £6,000	EEF (+4 months progress over a year) Evidence suggests that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact. TAs have received training on providing bespoke interventions to target PPG children across the school.	1,2

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA (Emotional Literacy Support Assistant) £4000 (training and release time from class)	EEF (+5 months progress over a year) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. We are training an additional ELSA TA which will enable us to meet the growing need in school. Children have been identified for support across the year groups.	3,4
Assistance with finances in order for PP children to attend all enrichment experiences provided by their year group's curriculum. £1000	All PP children have access to all enrichment activities.	4.

Total budgeted cost: £20,000

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.

EYFS – Good Level of Development

25-26 = Non PPG (100%)

PPG (0%)

Year 1 phonics screening check

25-26 = Non-PPG (100%)

PPG (50%)

(Year 2 no retakes)

End of KS1 assessments

25-26 = 78% combined and 7% greater depth

(No PPG)

End of KS2 internal assessments

25-26 = 100% combined reading, writing, maths. 25% greater depth

The additional SENDCo time working with targeted students and targeted after school homework support continues to contribute in a meaningful way to a number of students achieving important primary school assessment milestones. ELSA support meant that key disadvantaged children were mentally prepared to learn and able to take end of stage assessments.

One PPG pupil passed their phonics screening and this was a result of targeted support.

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
PiXL	PiXL