

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 C of E Infant School. |
| Number of pupils in school | 83 |
| Proportion (%) of pupil premium eligible pupils | 5 pupils: 6.02% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2024-2025 <u>2025-2026</u> 2026-2027 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Lenia Greenaway |
| Pupil premium lead | Lenia Greenaway |
| Governor / Trustee lead | Claire Roberts |

Funding overview

| Detail | Amount |
|---|--|
| Pupil premium funding allocation this academic year | £1515 per pupil. (4 pupils) £2630 (1 pupil) |
| 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 | £8690 |
| | |

Part A: Pupil premium strategy plan

Statement of intent

Our vision statement:

“To be an outstanding school, building a ‘Learning for Life’ foundation by nurturing and educating the whole child, whatever their faith or background.”

We aim to prepare our children intellectually, emotionally, and spiritually for the future, enabling them to flourish with the confidence and self-belief to achieve their full potential.

When making decisions about how to use Pupil Premium funding, it is always important to consider the context of our school and the specific challenges we face. Research conducted by the Education Endowment Foundation (EEF) is used to inform our decisions, ensuring our chosen strategies are purposeful and offer good value for money.

In line with the EEF Guide, St Peter’s CofE Infant School adopts a tiered approach to Pupil Premium spending:

Teaching

- ❖ Spending on improving teaching might include professional development, training and support for early career teachers, and recruitment and retention initiatives.
- ❖ Ensuring every class has an effective teacher—and that all staff are supported to continually develop—is the key ingredient of a successful school. This is our top priority for Pupil Premium spending.

Targeted academic support

- ❖ Evidence consistently shows the positive impact of targeted academic support, especially for pupils who are not making expected progress.
- ❖ We consider how teachers and teaching assistants can provide targeted support, including structured one-to-one or small group interventions linked to classroom teaching.

Wider strategies

- ❖ These address significant non-academic barriers to success, such as attendance, behaviour, and social and emotional support.
- ❖ While some barriers are common, the particular needs of our community mean our spending is tailored. Common barriers include less support at home, weaker language and communication skills, lower confidence, more frequent behaviour difficulties, and attendance or punctuality issues.
- ❖ The challenges are varied; there is no ‘one size fits all’.

Our ultimate objectives are:

- ❖ To support our children’s health and well-being, enabling them to access learning at an appropriate level for their individual needs.
- ❖ To narrow the attainment gap between disadvantaged and non-disadvantaged children.
- ❖ For all disadvantaged children to make or exceed nationally expected rates of progress.

Our Approach:

- ❖ We ensure teaching and learning opportunities meet the needs of all pupils.
- ❖ We make appropriate provision for vulnerable groups, including socially disadvantaged children, ensuring their needs are assessed and addressed.
- ❖ We recognise that not all pupils who receive free school meals are socially disadvantaged, and not all socially disadvantaged pupils qualify for free school meals. Therefore, we may allocate Pupil Premium funding to support any pupil or group the school has legitimately identified as socially disadvantaged.

- ❖ Pupil Premium funding is allocated following a needs analysis to identify priority groups or individuals. Limited resources mean not all children receiving free school meals will receive interventions at the same time.

Achieving these objectives:

The range of provision our Governors consider includes:

- ❖ Ensuring children receive the highest quality teaching through purposeful CPD opportunities for teachers.
- ❖ 1:1 support and additional learning support.
- ❖ ELSA (Emotional Literacy Support Assistant) provision.
- ❖ Support payments for school uniform and other resources.
- ❖ Support payments for activities and educational visits, ensuring children have first-hand experiences to enhance their classroom learning.
- ❖ Behaviour support.

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 pupil discussions indicate that disadvantaged children across Reception and KS1 have underdeveloped oral language skills and vocabulary gaps. There is also a need to strengthen positive parental engagement in language development and reading at home, giving parents the confidence to support their children's learning. |
| 2 | Some pupils demonstrate a wider attainment gap in core subjects compared to their peers. The challenge is to narrow the gap in reading, writing, and maths for these children. |
| 3 | Emotional and/or behavioural difficulties have been identified within a cohort of children. Well-being assessments, including questionnaires for KS1 at the start of the year and Reception at year-end, highlight social and emotional challenges affecting some disadvantaged pupils. |
| 4 | Issues with attendance and punctuality persist, with a need to ensure all children attend school consistently unless they are unwell. |

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 |
|--|---|
| Improve attainment in Reading | Achieve national average or above attainment in KS1/EYFS Reading. (Teacher assessment and GLD) |
| Improve attainment in Writing (composition and spellings) | Achieve above national average or above attainment in KS1/EYFS Writing (Teacher assessment and GLD) |
| Improve attainment in Mathematics – mastering number concepts | Achieve national average or above attainment in KS1/EYFS Maths (Teacher assessment and GLD) |
| Improve/increase Language and Communication skills development | Assessments and observations indicate significant improvement in oral language development amongst the pupils from their individual starting points. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny (use of word choices within writing, for example) and on-going formative assessment. Confident and enthusiastic learners. At transition from EYFS to Year 1 we aim to have 85+% of all our learners achieving their ELG in Communication and Language. |
| Improve attainment in Phonics | Achieve national average or above the expected standard in PSC |
| To achieve and sustain well-being for all pupils in our school particularly for the disadvantaged. | Sustained high levels of well-being from 2024 and through to 2027, demonstrated by: Pupil and parent voice (where appropriate qualitative data from pupil voice) and teacher observations. |
| Other | Maintain or Improve attendance of disadvantaged pupils above LA average (97%) in line with new government guidance. |

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: £250

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Developing Early Language Skills and Reading. Provide staff training to ensure accurate assessment and effective delivery of learning materials. Take part in an enhanced Speech and Language project. Ongoing focus on vocabulary and spelling development (SDP 2025-2026).</p> | <p>EEF Guide to Pupil Premium: Prioritises high-quality teaching, including regular CPD. All relevant staff receive training to deliver the Infant Language Project effectively. Strong EEF evidence shows oral language interventions (e.g. high-quality classroom discussion) are cost-effective and have high impact on reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> | 1, 2 |
| <p>Develop 'Mastering Number' DfE Funding to release teacher to embed key elements of guidance in school and to access Maths Hub resources and CPD.</p> | <p>EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD. Continue to work with the maths hub and book CPD time to map 'Mastering Number' strategies across the Early Years and Year 1.</p> | 2, |
| <p>Embed SEL into daily routines, supported by staff professional development and training.</p> | <p>EEF evidence: SEL interventions improve pupils' social skills, emotional self-regulation, and engagement with learning, which can raise academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 3 |
| <p>Barriers to learning these priorities address</p> | <p>Ensuring staff use evidence-based whole-class teaching interventions</p> | |

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

Budgeted cost: £8372

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Priority 1</p> <p>Literacy development:</p> <p>Developing Early Language skills and reading.</p> <p>Developing vocabulary skills.</p> <p>Develop spelling skills</p> <p>Develop composition skills</p> | <p>EEF Oral Language intervention +6</p> <p>Small group tuition +4</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>1:1 and small group work support. Personalised learning. Focused 1:1 vocabulary, reading and phonic support for current year 1 pupils. Early language support for Reception children identified through the reception baseline assessment.</p> | <p>1, 2</p> |
| <p>Priority 2</p> <p>Mathematics:</p> <p>Develop 'Mastering Number'</p> | <p>EEF Mastery Learning +5</p> <p>Small group tuition +4</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations as identified at the beginning of this academic year.</p> | <p>1, 2</p> |
| <p>Barriers to learning these priorities address</p> | <p>Encouraging wider reading and confident speaking between peers and year groups. Providing 1:1 and small group maths catch-up.</p> | |

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

Budgeted cost: £68

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Priority 1</p> <p>For the children to feel supported, happy and safe with peers in school so they are able to engage with learning.</p> | <p>Social and emotional learning (SEL) +4.</p> <p>Interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified:</p> <p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</p> <p>Universal programmes which generally take place in the classroom with the whole class; and</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</p> <p>ELSA sessions.</p> <p>SMHL sessions.</p> <p>Participation in after school clubs/enrichment activities as appropriate.</p> <p>Discussions with EIO to support families and discuss strategies for attendance as appropriate.</p> | <p>3</p> |
| <p>Priority 2</p> <p>For parents to feel supported and to understand what their child is achieving at school.</p> | <p>Parental engagement +4</p> <p><i>Teachers and schools involving parents in supporting their children's academic learning. It includes:</i></p> <p><i>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</i></p> <p><i>general approaches which encourage parents to support their children with, for example reading or homework;</i></p> <p><i>the involvement of parents in their children's learning activities; and</i></p> <p><i>more intensive programmes for families in crisis.</i></p> <p>Parental meetings and information open mornings so parents can see the activities their children are doing, resources being used and have confidence to practise these at home.</p> | <p>4</p> |
| <p>Barriers to learning these priorities address</p> | <p>Improving attendance and readiness to learn for the most disadvantaged pupils by strengthening home-school links.</p> | |

Total budgeted cost: £8690

Updated: February 2026

Part B: Review of outcomes for the academic year 2024-2025

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

| 2024-2025 data shows: | |
|--|---|
| <p>Progress in Reading, Writing and Maths.</p> <p>Pupil premium pupils.</p> | <p>EYFS Final data Reading, Writing and Maths. 100% of Early Years Pupil Premium children met the Early Learning Goals.</p> <p>End of KS1</p> <p>Reading: 33.3% - Working towards 66.6% - Greater Depth</p> <p>Writing and Maths: 33.3% - Working towards. 66.6% - Expected.</p> <p>2/3 Pupils achieved end of year expectations at the end of KS1.</p> |
| EYFS – Whole year group | GLD 93.33% |
| Phonics: Pupil premium pupils. | 50% of pupils in receipt of the pupil premium passed the phonic check in Year 1. (1/2 pupils). |
| Phonics screening check – whole year group | 79% |
| Targeted support in class and pre-teaching. | Very good progress made from pupil's individual starting points. |
| ELSA support | All pupils built a positive relationship with the ELSA, becoming confident to speak openly and bring topics or concerns they wished to share or explore during sessions. |

Further information (optional)

| <i>Monitoring and implementation:</i> | | |
|--|---|---|
| Area | Challenge | Mitigating action |
| Teaching | Ensuring sufficient time is allocated for staff professional development, including Maths (NCETM), Reading for Pleasure, and spelling/handwriting training. | - Schedule CPD during INSET days and staff meetings Senior leaders provide additional cover to enable staff to attend training. Prioritise CPD within the school calendar. |
| Targeted support | Ensuring school Maths Lead, EYFS Early Language Lead, and English Subject Lead have adequate time to support small groups. | Timetable intervention and monitoring sessions for Maths and EYFS leads to work with small groups. Subject leaders to monitor and evaluate the impact of interventions. Allocate time within the school day for targeted support. |
| Wider strategies | Effectively engaging families facing the greatest challenges. | Work closely with the SENDCo and LA/AAIO to identify and support families. Provide resources for home learning to assist both children and parents. Headteacher has completed Senior Mental Health Lead (SMHL) training to better support the school community. |
| Maintain the school's ethos of 'Learning for Life', ensuring all children have opportunities to succeed regardless of their background or financial circumstances. | | |