

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Peter's Eaton Square C of E Primary
Number of pupils in school	164
Proportion (%) of pupil premium eligible pupils	28 (16.7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	31/12/2024
Date on which it will be reviewed	31/10/2025
Statement authorised by	Mrs J Carrington
Pupil premium lead	Mrs J Foley
Governor / Trustee lead	Jim Glen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,920 (Dec 24)
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	£42,920

Part A: Pupil premium strategy plan

Statement of intent

St Peter's is an inclusive school and we value the diversity in our school community. We target the use of our Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become successful and confident citizens, way beyond their primary school experience with us. We recognise that disadvantaged children can face a wide range of barriers, which may impact on their learning. We take the time to get to know all of our pupils individually and recognise that their challenges can be varied and there is no 'one size fits all approach'.

Our key principles are:

- We ensure that teaching and learning opportunities meet the needs and challenge of all our pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstances and background
- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers
- Ensure all pupils are able to read fluently by the end of Key Stage One, ensuring they can access the full breadth of the curriculum.
- Develop our pupil's self confidence so they are articulate, resilient and ready for the challenges of Key Stage 3.

Achieving our objectives:

- Implementing high quality teaching approaches to ensure all pupils are challenged and provision of targeted interventions which are research backed.
- Correctly identifying pupils' social, emotional and learning needs and providing a responsive approach to ensure early intervention for those needs.
- Supporting and engaging parents in their children's experience of school.

Challenges

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

Challenge number	Detail of challenge
1	Low achievement /SEND – the largest proportion of our PP pupils have ‘lower’ levels of achievement and are also SEND.
2	English: reading and writing – an area of focus from our internal data analysis (see tables at end of strategy doc.)
3	Language (including EAL) – and area that need to be secure before progress in the curriculum. It is important that language needs are identified first, especially with the high percentage of lower achievers and SEND)
4	Parental capacity/engagement & increase in uptake of wrap around provision. We have an extensive programme to encourage parental engagement and this needs to be further tailored to PP pupils’ parents and their bespoke requirements. We need to continue to target and increase in attendance in enrichment clubs and AS provision for PP pupils, focusing on their interests.
5	Wellbeing– essential for learning and achievement and developing our focus on emotional literacy. Many of our SEND PP pupils have identified ‘social, emotional and mental health needs’.
6	Attendance – recently, our data analysis has shown an emerging gap between PP and non-PP pupil attendance.

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
Progress	All disadvantaged pupils will make good/accelerated progress from their starting points.
Phonics	All disadvantaged pupils will pass their phonics screening in Year 1.
Reading	All disadvantaged pupils will reach the expected standard in reading by the end of Key Stage 1 and 2.
Language proficiency (including EAL) - Improved oral language skills and vocabulary among disadvantaged pupils.	All targeted disadvantaged pupils will be assessed for a speech and language intervention using the primary progression tool and EAL tool and placed on an appropriate intervention programme, if needed. Oracy and the importance of vocabulary learning will be prioritised throughout the

	curriculum.
Writing	All disadvantaged pupils will reach the expected standard in writing by the end of Key Stage 1 and 2. Evidence in pupils' books will show access to the TFW programme scaffolding.
Wellbeing	Our wellbeing programmes will show significant gains in pupils' self-esteem and resilience and will be bespoke and targeted in nature.
Parental engagement & enrichment	Our parent evenings, workshops (coffee mornings) and parent engagement activities are fully attended by our PP parents. A continued increase in attendance in enrichment clubs and AS provision for PP pupils.
Attendance	Our PP pupils have attendance that is in line with non-PP pupils- 95% plus.

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: £ 15, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Phonics programme – staff training, monitoring and implementation.	Continue our chosen synthetic phonics approach- evidence of extensive gains in progress. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1, 2
TFW Programme training – providing challenging text and scaffolding explicitly for the	See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve	1, 2, 3

<p>LA</p> <p>Consistent approach to the teaching of English across school following the teaching sequence model with reading and writing phases.</p>	<p>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>Writing has been highlighted as an area for school improvement in terms of progression and achievement levels.</p> <p>Evidence shows that combining reading and writing instruction, particularly through high quality text, improves outcomes</p> <p>EEF, combining reading and writing outcomes EEF, improving literacy at key stage 2, 7 stages</p>	
<p>Reading comprehension strategies explicitly teaching Comprehension strategies through modelling and supported practice.</p> <p>Cracking Comprehension</p>	<p>Improving literacy in KS2: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>One of the seven practical, evidence-based recommendations that are relevant to all pupils, and particularly to those struggling with their literacy. The recommendations are based on the best available international research and consulted experts to arrive at key principles for effective literacy teaching.</p> <p>It is the third recommendation that we are focusing on based on your data analysis of a weakness in comprehension of reading at KS2 in our PP pupils.</p>	<p>1, 2, 3</p>
<p>Language: EAL – assessment of pupils' fluency in English using the Bell Foundation and address learning needs with teaching training.</p>	<p>-Research by the Unbound Philanthropy and BELL foundation commissioned by the EEF highlighted that specific groups of EAL pupils are most at risk of underachievement. It is essential that pupils' English language proficiency in order to address their learning. See report link below: https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-know-about-the-attainment-of-eal-pupils-and-what-do-we</p> <p>There is a high percentage of EAL pupils in our school and a high % of our pupil premium pupils have English as an additional language, with most of them speaking an additional language which is recognised as an at-risk group.</p>	<p>3</p>
<p>Explicit teaching of vocabulary – staff training and intervention linked to pre-teaching.</p>	<p>Extensive research evidence for improvement gains (EEF) when focusing on vocabulary.</p>	<p>1, 2, 3</p>
<p>Release time for middle leaders to support teaching and learning and tackle low</p>	<p>See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve</p>	<p>1, 2, 3</p>

achievement and ensure optimum pupil progress. A focus on Oracy and vocabulary teaching and retention (sticky knowledge)	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.'	
Training and monitoring to ensure 'communication friendly' classrooms and universal 'quality first' teaching strategies are employed.	See above	1, 2, 3
Curriculum enrichment/trips and after school enrichment clubs	Pupils' experiences are key to their successes in life (Cambridge Primary Review, 2010).	5, 4, 1, 2 and 3

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

Budgeted cost: £18, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tutoring	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one intervention can be a powerful tool for supporting these pupils when they are used carefully.'	1, 2, 3
RWI 1:1 Phonics intervention	Consistent evidence that well-structured, targeted interventions supports pupils struggling with literacy. The impact for synthetic phonics interventions is extensive (EEF).	1,2
Screening using the	Language is identified as a priority in research	3

'Primary Progression' screening tool for language/understanding	evidence to improve literacy at KS1/2. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
Targeted Speech and Language interventions for pupils after the Speech and Language Therapist to target pupils who have speech and language needs but do not have EHCPs	Language is identified as a priority in research evidence to improve literacy at KS1/2. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted workshops for parents</p> <p>Targeted parent engagement activities.</p> <p>Targeted approach to encouraging PP to engage in enrichment clubs and AS provision for PP pupils. Provide clubs that match targeted PP pupil's interests.</p>	<p>Positive dialogue about learning-school communications is proven to enhance outcomes for pupils (EEF)</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Sir Kevan Collins, EEF chief executive, comments: <i>We know that levels of parental engagement are consistently associated with children's academic outcomes. We also know that a parent's job, education and income matters less to their child's development than what they actually do with them.</i></p> </div> <p>This is an area of concern for identified pupils.</p>	4
<p>School Councillor – individual pupils identified.</p>	<p><i>'There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement. This project is therefore a promising solution to what appears to be a major problem for disadvantaged pupils.'</i></p>	5, 4, 6

	<p><i>EEF</i></p> <p>Through our detailed knowledge of each pupil, wellbeing and mental health needs have been identified.</p>	
<p>Continued focus on embedding and enhancing our commitment to teaching Emotional literacy.</p> <p>A focus throughout the curriculum – enrichment of Jigsaw PSHE scheme of work, adoption of Zones of Regulation, Emotion coaching, SCERTS, Level Up!, growth mindset development and targeted interventions.</p>	<p>‘Evidence suggests that children from disadvantaged backgrounds have, on average, weaker 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.’ (EEF)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF Values Based Education</p>	5
<p>Embedding principles of good practice set out in the updated 2024 DfE’s guidance on working together to improve school attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

Total budgeted cost: £43,000

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 2023 to 2024 academic year.

Analysis of Pupil Premium achievement and progress data 2023-24

Year 6 data 2023/4

Year 6 SATs data shows that there is a higher number of pupil premium pupils achieving expected and above expected in reading and maths than non-pupil premium pupils.

All pupil premium pupils achieved at least expected in reading and maths.

In writing, there was a difference of 1 pupil that did not achieve the national expected standard for writing; however, they made expected progress.

Phonics screening data 2023/4

All PP pupils in year 1 passed their phonics screening apart from 1 pupil, who is also SEND and we are in the progress of applying for an EHCP,

End of KS1 data 2023/4:

All PP pupils in Year 2 achieved expected in all subjects apart from 1 pupil (CP- who had missed a significant amount of school when joining us in Year 2). All PP pupil made good progress from their starting points.

Improvements from 2022-3 data:

The 2022-3 PP data highlighted low levels of achievement for the then year 4 and 5 cohort in reading and the lack of progress in the year 5 cohort for this subject.

The 2023-4 PP data showed a huge improvement in the attainment of the year 5 PP cohort from the previous year attaining +10% above non- pupil premium pupils in reading and maths with all pupils making expected progress by the end of year 6. The targeted 1:1 intervention in-year really made a significant difference.

In addition, the year 4 PP cohort data for expected levels of achievement increased in 2023-4. The identified pupils (2) still achieving below the expected standard in reading, writing and maths also have SEND and are a continual focus. One other PP is still achieving below in maths and will have intensive support in year 6. All of the PP pupils from the other year cohorts have made expected progress and progress is in line with peers.

Focus for 2024-5

The 2023-4 data showed up two cohorts that extra focused support needs to be given:

- Reading, writing and maths interventions will be needed for Year 5.
- In Year 2, a focus of support in reading, writing and maths. The Year 2 cohort is also a focused cohort for SEND.

Data tables 2023/4 data

Year 6 Achievement PP comparison with non-PP

Achievement from KS2 SATs (6 PP pupils in total)	Reading	Writing	Maths
Below	0%	16.6%	0%
At	83%	66.6%	83%
Above	16.6%	16.6%	16.6%
% difference in attainment with non-PP (at and above)	+10%	-6.6%	+10%

Year 6 Progress PP comparison with non PP

Progress from end of year 3 (6 PP pupils in total)	Reading	Writing	Maths
Below progress	0%	0%	0%
At expected progress	16.6%	16.6%	16.6%
Above expected progress	83.3%	83.3%	83.3%
% difference in attainment with non-PP (at and above)	0%	0%	0%

Summary table whole school data - Attainment 2023-4

% difference in attainment with non-PP (at and above)

Yr. group	PP nos	Reading	Writing	Maths
R	4	+16.6%	+16.6	+11
Y1	5	-7%	-7%	-7%
Y2	3	-25%	-8%	-16.7%
Y3	3	-7%	+3%	-7%
Y4	6	-48%	-30%	-27%
Y5	7	-23%	-17%	-31%
Y6	6	+10%	-6%	+10%

Summary table whole school data - Progress 2023-4

% difference in progress with non-PP (at and above)

Yr. group	PP nos	Reading	Writing	Maths
R	4	0	0	0
Y1	5	0	0	0
Y2	3	0	+12.5	+4.1
Y3	3	-28%	+16%	+5%
Y4	6	-10%	+11%	-10%
Y5	7	0	0	+6%
Y6	6	0	0	0

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
NA	

