



Pupil Premium Strategy Statement St Peter's Church of England Primary Academy, Cleethorpes



Life in all its fullness – John 10:10

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 on how we intend to spend the funding in this academic year, as well as evaluating the impact of our strategy and outcomes for disadvantaged pupils last academic year.



School overview

Detail	Data
Number of pupils in school	157
Proportion (%) of pupil premium eligible pupils	51% (80 pupils)
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 with a clear evaluation of the impact of the strategies used in the previous academic year).	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed (this should be a working document and therefore should be reviewed at least termly).	Termly and end of academic year 2026
Statement authorised by	Vicky Matthews (EDA – PP Lead)
Pupil premium lead	Ann-Marie Wilson
Governor / Trustee lead	Nicola Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133, 230
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, 230



Part A: Pupil premium strategy plan

Statement of intent

At St Peter's CE Primary Academy, our mission is to ensure that every disadvantaged pupil is *seen, known and supported* to thrive academically, socially and spiritually. Guided by the Trust vision of “**I See You**”, we are committed to removing barriers so that disadvantage does not limit opportunity, aspiration or achievement.

We recognise that disadvantage is complex and often intersects with SEND, safeguarding factors, early language delay, SEMH needs and low starting points. Our strategy focuses on the **First 20%**—those pupils facing the highest levels of vulnerability—and aims to accelerate their progress through high-quality teaching, strong relationships, targeted intervention and a culture of belonging.

Our overarching aim is to secure **excellent daily classroom practice**, improve attendance, strengthen early language and reading, raise attainment in writing and maths, and ensure that all pupils access the full curriculum and enriching experiences that enable them to “live life in all its fullness” (John 10:10).

Ultimate Objectives for Disadvantaged Pupils

- Secure significant improvements in attendance and reduce persistent absence so disadvantaged pupils access full learning opportunities.
- Ensure strong foundations in EYFS, particularly communication, vocabulary, early reading, and fine motor development.
- Narrow attainment gaps in reading, writing and maths through high-quality teaching, language-rich curriculum and targeted intervention.
- Strengthen pupils' sense of belonging, emotional regulation and readiness to learn, reducing SEMH barriers.
- Ensure disadvantaged pupils experience a rich, ambitious curriculum including cultural capital, leadership roles and wider opportunities.
- Increase parental engagement and establish consistent routines that support attendance, learning and wellbeing at home.

How the Strategy works towards these Objectives

- **High-quality teaching** as the primary driver of improved outcomes, supported by coherent curriculum structures, professional development and consistent pedagogy.
- **Early identification and intervention**, particularly in EYFS language, communication and early reading, to prevent gaps widening.
- **A strong reading, writing and maths curriculum**, designed to build vocabulary, fluency, comprehension and secure foundational knowledge for all pupils.
- **Improved attendance and belonging**, ensuring pupils are in school, ready to learn, and supported through targeted pastoral and multi-agency work.
- **Targeted academic support**, including structured small-group and one-to-one interventions, informed by diagnostic assessment.



- **Inclusive practice and strong SEN provision**, ensuring disadvantaged pupils with additional needs access the full curriculum with effective adaptations.
- **Family partnership and engagement**, strengthening routines, attendance, communication and home learning.
- **Enrichment and cultural capital**, broadening pupils' experiences, identity, aspiration and understanding of the wider world.

Key Principles of the Strategy Plan

1. Equity and Inclusion

Every pupil is entitled to high-quality teaching and access to the full curriculum, with adaptations and scaffolds used proactively to meet need rather than narrow entitlement.

2. Attendance as a Priority

Good attendance is essential for learning. Persistent absence is addressed rapidly, with strong family partnerships and early intervention.

3. Early Intervention

Needs are identified quickly to prevent gaps from widening—particularly in EYFS language, vocabulary, communication and early literacy.

4. Quality First Teaching for All

Excellent teaching has the greatest impact on disadvantaged pupils. We prioritise professional development, coherent curriculum sequencing and consistent pedagogy.

5. Wellbeing and Readiness to Learn

Emotional regulation, safety and belonging underpin academic success. SEMH and safeguarding needs are addressed through nurturing relationships and specialist support.

6. High Expectations & No Capped Ceilings

All pupils can succeed. We maintain ambitious expectations and provide challenge for disadvantaged pupils, including those who are high attainers.

7. Diagnostic, Responsive Practice

Decisions are informed by assessment, professional dialogue and pupil voice. Feedback is timely, actionable and designed to move learning forward.

8. Rich Language & Cultural Capital

Language development, vocabulary instruction and enriching experiences are embedded throughout the curriculum to broaden horizons and strengthen identity, aspiration and knowledge of the wider world.



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

Challenge no.	Detail of challenge
1 Attendance	Persistent absence remains the most significant barrier to progress. Attendance for disadvantaged pupils (90.4%) and those with SEND (87.8%) is well below national, with persistent absence reaching 42.2% for PP and 46.8% for PP+SEND. Low attendance limits access to high-quality teaching, targeted interventions and safeguarding support, directly contributing to slower progress in reading, writing and maths.
2 Low starting points in EYFS.	Many pupils enter EYFS with exceptionally low levels of communication, vocabulary, cultural literacy and fine-motor development. A substantial proportion have not accessed pre-school or arrive without school readiness routines. These gaps are more pronounced for disadvantaged pupils and impact early writing, language development and self-regulation, limiting their ability to make strong early progress.
3 Reading outcomes beyond phonics	Despite strong phonics performance, reading fluency and comprehension decline as pupils move through the school. Vocabulary gaps, limited background knowledge and weaker comprehension strategies contribute to widening attainment gaps for disadvantaged pupils, particularly in KS2. Reading outcomes at KS2 remain below national for all pupils, including those eligible for PP.
4 Writing outcomes	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in most year groups. Between Year 2 and year 5, the writing attainment of disadvantaged children noticeably declines. Writing is also the area that has been identified across school as negatively impacting on % of pupils achieving combined.
5 Maths outcomes and fluency	Mathematical pedagogy and progress are inconsistent across year groups. While the revised spiral curriculum and CPD has strengthened structure, general pedagogy and conceptual understanding, fluency gaps persist—particularly rapid recall of multiplication facts. MTC outcomes have declined (PP average 15.7 vs 19.4 for all), with disadvantaged pupils struggling to keep pace, impacting on other mathematical concepts taught, as well as reasoning and problem-solving.
6 Formative and summative assessment	Assessment for learning is not delivered consistently across classrooms. Some teachers require further support to identify misconceptions, adapt teaching responsively, and provide precise, actionable feedback. While standardised testing and moderation have improved accuracy, assessment information is not yet used consistently to accelerate progress for disadvantaged pupils.
7 Inclusion and belonging: Identifying and meeting the needs of multiple vulnerabilities	A high proportion of disadvantaged pupils present with additional vulnerabilities (SEND, safeguarding involvement, mental health needs). Many require support with emotional regulation, readiness to learn, home routines, or accessing external services. These combined needs affect attendance, engagement, and capacity to retain prior learning. Demand for pastoral and SEND support is high, increasing pressure on provision and staff. While there has been no permanent exclusions, the school does have a high suspension rate of 8.06% during 2024/25, which reflects the increased complex needs of the school community and the need for intensive whole school approach and personalised support for families and individual pupils to ensure they feel supported and their needs are being met. The high suspension rate also impacts on attendance figures.
8 Limited Cultural Capital and Enrichment Access	Many disadvantaged pupils have limited exposure to cultural, academic and real-world experiences outside school. Financial and social barriers reduce access to clubs, trips, and enrichment. As a result, pupils may have weaker background knowledge, lower confidence, and reduced aspiration. This impacts comprehension, reasoning, vocabulary development and engagement with the wider curriculum.
Concluding summary	Across all eight barriers, the most significant whole-school factor limiting progress for our disadvantaged pupils is persistent absence and low attendance. This impacts access to QFT, intervention, and pastoral support.



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 – what we aim to achieve by 2028	Success criteria
<p>1. Improved Attendance and Reduction in Persistent Absence</p> <p>Outcome: Disadvantaged pupils have significantly improved attendance and persistent absence reduces year-on-year so that it approaches national by the end of the three-year strategy.</p>	<ul style="list-style-type: none"> ➤ Persistent absence for disadvantaged pupils reduces by at least 10 percentage points per year from the 41.3% baseline: Year 1 <31%, Year 2 <21%, Year 3 <11%. ➤ Attendance for PP+SEND rises from 86.3% to 90% in Year 1 and moves closer to 96% by Year 3. ➤ PP vs non-PP attendance gap narrows by ≥1.5–2% per year. ➤ ≥90% of targeted families engage with attendance meetings, Early Help or support plans (tracked termly).
<p>2. Strong Foundations in EYFS</p> <p>Outcome: Disadvantaged children achieve GLD in line with their peers, underpinned by accelerated progress in language, communication, self-regulation, early reading and early writing.</p>	<ul style="list-style-type: none"> ➤ GLD for PP pupils increases by ≥6% per year, moving from 38% to ≥56% by Year 3 (towards national). ➤ EYFS Checkpoint Tracker and ongoing assessment show term-on-term improvement in communication, vocabulary, fine-motor and early writing skills. ➤ Increasing proportions of EYFS pupils demonstrate independence in self-care and regulation from their baseline to the end of the academic year. ➤ High-quality, language-rich provision and adult/pupil interaction observed consistently.
<p>3. Improved Oral Language and Vocabulary</p> <p>Outcome: Disadvantaged pupils demonstrate stronger oral language, vocabulary and communication skills, enabling improved access to the curriculum.</p>	<ul style="list-style-type: none"> ➤ Learning walks, use of learning walls, book studies and pupil voice show improved vocabulary use, oracy and engagement. ➤ Teachers report improved pupil access to whole-class teaching, particularly for the First 20%. ➤ Diagnostic assessments (e.g., SALT tools, YARC) show measurable improvement for ≥75% of targeted pupils each term.
<p>4. Accelerated progress for the First 20% and improved attainment in Reading, Writing and Maths</p> <p>Outcome: Attainment gaps in core subjects narrow significantly towards national benchmarks, and disadvantaged pupils make accelerated progress from their starting points.</p>	<ul style="list-style-type: none"> ➤ Year-on-year upward trend in PP outcomes in reading, writing & maths for every year group (≥6% annual increase reaching expected). ➤ Gap between PP and all pupils in core subjects reduces to ≤10 percentage points in every year group by 2026, and narrows further year on year. ➤ Phonics outcomes for PP remain at or above national for all (maintained strength). ➤ Increased proportions of pupils in receipt of PP achieve combined RWM year on year. ➤ Curriculum monitoring shows EYFS, teaching & achievement consistently graded “Expected Standard” by Year 2 and sustained.



<p>5. Effective Formative Assessment and Feedback</p> <p>Outcome: Teachers use high-quality formative assessment to adapt teaching and accelerate progress for disadvantaged pupils.</p>	<ul style="list-style-type: none"> ➤ 100% of teachers implement agreed formative assessment practices by the end of summer term 1 (2026) and this is maintained thereafter. ➤ Monitoring (learning walks, planning, book study) shows consistent use of effective questioning, retrieval, adaptive teaching for the First 20%, and actionable feedback. ➤ Termly data and Pupil Progress Meetings show accelerated progress for the identified First 20%. ➤ Pupils can articulate how feedback helps them improve.
<p>6. Inclusion, Belonging and Wellbeing</p> <p>Outcome: Pupils feel safe, included and able to regulate their emotions, enabling them to access learning with success.</p>	<ul style="list-style-type: none"> ➤ ≥90% positive pupil voice (bi-annually) from PP pupils on safety, belonging, happiness. ➤ Consistent adult use of regulation & relational practice (≥90%) evidenced through monitoring. ➤ Behaviour incidents and SEMH data show a minimum 25% reduction in incidents for vulnerable groups. ➤ Suspensions reduce by ≥50% by Year 2, aiming for zero suspensions by 2028. ➤ See Intended outcome 1 for success criteria on improved attendance that also directly links to Inclusion and belonging. ➤ At least 70% of pupils receiving targeted wellbeing support show measured improvement on school tracking systems.
<p>7. Strong Parent Partnerships</p> <p>Outcome: Sustained family-school partnerships enable improved attendance, learning routines and support for vulnerable pupils.</p>	<ul style="list-style-type: none"> ➤ ≥40% of PP families engage in workshops or home-learning by 2026/27, rising to 75% by 2027/28. ➤ Data from <i>Learning with Parents</i> online platform shows increased home reading by targeted families over the academic year. ➤ Case studies show improved daily routines and punctuality. home reading for ≥70% of targeted families. ➤ Parent surveys reach ≥85% positivity by Year 2 and ≥90% by Year 3. ➤ PA reduces significantly among families supported through Early Help (≥15% reduction per year).
<p>8. Improved Cultural Capital and Raised Aspirations</p> <p>Outcome: All disadvantaged pupils access enriching experiences that build confidence, identity, cultural literacy and aspiration.</p>	<ul style="list-style-type: none"> ➤ 100% of PP pupils attend at least one club, enrichment activity or visit each year. ➤ All pupils experience “mirrors, windows and doors” opportunities through the curriculum. ➤ Increased representation of disadvantaged pupils in leadership roles (e.g., School Council, Worship Crew, Kindness Heroes). ➤ Careers curriculum and ambassador roles increase confidence and aspiration, reflected through pupil voice.



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 Budgeted cost: £ 70,384

Challenge number and heading	Activity	Evidence that supports this approach	Impact (termly update)
<p>2 Strong foundations in EYFS</p> <p>3 Improved oral language</p>	<p>EYFS Provision & CPD Targeted CPD, curriculum refinement and enhanced EYFS provision to strengthen early language, vocabulary, fine-motor skills and self-regulation for disadvantaged pupils. This includes improving the quality of resources and outdoor provision.</p> <p style="text-align: right;">£1,250</p>	<ul style="list-style-type: none"> • High-quality CPD improves teaching and early attainment (EEF Early Years). • Early language and communication interventions have high impact (+6 months). • Well-sequenced EYFS curriculum improves school readiness and GLD outcomes. • High-quality resources enhance modelling, scaffold learning, and increase access for disadvantaged pupils (EEF: Early Years, Literacy, Metacognition). • Purposeful outdoor provision supports language, physical development, and early literacy/numeracy (EEF Early Years Toolkit). <p>Early years foundation stage statutory framework – Sept. 2025 https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2 https://educationendowmentfoundation.org.uk/early-years</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
<p>2 Strong foundations in EYFS</p> <p>4 Accelerated progress for the First 20% and improved attainment in reading</p>	<p>Systematic Phonics Instruction Continue fidelity to RWI with regular assessments, coaching and development days.</p> <p style="text-align: right;">£2,171</p>	<ul style="list-style-type: none"> • Systematic phonics is high impact and low cost (+5 months, EEF). • Integrated writing components improve encoding and reading comprehension. • NFER's evaluation of RWI - schools with strong internal coaching structures implemented the programme more effectively and saw better pupil outcomes. 	



<p>3 Improved oral language & vocabulary</p> <p>4 Accelerated progress for the First 20% and improved attainment in reading & writing</p> <p>6 Inclusion & belonging</p> <p>8 Improved Cultural Capital & aspirations</p>	<p>Developing an effective English (reading and writing) curriculum and pedagogy</p> <p>Subject leader time for text mapping whole class reading books, books to study in writing and class reader/reading for pleasure books.</p> <p>Also, leadership time for adopting the LAAT writing curriculum documentation and pedagogical framework.</p> <p>Includes purchasing high-quality texts to widen pupils' citizenship skills and cultural knowledge, as well as immersing children in rich texts to raise overall attainment in reading and writing.</p> <p style="text-align: right;">£3,500</p>	<p>A robust writing curriculum is supported by strong evidence when it:</p> <ul style="list-style-type: none"> • is systematic, cumulative, and explicitly taught • uses modelling, scaffolding, and shared writing • builds vocabulary, grammar, and sentence fluency • provides structured opportunities for planning, drafting, revising, and editing • incorporates high-quality feedback • ensures clear progression across genres and year groups <p>Access to rich texts and cultural knowledge reduces the "knowledge gap" for disadvantaged pupils (Hirsch).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
<p>4 Accelerated progress for the First 20% and improved attainment in reading, writing & maths</p> <p>5 Effective formative assessment & feedback</p>	<p>CPD and Coaching programme to raise standards in R/W/M.</p> <p>Using expertise for professional development and bespoke coaching on the pedagogy of the new and improved reading, writing and maths curriculum with a clear focus on the implementation of the LAAT T&L Toolkit and meeting the needs of the First 20%. This also includes the effective deployment of TAs.</p> <p>Opportunities to release staff to observe effective practice across the hub/wider Trust, inc. moderation opportunities.</p> <p style="text-align: right;">£35,344</p>	<ul style="list-style-type: none"> • Sustained, high-quality CPD is a cost-effective way to raise pupil attainment, with coaching and rehearsal-based training among the most impactful approaches. • High-quality teaching has the greatest impact on disadvantaged and lower-attaining pupils. This includes adapting instruction, scaffolding, and precise modelling, all of which rely on strong pedagogical training. • Teachers' deep subject knowledge and pedagogical content knowledge are key predictors of pupil progress (Nunes & Bryant). • DfE's Maths Guidance and NCETM emphasise that strong maths teaching requires coherent sequencing, where long-term curriculum structures are translated into small, connected steps in lessons. 	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>



<p>5a Effective formative assessment & feedback</p> <p>5b Improved use of summative assessment data</p> <p>4 Accelerated progress for the First 20% and improved attainment in reading, writing & maths</p>	<p>Assessment for Learning Whole school CPD on formative assessment (effective questioning, retrieval practice and feedback strategies) using the 'first and best approach'.</p> <p>Summative assessments (PIRA/PUMA), moderation, improved data use.</p> <p>Termly robust Pupil Progress meetings to increase teacher ownership of outcomes, specifically for the First 20%.</p> <p style="text-align: right;">£12,078</p>	<ul style="list-style-type: none"> • Effective formative assessment has very high impact (+7 months, EEF). • Feedback improves progress when actionable and timely. • Moderation increases accuracy of teacher assessment. • Protected release time for termly Pupil Progress Meetings is strongly supported by evidence because it enables accurate diagnosis, targeted intervention planning, and consistent monitoring—key drivers of accelerated progress for the 'lowest-attaining' 20%. <p>2018-Pupil-Progress-Meetings-in-Action.pdf</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
<p>4 Accelerated progress for the First 20% and improved attainment in reading, writing & maths</p> <p>6 Inclusion & belonging</p>	<p>Inclusion – access to the curriculum Release time for SENDCo to assess need and monitor in-class provision (adaptations and scaffolding) so that the First 20% can access the curriculum in line with their peers.</p> <p style="text-align: right;">£16,041</p>	<ul style="list-style-type: none"> • The First 20% have a right to the same ambitious curriculum as their peers, with adaptations made early to prevent gaps widening. • Release time enables the SENDCo to provide bespoke guidance and resources, ensuring adaptations are consistent, effective, and embedded across subjects. 	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>



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

Budgeted cost: £26,171

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
<p>2 Strong foundations in EYFS</p> <p>4 Accelerated progress for the First 20% and improved attainment in writing</p>	<p>Foundational skills - early writing Fine and gross motor interventions to improve foundational skills, particularly of the First 20%. These are short, regular, structured sessions that model, scaffold and practise specific component skills (e.g., pencil grip, posture, formation). £880</p>	<ul style="list-style-type: none"> For many lower-attaining pupils, weaker self-regulation/executive skills and fine-motor control (e.g., handwriting stamina/legibility) can impede access to literacy and the wider curriculum, especially for disadvantaged pupils. 	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
<p>3 Improved oral language & vocabulary</p>	<p>Language development Intervention to support language development, particularly of the First 20%. £2,300</p>	<ul style="list-style-type: none"> Oral language interventions are high impact (+6 months). Early communication skills underpin reading, writing and self-regulation. Particularly effective for younger and disadvantaged learners. <p>Closing the Disadvantage Gap (EEF Toolkit) ASE IIS.pdf</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
<p>4 Accelerated progress for the First 20% and improved attainment in reading</p>	<p>Reading fluency Reading interventions and resources (inc. Herts Reading Fluency project & YARC assessment). Reading Fluency model (echo/modelled prosody, repeated/performance reading, text marking). £3,522</p>	<ul style="list-style-type: none"> Fluency programmes improve accuracy, expression and comprehension. Repeated reading is high impact for struggling readers (EEF). KS2 Fluency Project shows rapid gains for lowest 20%. <p>Reading comprehension strategies EEF https://www.hfleducation.org/reading-fluency/key-stage-2-ks2-reading-fluency-project</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>



<p>4 Accelerated progress for the First 20% and improved attainment in maths</p>	<p>Multiplication facts Online resources to support rapid recall of multiplication facts – for intervention and home learning. NB: This does not replace specific teaching of conceptual understanding and application of multiplication and division facts, but the resources will be an additional strategy for practice at rapid recall.</p> <p style="text-align: right;">£96.00</p>	<p>EF publishes guidance to help teachers boost primary and... EEF</p> <p>The Five Big Ideas at Primary – Fluency NCETM</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
<p>4 Accelerated progress for the First 20% and improved attainment in reading, writing & maths</p>	<p>Interventions to raise attainment TA deployment and interventions – KS1 TA deployment and interventions – KS2. Interventions including Fast Track phonics tutoring, 1:1 tutoring and pre and post learning.</p> <p style="text-align: right;">£14,160</p>	<ul style="list-style-type: none"> • Phonics catch-up: +5 months progress • Structured TA interventions are effective when well-designed (EEF, +4 months). • Diagnostic assessment ensures the right pupils receive the right support. • Links to classroom learning improve transfer and retention <p>Phonics EEF EEF-Guidance-making-best-use-of-TA.pdf</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
<p>6 Inclusion, belonging & wellbeing</p> <p>3 Improved oral language</p> <p>4 Accelerated progress in reading, writing & maths</p>	<p>Additional vulnerabilities Educational Psychologist £2,160</p> <p>Specialist teacher support £1,440</p> <p>External Speech and Language Therapist £1,613</p> <p>These external partners provide bespoke diagnostic assessment of needs for pupils who are disadvantaged and SEND and will advise staff regarding teaching approaches, improvements to learning environments, curriculum resources, strategies to increase engagement and recommendations to reduce behaviour incidents.</p>	<ul style="list-style-type: none"> • Expert diagnostic assessment improves precision of intervention and helps schools implement evidence-based approaches. • UK outcomes data from the Royal College of Speech and Language Therapists (RCSLT) show 79% of children receiving SLT demonstrate improvement in need severity, communication, and/or participation in education or social activities. • Language need is more prevalent among disadvantaged pupils; targeted SLT (including parent- and school-mediated approaches) supports access to teaching and reduces barriers to attendance, engagement, and attainment <p>Most children who receive speech and language therapy have improved outcomes RCSLT committees.parliament.uk/writtenevidence/118105/pdf/</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>



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

Budgeted cost: £29,536

Challenge number and challenge heading	Activity	Evidence that supports this approach	Impact (termly update)
<p>1 Improved attendance & reduction in PA</p> <p>6 Inclusion, belonging & wellbeing</p> <p>7 Strong parent partnerships</p>	<p>Targeted Attendance Support: Implementing Trust-wide policy and principles: Attendance Policy - V3.docx Attendance Principles September 2025.pdf</p> <p>Data-Driven Monitoring: Weekly analysis of attendance data - identify trends and trigger early intervention. Cross-reference low attendance with safeguarding concerns and SEND – taking appropriate action where necessary.</p> <p>NEL EWS SLA: Education Welfare Officer (EWO) coordinates personalised plans for 100% of pupils at risk of persistent absence, including home visits and multi-agency support, joint with attendance lead. £1,920</p> <p>Pastoral Manager, Attendance Lead and EWO promote the value of education, explain attendance expectations, and provide strategies for establishing home routines. These are built into Early Help and Attendance meetings. £200</p>	<ul style="list-style-type: none"> • Rapid intervention reduces persistent absence (DfE Attendance Guidance). • Multi-agency work addresses the contributory factors to absence—social disadvantage, unmet SEN, communication needs, anxiety, and challenges at home. • Strong routines improve engagement and achievement. <p>Supporting School Attendance (EEF resource with six evidence-informed themes) https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence committees.parliament.uk/writtenevidence/118105/pdf/</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
<p>1 Improved attendance & reduction in PA</p>	<p>Breakfast club</p>	<ul style="list-style-type: none"> • Improves readiness to learn and concentration. 	



<p>6 Inclusion, belonging & wellbeing</p>	<p>Fund provision for PP pupils and ensure access to a daily healthy breakfast.</p> <p>In addition, the 'breakfast bagel' initiative on entry into school is available in which the government subsidizes 75% of the cost and school funds the additional 25%.</p> <p style="text-align: right;">£6,298</p>	<ul style="list-style-type: none"> • Removes morning barriers for vulnerable families. • Increases punctuality and attendance. <p>https://www.gov.uk/guidance/national-school-breakfast-club-programme</p>	
<p>6 Inclusion, belonging & wellbeing</p> <p>1 Improved attendance & reduction in PA</p> <p>7 Strong parent partnerships</p>	<p>Supporting pupils and families with SEMH needs.</p> <p>Whole staff training on, and embedding of, Unconditional Positive Regard and de-escalation strategies.</p> <p>Pastoral Lead and TA support for families and dysregulated children.</p> <p>Early Help involvement to support family needs across agencies.</p> <p style="text-align: right;">£8,805</p>	<ul style="list-style-type: none"> • Consistent relational practice reduces dysregulation and exclusions (EEF Behaviour). • Emotional safety underpins academic engagement. • Early Help involvement addresses complex home factors that affect wellbeing, conduct, and attendance (e.g., socio-economic disadvantage, SLCN, SEND). <p>Benefits of Unconditional Positive Regard in Child Development</p> <p>RS Network The power of positive relationships: creating a sense of...</p> <p>Behaviour interventions EEF</p>	
<p>7 Strong parent partnerships</p> <p>6 Inclusion, belonging & wellbeing</p> <p>1 Improved attendance & reduction in PA</p>	<p>Increasing parental engagement</p> <p>Open days, workshops, reading cafés, Learning With Parents digital platform, digital home reading logs.</p> <p>https://learningwithparents.com/digitalreadinglog/</p> <p style="text-align: right;">£2,573</p>	<ul style="list-style-type: none"> • Parents of children with SLCN or SEMH often report difficulties accessing support—strengthening parent-school relationships reduces barriers to communication and participation. • Well-designed digital platforms can improve parental involvement. • Good levels of parental engagement are consistently associated with better academic outcomes. <p>https://learningwithparents.com/about-us/</p> <p>Working with Parents to Support Children's Learning EEF</p>	



<p>6 Inclusion, belonging & wellbeing</p> <p>8 Improved Cultural Capital & raised aspirations</p>	<p>Cultural Capital & Aspirations</p> <p>Ambassador roles to engage the First 20% in the wider school community and build belonging, confidence and self-esteem.</p> <p>Development of a Careers curriculum to support children, particularly the First 20% to understand the world of work and raise their aspirations.</p> <p style="text-align: right;">£200</p>	<ul style="list-style-type: none"> • Providing meaningful roles encourages a sense of belonging and feeling valued. • Early career-related learning helps broaden pupils' awareness of the world of work, challenge stereotypes, and prevent premature self-limiting beliefs (e.g., "science isn't for girls" or "university isn't for people like me.") • Careers children aspire to often match the jobs of their parents, relatives, or those they see in media, narrowing their perceived options. Disadvantaged pupils are particularly affected by this limiting effect. <p>What works? Career-related learning in primary schools - Education and Employers</p> <p>RS Network Careers Learning in the Primary Years</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>
<p>6 Inclusion, belonging & wellbeing</p> <p>8 Improved Cultural Capital & raised aspirations</p>	<p>Extra-curricular activities and enrichment opportunities</p> <p style="text-align: right;">£9,540</p>	<p>Enrichment increases belonging, motivation, and school connectedness, which is especially beneficial for pupils at risk of persistent absence.</p> <p>Broadening experiences improves vocabulary and world knowledge.</p>	<p>End of Spring term:</p> <p>Summer term:</p> <p>Autumn term 2026:</p>

Total budgeted cost: £126,091

(£7,139 Contingency to be allocated as strategy is reviewed following implementation cycles)



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils – Summary of Impact 2024/25

During 2024/25, we analysed the attainment and progress of pupils in receipt of Pupil Premium across EYFS, PSC, MTC, KS1, KS2 and internal assessments. The picture demonstrates **strengths in early reading**, but **significant weaknesses in attendance, writing, maths fluency, and EYFS outcomes**, particularly for pupils with multiple vulnerabilities.

GLD – Good Level of Development		
2023-24	All - 57%	PP – 56%
2024-25	All - 50%	PP - 38% > 2 chd
PSC – Phonic Screening Check		
2023-24	Y1 All – 87%	PP - 82% > 1 chd
2023-24	Y2 All – 89%	PP – 91%
2024-25	Y1 All - 76%	PP – 85%
	Y2 All – 93%	PP - 93%
MTC – Multiplication Times Tables Check		
2023-24	All – Average 22.4	PP - Average 22.4
2024-25	All - Average 19.4	PP – Average 15.7

	Reading			Writing			Maths		
	All	PP	Gap	All	PP	Gap	All	PP	Gap
Y1	35%	38%	+3	41%	46%	+5	41%	46%	+5
Y2	82%	71%	-11 >2 chd	75%	64%	-11 >2 chd	86%	86%	= 0
Y3	75%	69%	-6 >1 chd	50%	46%	-4 >1 chd	67%	53%	-14 >2 chd
Y4	75%	55%	-20 >2 chd	67%	30%	-37 >4 chd	69%	35%	-34 >3 chd
Y5	76%	57%	-19 >3 chd	54%	28%	-34 >4 chd	54%	28%	-34 >4 chd
Y6	64%	65%	+1	79%	82%	+3	64%	65%	+1



In previous years, the school was able to secure a speech and language therapist in-house. However, due to personal circumstances this could not be maintained. There remains an increased focus on oral language development in the early years, through the use of a local authority speech and language therapist, and now a trained TA, but this is not yet impacting on outcomes for GLD.

The use of pupil premium funds for phonics, including Read, Write, Inc (RWI) resources, RWI development days, Phonics Lead monitoring and fast track tutoring has resulted in strong PSC results. Children in receipt of PP are outperforming their peers and are above all children nationally. In order to sustain this, we need to continue to ensure that children in receipt of PP have secured these fundamentals to access and succeed in all areas of the curriculum.

There has also been vocabulary development across the rest of the school, through CPD, the Trust's teaching toolkit, use of learning walls etc. This has continued to build on these foundations. However, while there has been a significant improvement in reading, we are yet to see evidence of impact in writing (with the exception of Y6). The Wigit software has now been implemented across the school to support inclusive and adaptive teaching, allowing vocabulary to be dual coded to aid pupils' understanding of the content being taught when language is a barrier to learning.

Reading has been a priority following the disappointing end of KS2 outcomes in 2023/24 and low outcomes of children in receipt of PP across the school. Subsequently, a new curriculum and pedagogy beyond phonics have been introduced with the support of the Trust's Associate Lead for English. This was trialed first by the English lead/Y6 teacher and showed a positive impact by improving on previous year's outcome by 19% with pupil premium children achieving outcomes in line with their peers. A carefully planned and bespoke reading spine was introduced to address the cultural literacy gaps of our pupils in receipt of PP. We now need to embed this throughout the school. Whilst ensuring that this is embedded the focus for this year will be on developing a more robust writing curriculum and pedagogy framework in line with the Trust expectations.

By the end of KS2, maths outcomes have been on a three-year decline. As a result, the school used some of the funding to buy in specialist support from a Maths consultant. The Maths consultant worked alongside the Maths Lead to review the existing curriculum and replace it with a well sequenced and progressive spiral curriculum. Consequently, the Maths consultant delivered extensive training and coaching to ensure effective implementation of the new curriculum. This has resulted in strong outcomes at the end of KS1 and the gap closed between children in receipt of PP and all at the end of each KS. There is still further work required to improve outcomes in year groups below Year 6 (and particularly outcomes in the MTC), as well as narrowing the gap at the end of KS2 to national, which is reflected in the activities chosen in this year's PP Strategy Statement.

Standardised testing (PIRA/PUMA/YARC) and the use of Insight Assessment tool, alongside pupil progress meetings and moderation, both in house and Trust wide, has increased the accuracy of data. There is still work to be done to use the knowledge of this assessment data to increase progress of our vulnerable groups and close the gap between those in receipt of PP and their non-eligible peers.



The school has also invested in the Trust's high-quality CPD, whereby every subject network training has focused on improving outcomes for children with multiple vulnerabilities, including children in receipt of PP. Some of the PPG has gone on subject leader release time and resources to support children who are in receipt of PP, as well as SEND or SEMH needs. Due to the context of the school, this remains a priority.

Working closely with the SENDCO for those children who have multiple barriers to learning – such as being disadvantaged and on the SEND register we have worked with outside agencies to ensure that high quality intervention meets their wide range of needs. This will be a significant focus of our three-year plan. Our year 6 cohort for 25/26 has significant multiple barriers that need addressing.

The context of our school community identifies significant support for pupils and families with SEMH needs – a large proportion having multiple vulnerabilities. The PPG is used to provide bespoke support from a highly qualified Pastoral Lead (previous social worker) and a SEMH TA so that strong links can be made with other external agencies and interventions taking place to regulate a child in helping them be ready for learning.

Children have participated in clubs, trips and residential without barriers, but a wider offer is required to really build on cultural capital opportunities.

The Learning with Parents online software has encouraged an increase in parental engagement in home reading, but there is still work to be done to have the desired impact on children in receipt of PP across the school. Teachers are able to monitor the accessibility of this learning platform, which has enabled them to identify children who need intervention at school where home learning is lacking.

Attendance

	2023/24	2024/25
Attendance ALL	93.6%	92.6%
Attendance PP	91.8%	90.5%
Persistence Absenteeism ALL	19.1%	28.4%
Persistence Absenteeism PP	28.1%	41.3%

Attendance over the last two years have been below national for all groups of children with the PA rate being particularly alarming for children in receipt of PP. The significant change in leadership over the past year is likely to have contributed to this area not being tackled as robustly as it should have been, but with a strengthened substantive leadership team now in place, this is now a high priority.

In summary, we know our disadvantaged pupils exceptionally well, and our strategy is sharply aligned to their needs.

In a context of complex disadvantage and a school in special measures, we have stabilised systems, strengthened curriculum implementation, and developed targeted work in reading, writing, maths, attendance and SEMH.

We are now in a strong position to secure sustained, long-term improvement, and our three-year Pupil Premium strategy provides a clear and credible roadmap for ensuring every child at St Peter's can flourish.



Externally provided programmes (non-DfE programmes used in the previous academic year)

Programme	Provider
Read, Write, Inc	Ruth Miskin
Herts for Reading Fluency programme and YARC assessment	HFL
Digital reading logs	Learning with Parents
SALT	NHS
Widgit	Widgit Online
TT Rockstar	Maths Circle Ltd
ELSA	ELSA
Charanga Music	Charanga
Language Angels	Language Angels

Further information

In planning our pupil premium strategy, we evaluated the impact of previous plans. A review was completed with teaching and support staff to analyse what had worked well and to explore the barriers that face our families in receipt of pupil premium and those that don't quite meet the threshold.

We also participated in a pupil premium workshop led by the Trust pupil premium lead (September 2025), with the opportunity to engage in collaborative professional dialogue and planning with schools from similar contexts to share good practice.