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 **2025** to **2026** 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 **(2024-25)** had within our school.

School overview

Detail	Data
School name	St Peter's CE, Swinton
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	39% (89 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024/25, **2025/26**, 2026/27
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Governing Board
Pupil premium lead	Emma Richardson
Governor lead	Howell Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,022
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£110,022

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 **phonics/reading** (EYFS/KS1) and **writing (**KS2).
3	Our a**ttendance** data over the last year indicates that attendance among disadvantaged pupils has been 4% lower than for non-disadvantaged pupils.
4	**Limited life experience of pupils**, which leads to us targeting time and funding towards activities to promote a wider view of the world for our pupils beyond their home or immediate locality, boosting their cultural capital and ensuring a level of experience from which they can draw to enhance personal development, oracy and writing (in particular).

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
1.Improved oral language skills amongst disadvantaged children in the EYFS	Assessments and observations indicate significantly improved language skills amongst disadvantaged pupils. This will be evidenced by WellCom, Blank Level assessments and Nursery TALC screening.
2a. Improved reading attainment amongst disadvantaged pupils	Phonic screening check and reading outcomes by the end of KS1 show that 70% of disadvantaged pupils met the expected standard.
2b. Improved writing attainment amongst disadvantaged pupils	Writing outcomes by the end of year 6 show that 70% of disadvantaged pupils met the expected standard.
3.To achieve and sustain improved attendance for all pupils in particular disadvantaged pupils	Sustained high attendance , demonstrated by: • Overall attendance being broadly in line with national, and favourable when compared to statistical neighbours • 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 pupils being persistently absent being below national. • The persistent absence figure among disadvantaged pupils being no more than 4% lower than their peers
4.To increase the breadth of life experience for all, especially disadvantaged pupils	Use educational trips and visits within the school day, and increased extra-curricular provision outside of it, to boost pupils' cultural capital and ensuring a level of experience from which they can draw to enhance personal development, oracy and writing (in particular).

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: £58,270

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. • EEF Guidance Research recommends collecting high quality, up-to-date information about pupil's current capabilities and adapt teaching accordingly to focus on exactly what pupils need to progress. EEF Primary Guidance Reports	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 • Neurodiversity Affirming Practice - The EEF Toolkit and guidance reports. - The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD. - The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design', and more here.	123
Enhanced Speech and Language provision for low attaining pupils and disadvantaged.	The purchase of enhanced hours (15 days) to support within Early Years. - The EEF Toolkit and guidance reports and Early Years Toolkit summarise evidence on the potential impact of targeted interventions on language development, literacy and numeracy.	1 2

Paul Duckworth – School improvement DBE Services	School Improvement Services Termly Headteacher briefings/updates Staff CPD Twilight • The EEF Toolkit and guidance reports. • The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD. The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design', and more here.	1 2 3 4
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 • Neurodiversity Affirming Practice • The EEF Supporting School Attendance resources include a planning tool and evidence-informed guidance in relation to six themes. • EEF guidance on effective implementation - and its accompanying resources - A School's Guide to Implementation.	123

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

Budgeted cost: £33,594

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,
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,
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 been shown to be effective in phonics progression.	1,2,3,

Wider strategies

Budgeted cost: £18,158

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
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, 4
Class Dojo implementation	Developing and implementing class Dojo, an online tool for supporting communicating with parents.	4
Attendance Officer	Termly visits by the EWO monitoring and supporting improving school attendance.	3,
After School sports club	Multi-sports club provided by Premier Education.	2 4,
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,

Total budgeted cost: £110,022

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 to 2025** academic year.

Challenge 1: Improved oral language skills and vocabulary among disadvantaged pupils especially in EYFS

	September 2024	**July 2025**
YN ALL	WELCOM Working in the average range - 21 %	WELCOM Working in the average range - 80 %
YN D pupils	WELCOM Working in the average range - 17 %	WELCOM Working in the average range - 83 %
YR ALL	TALC Blank Lvl 1 - 57 % Blank Lvl 2 - 20 % Blank Lvl 3 - 13 % Blank Lvl 4 - 10 %	TALC Blank Lvl 1 – 0 % Blank Lvl 2 – 0 % Blank Lvl 3 – 16 % Blank Lvl 4 – 83 %
D pupils	TALC Blank Lvl 1 - 67 % Blank Lvl 2 - 16 % Blank Lvl 3 - 16 % Blank Lvl 4 - 0 %	TALC Blank Lvl 1 – 0 % Blank Lvl 2 – 0 % Blank Lvl 3 – 16 % Blank Lvl 4 – 83 %

Comment September 2025:

Good progress in July 2025 from low starting points; hope to build further upon this in 2025/26.

Challenge 2: Improved reading attainment among disadvantaged pupils at the end of KS2

Reading attainment	July 2025	July 2026	July 2027
National	75%		
ALL	83%		
D pupils (12)	75% (all but three pupils who were not entered for the test for SEND reasons)		

Comment September 2025:

Reading attainment of all pupils very successful compared to national, whilst it is also pleasing to note that disadvantaged pupils attained the same as all pupils nationally.

Challenge 3: Improved writing attainment among disadvantaged pupils at the end of KS2

Writing attainment	July 2025	July2026	July 2027
National	72%		
ALL	69%		
D pupils	66% (8 of 12)		

Comment September 2025:

Disadvantaged pupils' writing is broadly in line with all pupils at St Peter's however, the gap needs closing between disadvantaged and all pupils nationally.

Challenge 4: To achieve and sustain improved attendance for all, including disadvantaged pupils

Attendance	July 2025	July 2026	July 2027
All pupils	94.5%		
D pupils	91.3%		
National : ALL/D pupils	94.8%		

PA	July 2025	July 2026	July 2027
ALL pupils	14.3%		
D pupils	17.8%		
National : ALL/D pupils	12.6%		

Comment September 2025:

The attendance gap has narrowed between all pupils and disadvantaged at St Peter's, as is the case with persistence absence, however both figures require further work and are major items on the school development plan.

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 have a new partner provider for August 2025, with whom we are working to provide 30 places funded by school.