

Pupil premium strategy statement 2024 - 2027

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 & St Paul's CE Primary School
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	65 children 35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	20.12.2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sara Clarkson
Pupil premium lead	Heather Crossley
Governor / Trustee lead	Elaine Jennings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	80,295 Based on 53/175 children
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	80,295

Part A: Pupil premium strategy plan

Statement of intent

At St Peter and St Paul's CE Primary School our intention reflects our school ethos of being rooted and grounded in love with any decisions we make to ensure that **all** pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high-attainers.

We believe that high-quality teaching is crucial and staff are continually assessing progress so that they can focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

As a school we discuss the needs of our children, taking into account any information provided by staff who work with them to help build up a complete picture of their needs, particularly when issues are related to their well-being.

Assessment is always used as a starting point to identify gaps and to see exactly what children need to be working on. Diagnostic assessments are in place to help identify any particular issues children may be experiencing.

We will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Personal wellbeing and emotional difficulties which are sometimes linked to challenges faced with circumstances at home.
2	Difficulties with speech and language often linked to families not accessing appointments for professional speech and language support.
3	Progress with phonics/ reading and application of these skills across the curriculum and when reading for pleasure. Many children do not read at home or enjoy reading for pleasure at home.
4	Progress with writing – some children are not applying key skills to their writing and progress is slower in comparison to peers.
5	Attendance of PP 2024-25 academic year = 95.2%

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
Support with personal wellbeing and emotional difficulties which are sometimes linked to challenges faced with circumstances at home Swift identification of any child/family who may be struggling and support provided swiftly. Staff are confident with how to support children including the most effective resources which can be used. Children are supported effectively in school and have a voice to express how they are feeling emotionally. Stronger Together support available in school External providers support our work in school through workshops, group support e.g Young Minds, NSPCC, Accrington Stanley Progress of summer born children monitored in each class	Children and families are provided with high quality support from school staff or external agencies as appropriate. Children have strategies to cope with challenging circumstances. Children are thriving and are happy. Summer born children are making progress in line with peers

Robust monitoring of attendance and support in place as needed	Children attend school regularly Families are well-supported and recognise the importance of good attendance
Speech and language problems are identified quickly when starting school in Reception and as children move school. Programme bought that can be used in school to support children with speech and language development. (£300 per year) Emphasis on promoting the understanding of vocabulary linked to subject areas /adding to working walls and referring back to this regularly EAL programme in place and staff consider how children can access curriculum areas Families are encouraged/reminded to access external professional support.	Children make good progress with speech and language and this enables them to be confident in their life/accessing the curriculum. Children have a good understanding of vocabulary linked to curriculum areas. Children who have EAL have made progress with their language development and are confident speaking in English. Families access speech and language support from external agencies.
Progress with phonics/ reading and application of these skills across the curriculum and when reading for pleasure Subject leadership is shared with one member of staff focussing on the teaching of reading and one member on home reading/reading for pleasure Phonics teaching is structured and of high quality. Clear progress in achievements if the pass mark is not obtained Appropriate teaching/support of phonics continues for those children who need it in KS2 Reading for pleasure is encouraged in school with shorter books / texts which are appealing and include new books Children are making expected progress in reading and support is in place as needed Guided Reading is taught well across school. Videos/workshops for families to access so that they know how to support children	Children make good progress with phonics and apply skills across curriculum. Children achieve the expected result in the the Phonics check in Year 1 and apply skills Effective intervention is in place for those children who need it so that they keep up with peers. Parents are confident with how to support children with phonics and reading. Children have regular opportunities for reading for pleasure in school. Reading opportunities in school for those not reading at home.
Improved progress in writing Lancashire English Advisory team CPD for teaching staff – planning English units English Lead to provide CPD for support staff	Staff are confident planning coherent units of work from reading to writing phase. Children have opportunity to practise skills regularly

Lots of incidental writing opportunities through the reading phase Moderation of writing throughout the year	Staff are confident with writing expectations for each year group and there is clear progression through school.
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 70,000 *staff. 5000 CPD*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality First Teaching focus as CPD -different aspects through the year</i>	Rosenshine's 10 Principles of Instruction https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2-4
<i>None teaching SENDco 0.6 supports PP children as part of intervention</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1-4
<i>Additional TA support assigned to different classes as needed</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1-4
<i>CPD for staff linked to pastoral support</i>	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1737911320	1, 5
<i>Support from English Adviser</i> <i>Staff CPD phonics and reading</i>	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.	3/4

	Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged.'	
<i>Subject Leader CPD to ensure quality first teaching across the curriculum</i>	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf	1-5

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

Budgeted cost: £ *included in staffing*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support staff in all classes and additional support for classes with most needs</i>	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqr.pdf https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf	1-4
Review of learning / in-class feedback Quick intervention after daily lesson as needed Pre-teach before next lesson as needed (Focus on maths)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/EEF_Feedback_Recommendations_Poster.pdf	4

	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf	
SENDco intervention (IDL/maths IDL, phonics, general intervention)	https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf	1-4
Wellcom speech and Language Programme	Education and Endowment research Nuffield Early Literacy Intervention research (NELI)	2
Regular 1:1 reading with children who do not read at home Reading comprehension support Guided reading Read the Game Intervention New books in classes/library	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3
Phonics intervention to close gaps between peers Updating and analysis of progress using Phonics Tracker program	https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes ‘Learning to read is one of the most formative phases of a child’s school experience and it lays the foundations for so much more. Those who do not master reading at school go on to struggle with essential tasks of life, so children mastering the art of reading during their school years is vital.’	3
Y5 and Y6 booster classes before school x 3 days per week	https://educationendowmentfoundation.org.uk/education-evidence/effective-tutoring	3-4

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Monitoring the attendance of children in receipt of pupil premium	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	5
Stronger Together /Early Help Assessment support for parents provided by SENDco	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1
Free Breakfast Club for PP children	Children are better placed to learn when they have had breakfast and arrive at school on time for the start of the school day.	1
Access to extra-curricular clubs	We are encouraging children to take part in clubs and are providing opportunities during the day so that they do not have to stay out of hours which can be difficult for some families	1
Pastoral support sessions with teacher / TA with tailored activities to address needs.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning	1
Impact groups delivered by CFW Resilience and Mental Health Workshops delivered by Accrington Stanley/ Young Minds	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF Metacognition and self-regulated learning.pdf	1
	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF Social and Emotional Learning.pdf https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-	1

	sel/EEF SEL Summary of recommendations poster.pdf	
Supporting parents e.g. workshops/ videos on school website/works hops for them to take part in	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Summary of recommendations.pdf	3-4

Total budgeted cost: £ 80,000

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 2024-25 academic year

Support in every class provided by teaching assistants enabled children to make good progress. Pre-teaching and intervention have had a positive impact on children's confidence in class and helping to close gaps more quickly

SENDco has supported children in KS2 as part of intervention and this has had a positive impact on progress.

Breakfast Club well attended and ensured children have eaten before lessons.

Subsidised trips including residential have had a positive impact on extending children's cultural capital

Pupil Premium children have been accessing extra-curricular clubs including science, choir, Just Imagine and sporting clubs

Resources bought were effective in supporting the children to make progress

Staff CPD was effective

PP Attendance = 95% (whole school 95.5%) Any persistent absence has been robustly monitored with support in place as needed to make improvements.

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
White Rose Maths	White Rose Education
Nessy Dyslexia Assessment	Dyslexia Quest
Purple Mash	2 Simple
Timestable Rockstars	Maths Circle Ltd

IDL for English and Maths	IDL Solutions
Mastery Readiness for maths	LCC
CPOMS	CPOMS Systems
Phonics Tracker	Phonics Tracker Ltd
PE Passport	PE Passport
Matt Whitlock Gymnastics	Matt Whitlock Gymnastics
Kapow Primary	Kapow Primary

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Child attended Breakfast Club and ASC when parent was working
What was the impact of that spending on service pupil premium eligible pupils?	Helped child to develop friendships and social skills. Child is more confident