



St Peter's Primary School

Pupil Premium Strategy

Statement

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Pupil premium strategy statement

Report from Emma Smith (Pupil Premium lead) and Caroline Barriball (Headteacher) - *St. Peter's Primary School*, for Governing Body meeting on 27.11.25

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	420
Proportion (%) of pupil premium eligible pupils	72 children = 17.1%
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
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Caroline Barriball
Pupil premium lead	Emma Smith
Governor / Trustee lead	Jo Kelly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85837.38
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>	£85837.38
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>	£85000

Part A: Pupil premium strategy plan

Statement of intent

At St Peter's Primary School, we believe that every child, regardless of their background or starting point, should be given the opportunity to achieve their very best. We are committed to ensuring that all pupils have access to high-quality teaching, a broad and balanced curriculum, and a wealth of enriching experiences that help them to thrive academically, socially, and emotionally.

We believe educational disadvantage includes all students whose achievement is at risk because of the impact of their social and economic circumstances. This is not limited to children in receipt of the pupil premium fund. These circumstances can include factors such as aspiration, parental engagement, the development of language skill and cultural knowledge, as well as health and welfare considerations like diet, emotional support and living conditions.

Our aim is to close any gaps in attainment and progress between disadvantaged pupils and their peers by:

- Ensuring that all staff (including administrative and support staff) understand the needs of disadvantaged pupils and know how best to support them in class and beyond.
- Embedding a culture of shared responsibility, where every member of staff plays a role in helping disadvantaged pupils and their families succeed.
- Prioritising high-quality teaching as the most effective way to raise standards for all pupils, including those who are disadvantaged.
- At St Peter's, we are committed to building a BRIDGE to success, ensuring that every child develops a love of learning and the skills to thrive in an ever-changing world. Our curriculum nurtures curiosity, creativity, and resilience, empowering our pupils to become confident, compassionate and capable individuals.
- A key focus of our curriculum is the development of vocabulary and oracy skills. We ensure that pupils are exposed to a vocabulary-rich learning environment across all subjects, enabling them to articulate their ideas clearly and confidently. Through structured discussions and opportunities to engage in high-quality conversations, pupils develop their ability to frame language effectively and use subject-specific terminology with confidence.

We aim to ensure that every child, regardless of background, can make excellent progress and leave our school as a confident, capable, and curious learner ready for the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	Data across the school shows a significant difference between the attainment of the expected standard in writing of pupil premium children (with no additional SEND need) and non pupil premium children (with no additional SEND need) (49% vs 80%)
2	Through our baseline assessments, some disadvantaged pupils enter school with limited vocabulary and oral language experience , which can lead to lower attainment in reading and writing. Disadvantaged pupils enter school with limited vocabulary and oral language experience, which can lead to lower attainment in reading and writing.
3	Through MTC data , disadvantaged pupils achieved significantly lower than their non disadvantaged peers (22% vs 40%) . The average score for our disadvantaged pupils was 20/25 vs 22/25 for their non disadvantaged peers.
4	Assessment data and observations from classroom visits show that disadvantaged students' maths recall of basic number facts and fluency is significantly weaker than their non-disadvantaged peers. Data shows that 69% of pupils from years 2,3 & 4 were working at the expected standard for maths compared to 89% of their non disadvantaged peers.
5	The attendance of disadvantaged pupils falls below that of their non disadvantaged peers (91.1% vs 96.9%) . This falls below the national figure of 95.7%

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>Accelerated progress in writing to diminish the difference between the writing attainment of disadvantaged children and their peers</p>	<ul style="list-style-type: none"> ● Attainment levels for 2025-2026 show accelerated progress for disadvantaged pupils in writing. ● Difference diminished between disadvantaged pupils writing and their peers (currently 31%)
<p>To develop and embed a whole-school oracy approach across the curriculum that enables all pupils to speak confidently, listen actively, and communicate effectively in both academic and social contexts, leading to improved outcomes in communication skills, reading, writing, and pupil engagement.</p>	<ul style="list-style-type: none"> ● Pupils confidently apply oracy' strategies across subjects. Positive pupil voice feedback on increased confidence in speaking and ability to share ideas in a range of contexts. ● Reduction in the number of pupils working below age-related expectations in speaking and listening. ● Evidence of improved spoken language skills through formative assessments and observational data. ● Improved quality of pupil responses and extended contributions in discussions and presentations. ● Positive feedback from learning walks and lesson observations demonstrates consistent and effective use of oracy strategies across the school. ● Increased use of subject-specific vocabulary and structured sentences stems in pupil talk and writing. ● Attainment data in reading and writing, shows accelerated progress for disadvantaged pupils.
<p>To increase the % of disadvantaged pupils achieving 25/25 in the MTC, and also to be able to apply this knowledge in the wider mathematical context.</p>	<ul style="list-style-type: none"> ● Higher % of disadvantaged pupils to achieve 25/25 in the MTC ● Increase the average score attained (currently 20/25 vs 22/25 for their non disadvantaged peers)

<p>Accelerated progress in maths to diminish the difference between the maths attainment of disadvantaged children and their peers</p>	<ul style="list-style-type: none"> ● Attainment levels for 2025-2026 show accelerated progress for disadvantaged pupils in writing. ● Difference diminished between disadvantaged pupils maths and their peers (currently 20%)
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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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop teachers' ability to ensure ALL pupils are actively participating in their learning in lessons, such as through partner talk activities. Use the 'Teaching Walkthrus' method to support teacher development</p>	<p>Evidence that focusing on professional development makes an impact on outcomes is provided by the EEF Guidance Report on Effective PD.</p> <p>There is evidence that instructional coaching is a form of PD that can make a positive impact provided key mechanisms are included.</p>	<p>1, 2, 4</p>
<p>Maths lead to engage with the most up to date thinking from the Maths hub, utilising the in-house expertise of our maths lead to support class teachers</p>	<p>The maths hub focuses on teaching children 'mastery in maths'. Evidence that focusing on professional development makes an impact on outcomes is provided by the EEF Guidance Report on Effective PD.</p> <p>EEF: 'The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.'</p>	<p>4</p>

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<p>Developmental Drop-Ins (DDIs) – Professional Development observations.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	<p>1,3,4,5</p>
<p>Embedded shared philosophies of teaching- Rosenshine Principles / St. Peter's Core Ten Principles</p>	<p>Evidence shows that consistently strong teaching is the most important tool that schools have to improve pupil attainment. Ensuring every teacher is supported in delivering consistently high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged .</p>	<p>1,3,4</p>
<p>All subject leaders are supported through Greenshaw Learning Trust Curriculum Leads</p>	<p>EEF Guide to Pupil Premium states: “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>1,2,3,4</p>
<p>Make better use of assessment so we can identify issues early. Training will be provided on how to interpret assessment Data. - Introduction of NFER tests across the school</p>	<p>Evidence from the EEF guidance report on feedback shows that pupils can make an additional seven months progress. Teachers will be trained on how to conference with pupils so all pupils receive high quality feedback. When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF</p>	<p>1, 4</p>

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of teaching assistants to run catch up phonics sessions across key stage 1.</p>	<p>EEF studies have shown phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>Daily sessions to include:</p> <ul style="list-style-type: none"> ● Systematic synthetic phonics for early reading ● Regular, structured phonics instruction ● Ensuring all pupils secure decoding skills ● Essential foundation for literacy 	<p>2</p>
<p>Chatterbugs oracy intervention in Reception & NELI strategies</p>	<p>EEF studies show targeted Early Years Intervention can impact progress by +5 months in communication and language development.</p> <p>Sessions include:</p>	<p>2</p>

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	<ul style="list-style-type: none"> • Structured approaches to developing speaking and listening • Rich discussion and dialogue in lessons • Targeted vocabulary instruction • Particularly impactful for younger learners 	
Teaching Assistant Interventions	Targeted TA interventions have shown through EEF research to positively impact progress by +4 months (IDL, precision teach, Bucket time, Handwriting, pre teach and post teach, VIPERS reading,	1
Introduce Spotlight children in Y1 and Y2 based on recommendations from RWI	EEF studies have shown phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy	2
Use of Accelerated Reader	The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress. The first <u>EEF-funded efficacy trial</u> of AR found pupils who received the programme made three months of additional progress in reading comprehension.	2
Use of Read Write Inc	Evidence that focusing on a systematic phonics scheme from the EEF shows	1,2

	that children can make an additional 5 months progress.	
Use of maths.co.uk	Online platform which can be accessed at home/school with SATS style questions. Research suggests that standardised testing is important in measuring outcomes and this platform allows children to practise and become familiar with the question style	3,4
Introduction of number sense from Sept 2025	Recommended by the maths hub, rigorous and methodical times table teaching allows children to see patterns and relationships between different times tables.	3, 4
Testbase	Online platform for staff to produce tests on concepts taught with previous SATS style questions. Research suggests that standardised testing is important in measuring outcomes and this platform allows children to practise and become familiar with the question style	3, 4

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support for targeted children to improve wellbeing.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social Emotional Literacy (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. The average impact of successful SEL interventions is an additional four months' progress over the course of a year.	5
Admin officer/HT and EWO to monitor daily	Disadvantaged children on average are more likely to have poor attendance.	5

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attendance with targeted families.	Although attendance interventions show weak evidence at making a difference we still need to do all we can to ensure disadvantaged children attend school.	
Subsidising trips and activities	The importance of cultural and arts opportunities to support the wider learning of pupil premium students. Schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum.	2, 5
Soundstart	The EEF report that the average impact of arts participation on other areas of academic learning appears to be positive and children make around an additional three months progress across the curriculum. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	1,2, 4,5
After school club and breakfast club subsidised	<p>By supporting working parents with subsidised childcare costs, this may allow more money to be available to families to support them in other areas such as food, clothing, extra curricular activities, holidays etc. This also supports building strong home-school partnerships.</p> <p>Free or subsidised breakfast provision can have a positive impact on attendance and punctuality; ensure a safe, calm start to the day & provides social benefits and readiness to learn</p>	5
Go Wild- outdoor learning sessions	EEF reports that outdoor adventure learning studies show wider benefits in terms of self-confidence and self-efficacy. Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in	2, 5

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	activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions may support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	
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Total budgeted cost: £ 85,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 SATs results for 2024/25 show that the gap between disadvantaged pupils without a SEND need and non disadvantaged pupils without a SEND need was not significant.

	Reading	Writing	Maths	Combined
PPNSEND	100%	89%	89%	89%
NPPNSEND	100%	90%	100%	90%
Gap	0%	-1%	-11%	-1%

Across the school,

	Reading	Writing	Maths
PPNSEND	73%	49%	71%
NPPNSEND	88%	80%	90%
Gap	-15%	-31%	-19%

The gap between disadvantaged pupils and their peers in writing is significant and thus remains a challenge for the next year including a more focused approach to teaching and learning. This includes the development of our Core 10 teaching principles (based on Rosenshines's principles of instruction), regular DDIs, use of Walkthrus as CPD.

Intended Outcome 24/25

To increase the percentage of disadvantaged pupils achieving the expected standard in reading, writing and maths

Outcome MET

To ensure disadvantaged pupils make accelerated progress in order to narrow the attainment gaps.	Outcome MET
To narrow the gap between disadvantaged pupils and their peers in reading, writing and maths attainment across the school	Outcome MET
To further support families by providing additional resources to be used at home to support children’s learning, and to enrich the child’s learning by providing enriching experiences.	Outcome MET

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i>
How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.