

St Peter's Pupil Premium Strategy Statement 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|----------------------------------|
| School name | St Peter's C of E Primary School |
| Number of pupils in school | 210 |
| Proportion (%) of pupil premium eligible pupils | 32% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024 - 2027 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | October 2025 |
| Statement authorised by | Claire Law |
| Pupil premium lead | Claire Law |
| Governor / Trustee lead | Andrew Holmes |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £119,684 |
| 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 | £119,684 |

Part A: Pupil premium strategy plan

Statement of intent

At St Peter's Church of England Primary School there is a school-wide commitment to raising achievement outcomes for ALL pupils.

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.*
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.*
- As far as possible, the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.*
- We will ensure the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.*
- For the use of the pupil premium to close attainment gaps for all eligible pupils.*

Barriers to Educational Achievement:

- Common barriers to educational achievement faced by many of our eligible children are; weak language and communication skills, lack of confidence and low self-esteem.*
- A significant proportion of our pupils have been exposed to adverse childhood experiences (ACEs). These negative experiences can impact well-being and become contributing factors for mental health, attendance and punctuality and complex behavioural difficulties.*
- Many of our children receive less support at home and there may also be complex family situations that can have an impact on children's outcomes, affecting their ability to learn and make good progress. The challenges are complex and varied, therefore, it is important that individual needs are effectively identified and met.*

Aims:

- To continue to sustain quality support for well-being/mental health issues*
- To continue to further develop language and communication skills*
- To continue to sustain attainment in Reading, further developing every child's love for reading*
- To close the attainment gap in Writing*
- To further close the attainment gap in Mathematics*
- To continue to improve confidence, independence and self esteem*
- To continue to improve the wider opportunities available for all pupils*
- To continue to improve attendance and punctuality*

- *For ALL pupils to achieve the highest possible standards and realise their full potential in all aspects of their learning*

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Social, emotional and behavioural skills |
| 2 | Attainment in reading; writing and mathematics |
| 3 | The pupil's explorations are confined to secondary sources like television, DVD, and computers. |
| 4 | The pupils have limited engagement in extracurricular activities. |
| 5 | Poor speech, language and communication skills |
| 6 | 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 |
|---|---|
| The quality of support and provision for disadvantaged pupil's wellbeing and mental health is sustained and impacts positively on pupil outcomes. | <p>Pupils and their families engage positively with school and value education. Pupils and families in need of early help support are effectively identified and signposted to the appropriate provision. This impacts positively on future prospects and outcomes for individual pupils.</p> <p>There is an established student centred safeguarding approach throughout the school which is structured, systematic and age appropriate. The student centred safeguarding approach educates children about the core concepts of safeguarding so that pupils feel empowered to take action and become protective of themselves and their peers.</p> |
| To continue to reduce/sustain any differences in attainment and progress of disadvantaged pupils in reading, writing | The attainment and progress of pupil premium pupils in reading, writing and |

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| <p>and maths with other pupils in school and nationally.</p> | <p>mathematics matches that of other pupils nationally.</p> <p>Intervention in reading is regular and of a consistent approach which has an impact across the school.</p> <p>Disadvantaged pupils make accelerated progress and begin to catch-up so that attainment gaps in reading, writing & maths are in line with non-disadvantaged pupils.</p> |
| <p>To facilitate high quality first hand learning experiences, which enable pupils to use new information to develop, consolidate and deepen their knowledge, understanding and skills.</p> | <p>Pupils love the challenge of learning. They are curious, interested and active learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.</p> <p>Pupils continue to learn best from experience, doing, using their senses, exploring their environment of people, things, places and events.</p> |
| <p>Ensure that all PPG children have access to all areas of the curriculum, including the many enrichment activities</p> | <p>All pupils can engage in extra curriculum activities and enrichment activities to develop and consolidate learning and provide them with experiences they would otherwise never experience.</p> |
| <p>Disadvantaged pupils' language acquisition and communication skills are in line with non-disadvantaged pupils and reflect age-related expectations</p> | <p>Staff are confident in identifying children who require language intervention. Gaps in children's language development are addressed and communication skills are improved. Key vocabulary is identified in all subjects and explicitly taught and referred to. Collaborative work is planned for which is identified in planning and effectively implemented in lessons. There is a positive impact on attainment and progress for disadvantaged pupils in all curriculum areas.</p> |
| <p>Whole school data illustrates rates of disadvantaged pupils' attendance and punctuality are in line with or above national expectations (96%)</p> | <p>Parents/carers appreciate how important it is that their child/ren are on-time and don't miss out on the learning that is happening at the beginning of the day. Staff feel well supported by the parents.</p> <p>Disadvantaged pupils' punctuality record is improving towards excellent. Persistent absenteeism is significantly reduced. Overall attendance is in line with or above national expectations (96%). Punctuality is excellent with pupils and their families valuing the importance of being on time for the start of the school day.</p> |

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: £63,060

| Activity | Evidence that supports this approach | Challenge Number Addressed |
|---|---|----------------------------|
| Retention of the role of Reading Leader to drive up standards in phonics/reading across all key stages and continue to further develop children's love for reading. £29,583.50 | Pupil Progress meetings combined with internal tracking analysis evidences the positive impact of 1-1 interventions and group reading/phonics intervention programmes for disadvantaged pupils | 2 |
| Maths & English Lead attend CPD termly sessions to ensure all teachers continue to implement quality first teaching in maths and English for all pupils. £966 | Internal assessments and tracking combined with Pupil Progress meetings evidenced lower levels of expected attainment from PP and non PP children across all year groups in maths and writing. | 2 |
| Ensure all staff (teachers and TAs) have received the training to deliver the Read, Write, Inc. scheme including the 1:1 intervention. £2600 | Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. | 2 |
| Ensure staff respond to the needs of the children with low starting points on entry and those making slower academic progress. £29,910.50 | Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how teachers and teaching assistants can provide targeted academic support, including how to link structured one-to- | 2 |

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| | one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. Disadvantage pupils with SEND have the greatest need for excellent teaching specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and the targeted use of technology. | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18,888.50

| Activity | Evidence that supports this approach | Challenge Number Addressed |
|---|--|----------------------------|
| Ensure SALT provision is provided for children across school as required. £6480 | On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Some pupils may struggle specifically with spoken language. By using a specialist SALT therapist it will ensure correct identification of pupils that need additional support around oral language and articulation. | 5 |
| ELSA worker to support children who are having difficulty accessing learning through behavioural issues, using the ELSA materials to support their management of their own behaviour. £11,992.50 | Interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. ELSA interventions might focus on the ways in which pupils work with (and alongside) their peers, teachers, family and community. These include specialised programmes, which are targeted at students with particular social or emotional needs. | 1 |

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| <p>Introduce a systematic, progressive planning programme to follow RWI approach - and lead into Y2 National Curriculum spelling. £416</p> | <p>This planning programme has been developed, continuously evaluated and refined over the past two to three years, using the expertise of effective classroom practitioners and experts at LPDS, plus feedback from schools. The programme includes daily planning for six half termly blocks across Y2 and Y3. It uses a rigorous approach to meet, and exceed, expectations based on National Curriculum Y2 & Y3 spelling. Targeted academic support can support pupil progress. This intervention is carefully linked to classroom teaching and matched to individual pupil's specific needs.</p> | <p>2</p> |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £46,591.00

| Activity | Evidence that supports this approach | Challenge Number Addressed |
|--|--|----------------------------|
| <p>Ensure where possible learning is enriched by visits, visitors or first-hand learning, including artefacts, practical work or outdoor learning. £20,000</p> | <p>First hand experiences through the provision of trips and/or visitors strengthen pupils' ability</p> <p>Quality first teaching; explicitly planned first-hand experiences and the further development of metacognitive practices through continued staff training, increases pupils ability to recall facts and draw upon strategies to recall long-term memory to further improve progress and attainment outcomes</p> | <p>3</p> |
| <p>Breakfast club, providing free breakfast for children entitled to FSMs. £7,819.50</p> | <p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of meals. Maslow's hierarchy of needs informs us that a child will not be ready to learn until their basic needs have been met.</p> <p>Providing disadvantaged pupils with a free breakfast and the opportunity to start the day in a positive way impacts significantly on pupil outcomes.</p> | <p>4</p> |
| <p>Provide a wide range of extra-curricular activities, through provision from</p> | <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, we</p> | <p>4</p> |

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| the Burnley School Sport Partnership and staff in school. £13,819.50 | give pupils access to benefits and opportunities that might not otherwise be available to them. | |
| Whole school roll out of 'My Happy Mind' scheme of work and Mood Tracker including subscription to online resources. £2532 & £1920 | School baseline data demonstrates pupils' language acquisition/emotional literacy is well below national averages on entering Reception Class. The school's pupil premium data highlights 39% of pupils are from the most disadvantaged backgrounds. There is a wealth of research evidence to support the conclusion that this impacts greatly on children's cognitive development (including language acquisition and emotional literacy) | 1 |
| Attendance & Punctuality Incentives £500 | Attendance rates continue to remain slightly below the national expectation of 96%, with punctuality rates fluctuating amongst a small number of identified pupils/families. There continues to be a higher than average % of persistent absentee pupils, combined with a small cohort of parent/carers who struggle to recognise the significance of good attendance and punctuality. | 6 |

Total budgeted cost: £128,539.50

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 2024 to 2025 academic year.

In 2024/25:

- In KS1 100.0% of pupil premium children achieved the expected standard in Reading, 75.0% in Writing and 50.0% in Maths.

These figures were above or broadly in line than pupil premium children in Lancashire (51.4% Reading, 52.8% Writing and 70.9% Maths) than pupil premium children in England 52.2 % Reading, 64.1% Writing and 72.9% Maths)

- In KS1 0% of pupil premium children achieved the Greater Depth standard in Reading, 10% in Writing, and 0% in Maths.

These figures were lower than pupil premium children in Lancashire (19.4% Reading, 9.1% Writing and 16.0% in Maths) and higher than pupil premium children in England (19.4% Reading, 9.7% Writing and 17.4% in Maths)

- In KS2 68.8% of the pupil premium children achieved the expected standard in Reading, 81.8% in Writing and 68.8% in Maths.

These figures were lower than pupil premium children in Lancashire (73.5% Reading, 70.3% Writing and 73.2% in Maths) and higher than pupil premium children in England (75.1% Reading, 72.3% Writing and 74.1% Maths)

- In KS2 18.8% of pupil premium children achieved the Greater Depth standard in reading, in Maths 18.8% and 12.5% in Writing

These figures were lower than pupil premium children in Lancashire (30.0% in Reading, 12.4% in Writing and 23.2% in Maths) and lower than pupil premium children in England (33.4% Reading, 12.8% Writing and 26.3% in Maths)

- Intervention in reading is regular and of a consistent approach which has an impact across the school. In 2024/ 25 73.3% of the cohort passed the phonics screening test. 41.7% of disadvantaged pupils passed.

These results were in line with Lancashire at 76.8% and in line with England at 79.9%.

- In EYFS 73.3% achieved the expected level in word reading and 66.7% in comprehension.

This was in line with Lancashire results in Reading 73.2 and below in Comprehension 78.2%. The results were broadly in line with England in Reading 76.5% and below in Comprehension 80.4%

- All pupils engage in extra curriculum activities and enrichment activities to develop and consolidate learning and provide them with experiences they would otherwise never experience. Pupil Premium children do not miss any experiences due to the cost implications.

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 |
|-----------|----------|
| None | |
| | |