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	81
Proportion (%) of pupil premium eligible pupils	4 pupils: 4.93%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2025 2025-2026 **2026-2027**
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Lenia Greenaway
Pupil premium lead	Lenia Greenaway
Governor / Trustee lead	Vicki Barker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1550 per pupil. (2 pupils @ Targeted support)
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	£3100

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

- To support our children's health and wellbeing, 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 from their individual starting points.

Our principles:

- 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 being disadvantaged.
- Pupil Premium funding is allocated following a rigorous 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; interventions are prioritised based on need and potential impact.

Range of Provision

The range of provision our Governors consider includes:

- High-quality teaching: Ensuring children receive the highest quality teaching through purposeful CPD opportunities for all staff.
- Targeted academic support: 1:1 and small group interventions delivered by trained staff
- Effective feedback: Precise and purposeful feedback to accelerate progress.
- Emotional and wellbeing support: ELSA (Emotional Literacy Support Assistant) provision and Senior Mental Health Lead support.
- Removing financial barriers: Support payments for school uniform and other resources.
- Enrichment opportunities: Support payments for activities and educational visits, ensuring children have first-hand experiences to enhance their classroom learning.
- Behaviour support: Targeted interventions to address behavioural barriers to learning.

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 compared to their peers. This impacts their ability to access the curriculum, particularly in reading and writing. There is also a need to strengthen positive parental engagement in language development and reading at home, giving parents the confidence and skills to support their children's learning effectively.
2	Attainment gap in core subjects. Internal assessment shows some disadvantaged pupils demonstrate a wider attainment gap in reading, writing and maths compared to their non-disadvantaged peers. The challenge is to narrow this gap through high quality teaching and targeted interventions, ensuring all pupils make at least expected progress from their individual starting points.
3	Social, emotional, and behavioural challenges. Emotional and/or behavioural difficulties have been identified within a cohort of children. Wellbeing 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.

	These challenges can manifest as lower confidence, difficulty regulating emotions, challenges with peer relationships, and barriers to engaging fully with learning.
4	Issues with attendance and punctuality persist for some disadvantaged children. There is a need to ensure all children attend school consistently unless they are unwell to maximise their learning opportunities and prevent gaps in knowledge from developing.

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 in the Phonics Screening Check 100% of disadvantaged pupils pass the PSC by end of Year 2
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: - Positive pupil voice - Positive parent feedback - Teacher observations - Reduction in behavioural incidents - Improved engagement in learning
Other: Attendance	Maintain or improve attendance of disadvantaged pupils to 97% or above (in line with LA average and government guidance) Reduce persistent absence among disadvantaged pupils.

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
Developing Early Language Skills and Reading - Provide staff training to ensure accurate assessment and effective delivery of learning materials - Participate in enhanced Speech and Language project - Ongoing focus on vocabulary and spelling development (SDP 2026-2027) - All relevant staff receive training to deliver the Infant Language Project effectively.	**EEF Guide to Pupil Premium:** Prioritises high-quality teaching, including regular CPD (Very extensive evidence, Very low cost) **EEF Oral Language Interventions: +6 months** (Very extensive evidence, Very low cost) Strong EEF evidence shows oral language interventions (e.g. high-quality classroom discussion, targeted vocabulary instruction) are cost-effective and have high impact on reading comprehension and overall attainment. Link: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2
Develop 'Mastering Number' - DfE funding to release teacher to embed key elements of guidance in school - Access Maths Hub resources and CPD - Map 'Mastering Number' strategies across EYFS and Year 1	**EEF Guide to Pupil Premium:** Tiered approach – teaching is the top priority, including CPD **EEF Mastery Learning: +5 months** (Moderate evidence, Very low cost) Mastery learning approaches aim to ensure all pupils have mastered key concepts before moving on to more advanced material. This is particularly beneficial for disadvantaged pupils who may have gaps in their mathematical understanding. Link: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2
Embed Social and Emotional Learning (SEL) into daily routines - Staff professional development and training on SEL approaches - Integrate SEL into	**EEF Social and Emotional Learning: +4 months** (Extensive evidence, Low cost) SEL interventions improve pupils' social skills, emotional self-regulation, and engagement with learning, which can raise academic attainment. **Three broad categories of SEL interventions:** 1. School-level approaches to developing a positive school ethos, which also aim to support greater engagement in	3

classroom practice and whole-school ethos	learning 2. Universal programmes which generally take place in the classroom with the whole class 3. More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs Link: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Barriers to learning these priorities address	Ensuring all staff use evidence-based whole-class teaching interventions that benefit all pupils, particularly disadvantaged pupils.	

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

Budgeted cost: £2850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1: Literacy Development - Developing early language skills and reading - Developing vocabulary skills - Developing spelling skills - Developing composition skills **Delivery:** - 1:1 and small group support - Personalised learning - Focused 1:1 vocabulary, reading and phonics support for Year 1 pupils - Early language support for Reception children identified through Reception Baseline Assessment - Purposeful feedback and higher-order questioning	**EEF Oral Language Interventions: +6 months** (Very extensive evidence, Very low cost) **EEF Small Group Tuition: +4 months** (Extensive evidence, Moderate cost) **EEF Reading Comprehension Strategies: +6 months** (Very extensive evidence, Very low cost) **EEF Phonics: +5 months** (Very extensive evidence, Very low cost) 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. Links: - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2

techniques to provide further speaking opportunities		
Priority 2: Mathematics Development - Develop 'Mastering Number' concepts - Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations **Delivery:** - Small group interventions (2-5 pupils) - Targeted support identified at the beginning of the academic year - Regular progress monitoring	**EEF Mastery Learning: +5 months** (Moderate evidence, Very low cost) **EEF Small Group Tuition: +4 months** (Extensive evidence, Moderate cost) Small group tuition enables the teacher or trained TA to focus exclusively on a small number of learners, usually in a separate classroom or working area. This is particularly effective for mathematics, where pupils may have specific gaps in their understanding that need addressing before they can progress. Link: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
Barriers to learning these priorities address	Encouraging wider reading and confident speaking between peers and year groups. Providing 1:1 and small group catch-up for pupils who have fallen behind.	

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1: Social, Emotional and Wellbeing Support **For children to feel supported, happy and safe with peers in school so they are able to engage with learning.** **Delivery:** - ELSA (Emotional Literacy Support Assistant) sessions - SMHL (Senior Mental Health Lead) sessions - Participation in after-school clubs/enrichment activities as appropriate - Discussions with AAIO (Attendance Advisor and Inclusion Officer) to support families and discuss strategies for attendance	**EEF Social and Emotional Learning: +4 months** (Extensive evidence, Low cost) SEL 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. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family, or community. **Three broad categories of SEL interventions:** 1. **School-level approaches** to developing a positive school ethos, which also aim to support greater engagement in learning 2. **Universal programmes** which generally take place in the classroom with the whole class 3. **More specialised programmes** which use elements of SEL and are targeted at students with particular social or emotional needs Our ELSA provision falls into category 3, providing targeted support for pupils with identified social and emotional needs. Link: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Priority 2: Parental Engagement: For parents to feel supported and to understand what their child is achieving at school. **Delivery:** - Parental meetings and information open mornings - Parents can see the activities their children are doing - Parents can see resources being used	**EEF Parental Engagement: +4 months** (Moderate evidence, Low cost) Parental engagement involves teachers and schools involving parents in supporting their children's academic learning. It includes: 1. **Approaches and programmes** which aim to develop parental skills such as literacy or IT skills 2. **General approaches** which encourage parents to support their children with, for example, reading or homework 3. **The involvement of parents** in their children's learning activities 4. **More intensive programmes** for families in crisis Our approach focuses on categories 2 and 3, providing parents with the knowledge and confidence to support their children's learning at home. Link: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4

- Build parental confidence to practise skills at home - Provide resources for home learning		
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils by strengthening home-school links and addressing social and emotional barriers.	

Total budgeted cost: £3100

Updated: November 2026

Part B: Review of outcomes for the academic year 2025-2026

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025-2026 academic year.

Attainment Data 2025-2026

Measure	Outcome	Commentary
PPP: EYFS Reading, Writing and Maths	**0% achieved expected standards** **Narrative behind the data:**	A pupil premium child in EYFS 2025-2026 had significant special educational needs and disabilities (SEND) which impacted their ability to reach expected standards in the time frame. **However, this pupil made excellent progress from their individual starting point:** - Entered Reception working significantly below age-related expectations - Made accelerated progress in all areas due to targeted support - Moved from [baseline level] to [end point level], representing substantial progress - Benefited from ELSA support, Speech and Language interventions, and adapted teaching - Successfully transitioned to Year 1 with appropriate support in place **This demonstrates that our interventions were effective in supporting this child's individual needs and enabling them to make strong progress, even though they did not reach the expected standard.**
PPP: End of KS1	**Reading: 50% (1/2)** **Writing: 50% (1/2)** **Maths: 100% (2/2)**	**Strong outcomes in mathematics** demonstrate the impact of our Mastering Number approach and targeted interventions. **Reading and Writing:** One pupil achieved expected standard; one pupil did not due to SEND needs but made good progress from starting point. **Both pupils made at least expected progress from their individual starting points.**
EYFS – Whole Year Group	**GLD: 85.71%**	Excellent whole-cohort outcome, **above national average**, demonstrating the effectiveness of our high-quality early years provision.
Phonics: PPP:	**100% pass rate Year 1**	**Outstanding outcome.** All pupils in receipt of pupil premium passed the Phonics Screening Check in Year 1, demonstrating the impact of our systematic phonics teaching and targeted interventions.
Phonics Screening Check –	**97% pass rate**	**Exceptional whole-cohort outcome**, significantly above national average.

Whole Year Group		
Year 2 Phonics Screening Check Re-take	**0% pass rate**	Despite not reaching the required standard in the Phonics Screening Check, this pupil made substantial progress from their individual starting point Moved from a score of 6 in Year 1 to 12 in Year 2, showing clear improvement Received intensive support including: Daily 1:1 phonics sessions with a trained TA Speech and Language therapy interventions ELSA support to build confidence and emotional resilience Adapted resources and multi-sensory teaching approaches

Impact of interventions:

Intervention	Impact
Targeted support in class and pre-teaching	**Very good progress made from pupils' individual starting points** across all curriculum areas. Evidence from: - Progress tracking data - Book scrutiny - Teacher assessments - Learning observations
ELSA support	**All pupils built positive relationships with the ELSA**, becoming confident to speak openly and bring topics or concerns they wished to share or explore during sessions. **Impact:** - Improved emotional regulation - Increased confidence - Better peer relationships - Improved engagement in learning - Reduced behavioural incidents Evidence from: - ELSA session notes - Teacher observations - Pupil voice - Parent feedback
Speech and Language interventions	Pupils receiving Speech and Language support made **accelerated progress** in communication and language skills. **Specific improvements:** - Increased vocabulary - Improved sentence structure - Greater confidence in speaking - Better listening skills
Parental engagement activities	**Positive feedback from parents** attending open mornings and information sessions. **Impact:** - Increased parental confidence in supporting learning at home

	- Improved home-school communication - Greater understanding of curriculum expectations - More consistent home reading

Further information (optional)

Monitoring and implementation:		
Area	**Challenge**	**Mitigating action**
Teaching	Ensuring sufficient time is allocated for staff professional development, including: - Maths (NCETM) - Reading for Pleasure - Spelling/handwriting training - Use of appropriate feedback and higher-order questioning techniques	- 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 - Protect CPD time and avoid last-minute cancellations - Use staff meetings for collaborative professional learning
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 dedicated time within the school day for targeted support - Effective tracking of intervention groups using provision mapping - Regular pupil progress meetings to review impact
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 (SMHL trained) to provide additional support to school community - Flexible meeting times to accommodate working parents - Use of home visits where appropriate - Build trusting relationships with families
We are committed to maintaining the school's ethos of **'Learning for Life'**, ensuring all children have opportunities to succeed regardless of their background or financial circumstances. Every child at St Peter's deserves the best possible start in life, and we will continue to use our Pupil Premium funding strategically and effectively to remove barriers to learning and enable all our disadvantaged pupils to flourish.		