St Peter's CE Pupil Premium Strategy Statement 2024-27

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 CE, Swinton
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	74 pupils (34%)
Academic year/years that our current pupil premium strategy plan covers	2024/25, 2025/26, 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Gov Board
Pupil premium lead	Emma Richardson
Governor lead	Howell Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,074
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	£100,074

Part A: Pupil premium strategy plan

Statement of intent

Our aim for disadvantaged pupils:

- Our intention is that all pupils, irrespective of background or the challenges they face, make good progress across all subject areas.
- The Pupil Premium is a source of government funding for schools, which is aimed at supporting disadvantaged children who may need extra input in order to achieve at similar rates with their peers. It is our intention at St Peter's that this will assist a closing of the gap in attainment and attendance between groups of pupils.

Key principles: how we work towards achieving these objectives:

- Continuation of a designated pupil premium champion (staff member to lead support), acting as a mentor for pupils and link for staff.
- Two staff designated to set hours mentoring and supporting disadvantaged children as standard during each school week.
- A timetabled programme of designated out-of-class and in-class one-to-one and small-group support for disadvantaged children.
- Pupil premium intervention work focused on children's individual targets.
- Designated targets for the progress of children receiving pupil premium funding in teachers' performance reviews and school improvement planning.
- Children who are not disadvantaged but deemed suitable candidates ('vulnerable pupils') also included within intervention work to maximise efficiency.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by social factors outside of school. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing (KS2) and phonics/reading (EYFS/KS1).
3	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 4% lower than for non-disadvantaged pupils.

4	Lack of life experience.
5	Families experiencing difficulty, stemming from a variety of social factors, which impacts parents' ability to support early development effectively.
6	Shorter concentration span/easily distracted/ social and/or domestic issues outside of school which do not give the child the best conditions for learning when in school.
7	General budget and staffing constraints associated with a one form entry primary school.

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	July 24 Evidence	July 25 Evidence	July 26 Evidence	July 27 Evidence
Improved oral language skills and vocabulary among disadvantaged pupils especially in EYFS and KS1.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This will be evident from WellCOMM and Blank level assessment data.				
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that 75% or above of disadvantaged pupils met the expected standard.				
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that 70% or above of disadvantaged pupils met the expected standard.				
To achieve and sustain improved attendance for all pupils, particularly	Sustained high attendance from 2024/25 demonstrated by:				

our disadvantaged pupils.	• the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 4%. the percentage of all pupils who are persistently absent being below 16% and the figure among disadvantaged pupils being no more than 4% lower than their peers.				

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: £17,950

Activity	Evidence that supports this approach	Challenge no.(s) addressed
Purchase of standardised assessments - NFER	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.	1,2
Training by the Education Psychology service for teachers and teaching assistants.	Mentoring and coaching of staff using a program of training for Teachers and TAs over the course of 2024-25. These courses will train 80% of our staff in • Emotion coaching • Relational approaches to Inclusion	5,6,7

	• Neurodiversity Affirming Practice	
Enhanced Speech and Language provision for low attaining pupils and disadvantaged.	The purchase of enhanced hours (15 days) to support within Early Years.	5,6,7
Paul Duckworth – School improvement DBE Services	School Improvement Services • Termly Headteacher briefings/updates • Staff CPD Twilight	4,5,6,7
Subscription to Insight Tracker.	This subscription will use technology to support high quality teaching and learning. • Assessment Tracking • Supporting Attendance Tracking • Online recording of ILP's and	1,2,3
Creation of subject knowledge organisers	The development of knowledge organisers through high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils.	1,2,3

Targeted academic support (eg: tutoring, 1-2-1 support structured interv'ns)

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS1 intervention work, group and 1:1	Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in groups.	1,2,3,5,6
KS2 intervention work, group and 1:1	Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in groups.	1,2,3,5,6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Daily phonics sessions where children are grouped according to their phase have	1,2,3,5,6

	been shown to be effective in phonics progression.	

Wider strategies

Budgeted cost: £39,124

Activity	Evidence that supports this approach	Challenge number(s) addressed
For subsidising children to take part in activities which are designed to engage and stimulate, particularly to help generate experiences for writing (e.g. subsidies for non-residential class trips and visits at all ages)	For many years St Peter's has offered a wealth of enrichment activities to our curriculum to help address the lower levels of life experience and parental input. It is evident that children learn best when learning is linked with a physical experience e.g. Year 3 visit a Stone Age camp to give their learning context.	4,5
Pastoral Support Teaching Assistant – supports our disadvantaged pupils as and when they require intervention for their emotional wellbeing alongside learning needs.	We have an increasing number of children who work with our Pastoral Teaching Assistant. Our records show we are more efficient at identifying disadvantaged children who may require support for their emotional wellbeing alongside their learning needs.	3,5,6
Class Dojo implementation	Developing and implementing class Dojo, an online tool for supporting communicating with parents.	4,5
Attendance Officer Michael Dunn supporting school attendance	Termly visits by the EWO monitoring and supporting improving school attendance.	3,5
After School sports club	Multi sports club provided by Premier sports.	4,5,6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5,6,7

Total budgeted cost: £100,074

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 2021 to 2024 academic year.

Based on the review of the 2021-2024 document:

WellCOMM has been a success; however, the cohorts entering school continue to present challenges in the area of communication and interaction, this strategy area remain ongoing.

Other indicators of success in this field:

- Trialled a Healthy Holidays Camp in school at Easter 2021, in conjunction with the LA, which was filled at 30 places for one week.
- Expanded this camp to a four-week opening in summer 2021, with double the capacity – this was filled each day with 60 disadvantaged children.
- The school pastoral team has increased from 1 staff member to 3 in the past two years.

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
Free School Meals Vouchers (significant amount of school admin time to deliver successfully)	DfE
HAF Clubs	As an early adopter of this scheme it proved very successful, but due to a change in government funding we are seeking a new partner provider for the Spring Term.