



Pupil premium strategy statement for St. Peter's CofE (VA) Primary School WD3 8HD

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 CofE (VA) Primary School
Number of pupils in school from 2 to 11	275
Proportion (%) of pupil premium eligible pupils	19 children. 6 children are service. 7% of the school population.
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Michael Conley
Pupil premium lead	Michael Conley
Governor / Trustee lead	Governing Body (circle model)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,277(April 2026) FSM-£13,028 Ever FSM- £23,194
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	£37,277

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At St Peter's, our ultimate objective will be to close the gap in attainment and allow for all our children to flourish. Whilst our children perform well compared to national average, we would like to see this increase further. We will also use our PPG funds to ensure that the children benefit from our cultural capital offer. We are supporting children that may have co needs being both FSM and SEND. We are pleased that whilst some of our children do not make ARE, they are making progress from their starting points.

Our plan will intertwine the academic achievements of our disadvantaged children and our cultural capital offer. Through rigorous assessment and APDR cycles, we can ensure that our children are monitored so that interventions are swift and well planned. Through the deployment of tutoring and small group work, we can track the impact of teaching and learning and make adjustments where necessary.

The overarching principles are:

1. To ensure that disadvantaged children flourish in their individual way
2. That the impact of PPG grant improves the academic and life expectations of the children in our care
3. To close the gap to support our children to access their curriculum group and

learning

Our intent for his plan:

- To improve attendance and punctuality
- Accelerate progress in teaching in learning to close attainment
- To monitor the well-being of disadvantaged children
- To monitor and track the uptake of clubs and cultural capital events for our disadvantaged children
- Offer support to disadvantaged families

- Priorities tracking of PPG children across the school and curriculum
- If home learning is required, priorities PPG learners for devices
- Fully funded uniform for PPG children, where needed

- Promote opportunities that could have a positive impact on disadvantaged learners in adult life

Challenges

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

Challenge number	Detail of challenge
1	Attendance may be lower than their peers
3	Parental engagement with home learning
4	Poor language on entry to school
5	Poor social and emotional skills on entry
6	Engagement within lesson
7	That disadvantaged children may not have the same exposure to cultural capital
8	There may be limited chances for consolidating learning in the home

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
Attendance and punctuality of disadvantaged children is at least in line with peers	Improved attendance at school Improved punctuality Improved attitude to learning Reduction in CPOMs incidences for behaviour
Disadvantaged learners make accelerated progress and close attainment gaps	Improved academic achievements In national examinations, disadvantaged children meet ARE and have positive progress scores
To support our disadvantaged children to flourish in terms of mental health	Improved relationships Disadvantaged children to be supported in regulating emotions Where needed, use PPG funding to support children with counselling

Access to events and experiences	Attendance at events and experiences (funded) To benefit from our cultural capital offer
Access to a broad and balanced curriculum	Access to music Access to forest school

	Access to school trips
Targeted support in lessons	Identified in pupil progress meetings Tracking across the curriculum Interventions are bespoke and impact monitored Book looks and monitoring activities by subject leaders track disadvantaged children To direct TAs towards PPG children
To ensure that our disadvantaged children are not identifiable and are equal to their peers	Funding of uniform Funding for trips and events PTA and school will support families, discreetly

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: £3,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for small group interventions	Historic evidence from school intervention that children benefit and EEF	2,4,5 &6
For staff to attend courses on closing attainment gap	Historic evidence from school intervention that children benefit and EEF	2,4,5 &6

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

Budgeted cost: £ 13,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
To fund the use of tutors. <ul style="list-style-type: none"> - This may be through our already known tutor - This may be through the NTP 	Government priority and EEF	1, 2,4,5 and 6
To fund the TA hours to deliver interventions	Historic evidence from school intervention that children benefit and EEF	2,4,5 &6

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To fund the attendance of residential trips	Historic evidence from school intervention that children benefit	7
To fund uniform	To feel valued and included in school. School blogs and EEF report	7
To support families with wrap around care	Historic evidence from school intervention that children benefit	3 and 7
Sport workshops	Historic evidence from school intervention that children benefit	1&7
Home learning	Historic evidence from school intervention that children benefit and EEF	7 &3
Subsidised school trips	Historic evidence from school intervention that children benefit	7
Safespace therapy	Historic evidence from school intervention that children benefit	5,6 & 7

Total budgeted cost: £25,130

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 2025 to 2026 academic year.

The children have been making small steps of progress from their baselines. Our attendance is above national for FSM children with us being at 95.8% compared to the national average of 94.6%. In Year 6, 3 of our 5 children that were FSM achieved ARE in reading, writing and maths. In Reception, 1 of 3 children achieved GLD. We are pleased with our data outcomes as for the children that did not make ELG, they are still making good progress from their starting points. For the phonics screening check, 1 child of 2 achieved a pass grade. The child that did not achieve a pass has a communication and language barrier.

We used our PPG funding to support children with cultural capital events, boxing and mentor sessions. We have used this to support children with coming into school and installing a desire to learn and grow.

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
Wel Comm	GL Assessment
Nuffield Language Intervention	DFE and Nuffield
Makaton	Makaton
Numicon Early Maths	Numicon and DSPL 9
STEPS behaviour strategy	Herts for Learning
Zone of Regulation	Zones of Regulation
Little Wandle keep up/catch up	Little Wandle

Service pupil premium funding (optional)

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?	The children benefited from the same offer as the PPG children.
What was the impact of that spending on service pupil premium eligible pupils?	The same as the PPG children.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.