

Pupil premium strategy statement – St Peter and Paul’s RC Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	26%
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)	2026/2027
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Louise Bates (Headteacher)
Pupil premium lead	Louise Bates (Headteacher)
Governor / Trustee lead	Maria Borscz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,780
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£79,780

Part A: Pupil premium strategy plan

Statement of intent

At St Peter & St Paul's RCP School, we hold high aspirations and ambitions for every child in our care, firmly believing that no child should be left behind. We are resolutely committed to ensuring that all pupils are given every opportunity to achieve their full potential, regardless of their starting points, backgrounds, or any barriers to their learning.

To accomplish this, we provide quality teaching that meets the diverse needs of all students. Specifically, children identified as disadvantaged receive tailored support through adapted teaching approaches, supplementary interventions, and enriched opportunities designed to enhance their attainment and cultural capital. Furthermore, additional provisions are organised for children identified as looked after or those who have previously been in care, ensuring that they, too, have the necessary resources to thrive academically and socially.

Our approach is collaborative; all teaching and support staff actively engage in data analysis to identify pupils who require support. Our pupil premium funding is allocated to benefit all pupil premium children, not solely those who are underperforming. We systematically target underachievement at every level and carefully consider the individual needs of each child, providing personalised next steps in their educational journey. Moreover, we recognise that developing cultural capital is integral to our pupils' overall school experience, thereby enhancing their growth and success.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate very low starting points for some of our pupils, particularly in Communication and Language and Personal, Social and Emotional Development.
2	Assessments, observations and discussions with pupils suggest that some of our disadvantaged pupils have underdeveloped social and communication skills and vocabulary. This is evident from Reception through to KS2 and in general, is more prevalent amongst our disadvantaged pupils than their peers.
3	There are high rates of mobility and international new arrivals across key stage 2.
4	Some pupils have limited experiences beyond the classroom- a deficit of cultural capital.
5	In some cases, there is limited learning support at home (reading at home, homework, attendance at school activities, experiences, ability to manage behaviour)
6	Attainment is below age-related expectations for some of our disadvantaged pupils.
7	A growing number of pupils with SEND, with high levels of needs.
8	Attendance for some of our disadvantaged pupils is below average and, in some cases, resulting in persistent absences.

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 close the attainment and progress gap between disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths, in all year groups.	The gap in attainment and progress for disadvantaged pupils diminishes in all year groups.
Improve oral language skills and vocabulary gaps among disadvantaged pupils	Pupils can articulate their learning confidently and make links across the curriculum.
To raise pupil's cultural capital, providing all pupils with opportunities to develop their understanding and experience of the wider world.	Continue to provide enrichment opportunities and extra-curricular activities for the pupils, to enhance their cultural capital.
Pupils to demonstrate resilience when faced with problems or challenges.	Pupils will persevere with a problem-solving activity in a range of scenarios and subjects.
Pupils have a positive mental well-being and know how to access support if needed.	Pupils identify as happy and positive about themselves and access a range of services in school if they are struggling with managing emotions.
A growing number of pupils with SEND, with high levels of needs.	Pupils are able to access the curriculum or a bespoke curriculum, to best meet their needs.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher in Year 6, for Reading, Writing and Maths, facilitating small group provision.	EEF rates reduced class sizes and small group provision as +2. When a change in teaching approach does accompany a class size reduction (which appears hard to achieve until classes are smaller than about 20) then benefits on attainment can be identified, in	1, 2, 3, 5, 6, 7

	addition to improvements on behaviour and attitudes.	
Individual copies of novels purchased for all pupils to access a range of texts.	EEF rates reading strategies as +6. There are some indications that approaches involving digital technology can be successful in improving reading comprehension.	1, 2, 3, 5, 6
Reading Plus programme utilised to support and target UKS2 PPG pupils.	EEF rates reading comprehension programmes as +6. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	1, 2, 3, 5, 6, 7
High quality refresher phonics training for all teaching staff.	EEF rates the teaching of phonics as +5. 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'	1, 2, 3, 5, 6, 7
SENDCO completed NPQH qualification to enhance expertise in creating bespoke curriculum, to best meet pupil needs.	Increased leadership capacity to implement evidence-informed SEND provision, develop staff expertise and improve adaptive teaching. The EEF highlights that improving teaching quality through effective professional development is the most powerful lever for improving outcomes for disadvantaged pupils.	1, 2, 3, 5, 6, 7
Following reading lead participating in EEF trial of the Power of Reading , programme rolled out to KS2 teachers and classes.	Final impact evaluation of this specific trial is ongoing. The programme aligns with EEF evidence indicating that integrating reading and writing yields strong educational benefits. The EEF identifies oral language approaches, a core feature of Power of Reading, as having an average impact of +6 months' additional progress	1, 2, 5, 6, 7

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club interventions.	EEF rates extending the school time as +2. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hour's provision. Improved attendance and punctuality for identified pupils. Nurture provided before the start of the school day for identified pupils.	1, 2, 5, 6, 7, 8
HLTA to deliver interventions to identified pupils across school.	EEF rates 1-1 tuition as +5 Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1, 2, 3, 5, 6, 7, 8
High quality after school interventions for UKS2 pupils, conducted by each class teacher.	EEF rates 1-1 tuition as +5 Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1, 2, 3, 5, 6, 7, 8
Additional daily reading and homework support for pupils identified as disadvantaged, before school.	EEF rates homework support and clubs as +5. Pupils eligible for free school meals typically receive additional benefits from homework.	1, 2, 3, 5, 6, 7, 8
Additional phonics interventions purchased to provide 1-1 daily catch-up phonics.	EEF rates the teaching of phonics as +5. 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.	1, 2, 3, 5, 6, 7, 8
Speech and Language therapist to work with	EEF rates oral language interventions as +6. Oral language approaches have a high	1, 2, 3, 5, 6, 7

identified vulnerable pupils with speech, language and communication needs.	impact on pupil outcomes of 6 months' additional progress.	
Educational Psychologist support 2.5 days; SENCO to work with class teachers to identify vulnerable pupils and request assessment and reports. Reports support learning needs and individual pupils.	Educational Psychologist reports have supported 7 successful EHCP applications between 2023 and 2025. Evidence is being gathered for three further ECHP applications in 2026. Educational Psychologist is working with pupils, teachers and the SENDCo to further support the learning needs of individual pupils on a day-to-day basis.	1, 2, 3, 5, 6, 7
Behaviour support; 1-1 interventions with identified pupils and submitting assessments and reports to support learning needs of individuals.	Behaviour support is working with pupils, teachers and the SENDCo to further support the learning needs of individual pupils on a day-to-day basis. Behaviour support reports help support EHCP applications, 7 of which were successfully granted between 2024- 2025.	1, 2, 3, 5, 6, 7
Provide personalised one-to-one tutoring for pupils, focusing on specific curriculum areas where they need most support, adapted to meet the unique learning styles and needs of each pupil.	EEF rates one-to-one tailored tuition as +5.	1, 2, 3, 5, 6, 7

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

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Learning mentor to support with nurture interventions,	EEF rates behaviour interventions as +4. Behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	1, 2, 3, 5, 6, 7, 8
Breakfast club provision made available to all PPG pupils to support vulnerable pupils and families.	EEF rates extending the school time as +2. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.	1, 2, 5, 6, 8
Uniform purchased for families where necessary, to ensure all pupils have equal provision.	Families who may be facing hardship or financial difficulties have been sensitively supported and provided with school uniform.	5
Subsidising all educational visits; educational visits are selected to expand on the curriculum and to develop pupils's cultural capital.	EEF reported on studies showing essential life skills are important in determining life chances and can be measured in a robust and comparable way.	1, 3, 4
Subsidising residential visits, to ensure all pupils are able to attend.	EEF reported on studies showing essential life skills are important in determining life chances and can be measured in a robust and comparable way.	1, 2, 4, 5, 8
Transport provided for families identified as vulnerable, requiring support with transport for school.	Improved attendance and punctuality for vulnerable pupils.	1, 2, 5, 6, 7, 8
Funding for Christmas Pantomime and theatre visits for pupils to access experiences	EEF rates the impact of arts participation as +3. The average impact of arts participation on other areas of academic learning appears to be positive. Improved outcomes have	1, 2, 4, 5, 6

outside of the classroom.	been identified in English, mathematics and science.	
Daily snack purchased and paid for, for all pupils identified as disadvantaged.	Families who may be facing hardship or financial difficulties have been sensitively supported.	5
Professional development for staff in advanced specialist strategies, such as behaviour management, differentiated instruction, and using assistive technologies that support the learning of pupils.	EEF rates behaviour interventions as +4. Behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	1, 2, 7, 8

Total budgeted cost: £96,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>Attainment and progress at the end of KS2 for disadvantaged pupils, in comparison to non-disadvantaged pupils.</u>								
Attainment (EXS)	Reading		Writing		Maths		Combined	
	PPG	NON PPG	PPG	NON PPG	PPG	NON PPG	PPG	NON PPG
2023	90% (30% GDS)	90% (20% GDS)	100% (10% GDS)	75% (20% GDS)	90% (10% GDS)	95% (20% GDS)	80% (0% GDS)	70% (10% GDS)
2024	94% (25% GDS)	71% (50% GDS)	94% (13% GDS)	64% (29% GDS)	81% (25% GDS)	79% (36% GDS)	81% (13% GDS)	57% (29% GDS)
2025	77% (38% GDS)	72% (22% GDS)	85% (8% GDS)	78% (6% GDS)	85% (31% GDS)	89% (28% GDS)	77% (8% GDS)	72% (6% GDS)
2026	57% (21% GDS)	75% (33% GDS)	57% (14% GDS)	100% (25% GDS)	57% (21% GDS)	92% (42% GDS)	50% (7% GDS)	75% (25% GDS)

Externally provided programmes

Programme	Provider
Reading Plus	Dream Box
LBQ	Learning By Questions
Times Tables Rockstars	Maths Circle

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
No pupils currently receive service pupil premium funding.
The impact of that spending on service pupil premium eligible pupils
NA