

# SS Peter and Paul Pupil Premium Strategy Statement 2024-2025

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils by outlining our strategy and how the funding is to be spent and the outcomes for disadvantaged pupils for the last academic year.

## School overview

Detail	Data
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	10.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Carol Burns Headteacher
Pupil premium lead	Laura Hewlett Deputy Head
Governor / Trustee lead	Peter Jakobek

## Funding overview

Detail	Amount
Pupil Premium and Previously Looked After Children funding allocation this academic year 2024-2025	£30,129
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year 2024-2025</b>	£30,129

## Part A: Pupil premium strategy plan

### Statement of intent

All members of staff and governors accept responsibility for ensuring that all pupils, and especially disadvantaged pupil, receive the best education we can offer whilst attending our school. We are committed to meeting their pastoral, social and academic needs within the school environment and 'closing the attainment gap' between vulnerable pupils and other groups.

The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based from the Education Endowment Foundation (EEF) with quality first teaching being the most important factor in improving outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particular positive effect on children eligible for Pupil Premium.

The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies and provide exciting and stimulating opportunities for all children.

Targeted support tailored to the needs of the child is being provided through one-to-one and small group tuition using qualified teachers and LSAs. These interventions support children in knowing where they are and what they need to do to improve their work. To ensure they are effective we will:

- ensure all children, including disadvantaged pupils, are challenged in the work that they are set
- monitor vulnerable children and put intervention in place when a need is identified
- promote high expectations amongst staff and pupils about what disadvantaged children can achieve
- provide emotional and social support for all children who require additional support

To monitor progress teachers will identify where pupils are finding difficulties during lesson time and will plan to address these areas. Formal assessment in term 2, 4 and 6 provides information regarding progress and identifies those children requiring additional support. The use of NTS and Boost assessment tools allows LSA and teacher led intervention programmes to be produced to address the pupils' specific difficulties.

### Challenges

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

Challenge number	Detail of challenge
1	Engagement in learning/effective learning behaviours
2	Individual, specific difficulties with key skills in English and maths
3	Pupils' lack of subject knowledge and wider experiences and understanding of the world around them which can mean a limited vocabulary and difficulties with conceptual learning
4	Managing emotional/relationship challenges in behaviour
5	Ensuring the pupils have the correct equipment to engage in learning
6	Attendance data shows overall lower attendance for children eligible for the PP grant, including persistent absenteeism in some cases

## 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
Pupils engaged in their learning, resulting in pupils feeling more confident about their learning leading to accelerated progress	Pupils will engage in their learning and be able to recall facts about their learning and talk about their success and areas of development with confidence and understanding resulting in the need for less intervention
Pupils' attainment will improve across all subjects and progress will be in line with or above peers.	Disadvantaged pupils to make accelerated rates of progress from key starting points/start of the year to demonstrate diminishing the difference – monitored during Pupil Progress Meetings, end of term assessments, and termly NTS assessment analysis
Develop a programme of experiences for pupils to enable them to have a deeper knowledge of subjects and the world around them	All pupils to have the opportunity to attend trips and enrichment activities and learning is more memorable and meaningful. Provide opportunities for 1:1 support and small group support (including pre-teaching when necessary) to help narrow the knowledge gap
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	All pupils to feel safer and more confident at school Vulnerable children will take part in social skills activities such as Lego club An increased number of children taking part in after-school clubs All KS2 children have the opportunity to represent the school at inter school competition Fewer incidents of poor behaviour

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train all staff in teaching reading comprehension strategies Purchase additional whole class sets of reading books	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2 and 3
Train a member of staff to set up and run forest school sessions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	1,2,3,4 and 6

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

Budgeted cost: £11,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and LSA's to provide targeted 1:1 intervention for children. These include: Additional Unlocking Letters and Sounds phonics intervention sessions targeted at disadvantaged	There is a strong evidence base indicating that phonics intervention has a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics   Toolkit Strand   Education Endowment Foundation   EEF Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind	1, 2 and 3
Purchase and implement NTS standardised diagnostic assessment	NTS standardised diagnostic assessments used at end of T2, T4, T6 in Years 3,4,5 to produce a personalised	1, 2 and 3

and use analysis to identify focus support groups	intervention programme to address gaps in knowledge or understanding. Focus support groups identified by data analysis with Support Teacher and LSA intervention provision for identified groups focusing on specific areas of need. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF	
---	---	--

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

Budgeted cost: £5,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop and embed our School Attendance strategy and Procedures ensuring that families are supported to improve attendance	DfE Doc Improving School attendance <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	6
To encourage / increase the participation of all children eligible for PP funding in extracurricular / after school activities To provide after-school care for those who would benefit from additional social activity with peer groups	Evidence from EEF Physical activity and Arts Participation develops children's sense of belonging, builds resilience and a sense of achievement  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	1, 2,3 and 4

To provide outdoor learning activities including forest school, team building, sailing and Year 6 residential camp		
--	--	--

**Total budgeted cost: £ 30,129**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The data below shows the outcomes for the academic year 2024-2025

The EYFS data is not included as it involves a very small sample of children.

75% of disadvantaged children passed their phonics check in Year 1 and 100% of disadvantaged children passed in Year 2.

The data below shows the outcomes at the end of KS2 for the academic year 2024-2025

KS2 SATs results for Disadvantaged Children 2025	Non Dis-advantaged	Dis-advantaged	LA	National
Percentage of pupils meeting the expected standard in reading, writing and maths	81%	86%	69%	69%
Percentage of pupils achieving at a higher standard in reading, writing and maths	7%	14%	8%	11%
Average score in reading	109	108	107	107
Average score in maths	108	105	106	106

Whole school attendance for the year was 95.79% whilst the attendance for disadvantaged children was 92.38%. All incidents of persistent absence were followed up by the attendance officer, Headteacher and discussed with the EWO and parents and carers were encouraged to work with school to improve attendance.

All disadvantaged children attended at least one sports club after school during the year and all disadvantaged children in KS2 had the opportunity to represent the school at inter school competitions. All the children who took part had a boost to their self-esteem and one child's attendance improved greatly.

All children were able to access our broad and balanced curriculum offer to help them gain cultural capital. During the academic year all trips, including team building, outdoor pursuits and school camp were subsidised or fully financed depending on the needs of the families involved.

## **Externally provided programmes**

No external provided programmes have been used this year.