

## Pupil premium strategy statement

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 Catholic Primary School
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	19%
Academic year that our current pupil premium strategy plan covers	2025-6
Date this statement was published	December, 2025
Date on which it will be reviewed	Autumn, 2026
Statement authorised by	Mrs K Ryan
Pupil premium lead	Mrs S Cooke
Governor / Trustee lead	Mr M Lowe

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£64,660</b>

## Part A: Pupil premium strategy plan

### Statement of intent

In line with our mission statement, we seek through our Pupil Premium provision to celebrate each person's uniqueness with joy, and to ensure that it is truly valued. We strive for excellence in all we do.

Data is gathered and interpreted throughout the academic year to accurately identify focussed improvement priorities.

A tiered approach is taken to address the root causes of underachievement through:

1. teaching
2. targeted academic support, and
3. wider strategies.

School leaders train and support staff to deliver and sustain quality first learning for all pupils. Professional development for teachers is prioritised, for example:

- During this three-year strategy, our SENDCO has shared the intent and monitored the implementation of the EEF recommendations for learners with SEND.
- Our maths subject leader, along with another class teacher, attends maths training delivered by the Noth West 1 Maths Hub. Content is cascaded to all classroom staff and actions are monitored as part of our whole school monitoring cycle.
- Our English subject leader has identified the lowest quintile of readers in each year group and has led discussion within the senior leadership team so that specific, timed interventions have been implemented in order to facilitate accelerated progress for these children. She has also made explicit the age-related expectations in writing for each year group and she continually supports teachers to plan and deliver quality first teaching to facilitate our children to reach these expectations. All of this is done in the light of the EEF published research: 'Improving Literacy in Key Stage One and Two.'

This plan takes into consideration the pastoral, academic, curricular and extra-curricular needs of individual pupils.

Links between the School Development Plan and this Pupil Premium Strategy Plan are clearly identified.

## Challenges

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

Challenge number	Detail of challenge
1	At the time of writing, attendance and punctuality for cohort of disadvantaged children is below the school's target level of 98% over the next three years, although whole school attendance is above above national attendance. <a href="#">(link to 2025-6 SDP)</a>
2	The WellComm assessment shows that speech, language, communication and oracy is below the expected stages of development for 30% of our Reception children on entry to Reception.
3	In Year groups 1-6 last academic year, there were disadvantaged children who did not achieve age-related expectations in reading, writing and maths (RWM). Many of these children are prior lower attainers. <a href="#">(link to 2025-6 SDP)</a>
4	Compared to previous years, we now have lower levels of support from outside of school with home learning (for example, with weekly spelling, daily reading and homework, or with access to wider opportunities, such as music, dance, sport and drama).
5	Lower numbers of children are achieving higher scaled score or Greater Depth Standard in maths and in writing than in pre-pandemic years. <a href="#">(link to 2025-6 SDP)</a> .
6	We have a greater number of children on our SEND register than we have had historically, and a greater proportion of these children are pupils with Social, Emotional and Mental Health Needs. We also have a greater number of children who are both disadvantaged and who have SEND in addition to this.

## 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
Our Pupil Premium children are in school and are punctual. <a href="#">(link to 2025-6 SDP)</a>	Attendance of Pupil Premium children is higher than that of Pupil Premium attendance nationally, and is as high as possible due to families engaging with support offered by school and wider services.  Full / almost always full punctuality
They are ready to learn.	Our Pupil Premium children have full uniform, PE kit and stationery, and have subsidised access to enrichment clubs.

<p>Our Pupil Premium children are making academic progress. Expectations for all children are high. <a href="#">(link to 2025-6 SDP)</a></p>	<p>Pupils make expected or accelerated progress (evidenced on trackers and in Pupil Progress meetings) so that attainment is high.</p> <p>Children in the EYFS make accelerated progress towards achieving Early Learning Goals in Reading, Writing and Number.</p> <p>Children in Year 1 and 2 make accelerated progress towards achieving the pass mark for their phonics check.</p> <p>In Key Stages One and Two, children make accelerated progress towards expected standards and/or towards GDS in reading, writing and maths.</p> <p>At the end of Key Stage 2, our most able children have progressed towards achieving a higher scaled score in Reading, Maths and SPAG.</p> <p>Children on our SEND register are facilitated to meet targets on their 4+1 statements. Professionals and parents work together to ensure progress, attainment and a reduction in barriers to learning for these children.</p>
<p>Children make progress in early communication, listening and attention skills, pronunciation of speech sounds and the social element of communication.</p>	<p>Children make progress towards targets identified on their speech and language therapy reports, their 4+1 statements or their EHC Plans. Children in Nursery and Reception make progress thanks to skilfully-delivered teaching strategies and interventions from the Well Comm 'Big Book of Ideas.'</p> <p>Children communicate freely with adults and peers alike. They understand and use spoken language at levels identified for their age – EYFS Communication and Language ELGs, or Speaking and Listening objectives in KS1 or 2.</p>
<p>Children recall and apply knowledge they have practised and consolidated from provision of opportunities in homework club and through interventions.</p>	<p>All children are progressing towards age-related expectations in reading, writing, maths and SPAG, and where appropriate, towards the greater depth standard, thanks to the knowledge they have gained in homework club and in interventions in school.</p>
<p>Children's lives are enriched. <a href="#">(link to 2025-6 SDP)</a></p>	<p>All children in Key Stage 2 have had the opportunity to take a brass instrument home, and have had access to brass instrument tuition during this calendar year.</p>

	<p>They have the opportunity to sing in the community as a member of our school choir, which meets after school once each week.</p> <p>All children in 5 have had the opportunity to attend a residential trip, regardless of parental financial circumstances.</p> <p>All children in Key Stage 2 have access to high quality teaching in Primary Modern Foreign Languages.</p>
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### 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: £32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching of phonics in Nursery, Reception and Year 1 using Essential Letters and Sounds (ELS): government-accredited systematic phonics scheme.</p> <p>Children in Year 2, 3 and 4 who did not pass their phonics check/ re-check access ELS interventions 4 times weekly.</p> <p><a href="#">(link to 2025-6 SDP)</a></p>	<p>Developed by the Knowledge Skills Trust, one of whose core objectives is to transmit a core body of knowledge to all pupils.</p> <p>Essential Letters and Sounds is a systemic phonics programme. These programmes are recommended by the EEF with high evidence to support children's progression in phonics.</p> <p><a href="#">Phonics   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	2, 3
<p>English lead to spend time out of the classroom each week monitoring planning and suggesting improvements in the implementation of the teaching of reading and writing across the school.</p> <p>Specific children to access tailored interventions for Reading and Writing, led by a teaching</p>	<p><a href="#">Improving Literacy in Key Stage 1   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Improving Literacy in Key Stage 2   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	2, 3, 6

<p>assistant. These interventions are based on children’s prior attainment, and close teacher observation of their progress.</p> <p><a href="#">(link to 2025-6 SDP)</a></p>		
<p>One half day per week for the SENDCO to address challenges and provision for Pupil Premium children who also have SEND.</p>	<p>Pupil Premium children with SEND have provision needs identified. Resources, adult support and a tailored curriculum is in place.</p> <p>Attainment and progress data of our SEND children provides evidence to support this approach.</p> <p>The SENDCO has trained staff on the EEF guidance for teaching children with SEND in mainstream schools.</p> <p>She has also gained the ELSA (Emotional Literacy Support Assistant) qualification. This academic year she will spend time cascading this pedagogy to all staff.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Special-Educational-Needs-in-Mainstream-Schools-EEF">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">About ELSA – ELSA Network</a></p>	6
<p>Music teacher</p> <p><a href="#">(link to 2025-6 SDP)</a></p>	<p>Children’s attainment and progress data in Music.</p> <p>Teachers remain in the classroom whilst the music lesson takes place. This is for their own professional development.</p>	4
<p>CPD: Teaching National Curriculum Mathematics</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We have purchased a DfE-recommended scheme of work, Power Maths, to deliver National Curriculum mathematics in small, sequential steps. The scheme offers daily opportunities for problem solving and reasoning and facilitates children to work towards reaching the ‘greater depth’ standard in</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches and CPD (including Teaching for Mastery training).</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Improving-Mathematics-in-the-Early-Years-and-Key-Stage-1-EEF">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/Improving-Mathematics-in-Key-Stages-2-and-3-EEF">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 4

mathematics. <a href="#">(link to 2025-6 SDP)</a>		
Teacher to deliver PMFL to our Key Stage 2 children.		4

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

Budgeted cost: £17,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Clicker' software	Educational psychology reports and reports from Pupil Support Service for individual children	2, 3
White Rose <a href="#">(link to 2025-6 SDP)</a>	We use the concrete, pictorial and abstract methodology of White Rose Maths to dovetail with the approaches outlined in 'Improving Mathematics' from the Educational Endowment Foundation in our Nursery unit.	3
Change to the staffing structure so that all year groups have the support of a teaching assistant to carry out interventions with our children in reading and maths. All year groups also have the support of a teaching assistant to deliver high-quality specific interventions to promote: - expressive language, communication and interaction	<a href="#">Reading comprehension strategies   EEF</a>  <a href="#">Teaching mathematics in primary schools - GOV.UK (www.gov.uk)</a>  <a href="#">EEF   Wellcomm: The complete speech language tool kit</a>	2, 3, 4, 5, 6

- positive mental health and wellbeing		
Homework club SATS revision club	<a href="#">Small group tuition   EEF</a>	2, 3, 5, 6
Nessy Fingers		3, 6
Kapow (French – Modern Foreign Language)		4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for residential and day trips <a href="#">(link to 2025-6 SDP)</a>		1, 4
Provision of uniform, stationery and access to extra-curricular activities		1, 4
Provision of on-site, school-run breakfast club to support families with attendance and punctuality, particularly if families are needing to transport children to several schools and settings each morning.		

**Total budgeted cost: £64,660**

## 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.

Attendance data for 2024-2025:		
All children – 96.4%		
Disadvantaged children – 94% (0.8% increase from the previous academic year and 1.9% above national attendance for disadvantaged children)		
All children in school were facilitated to access residential and day trips, regardless of financial circumstances, and were facilitated to join clubs at school for which there were a fee.		
<u>GLD</u> : 75% of our children achieved a Good Level of Development at the end of their Reception year. Judgements were moderated internally. 60% of our disadvantaged cohort achieved GLD, whereas 78.3% of our non-disadvantaged cohort did so.		
<u>Phonics check</u> : 70% pupils achieved the pass mark in the Summer term of Year 1. There were 5 disadvantaged pupils in the cohort, one of whom achieved the pass mark.		
<u>Year 6</u> :		
Y6 Reading, Writing and Maths combined: all children in our cohort of 6 disadvantaged children achieved age-related standards, and in some cases, achieved the greater depth standard.		
	<u>Reading: Expected Standard or Higher</u>	<u>Children entitled to the Pupil Premium</u>
St. Peter's	84%	71.4% (42.9% achieved a higher scaled score)
Local	74%	
National	75%	63%
	<u>Writing: Expected Standard or Higher</u>	<u>Children entitled to the Pupil Premium</u>
St. Peter's	84%	85.7% (14.2% achieved greater depth standard)
Local	70%	
National	72%	59%
	<u>Maths: Expected Standard or Higher</u>	<u>Children entitled to the Pupil Premium</u>

St. Peter's	80%	71.4% (14.2% achieved greater depth standard)
Local	73%	
National	74%	61%

Pupil Premium children with SEND have provision needs identified. Resources, adult support and a tailored curriculum is in place.  
Attainment and progress data of our SEND children provides evidence to support this approach.

Children's attainment data in Music shows that out of all children entitled to the Pupil Premium in year groups 1-6, 89.9% are working at age-related expectations or above. As stated, teachers remain in the classroom for reasons of professional development whilst music lessons take place. school now has two members of staff who take home brass instruments in order to practise and then improve their teaching to the children.

Our choir has sung at mass for First Holy Communion, and at all school masses. We have sung at the Young Voices event, at Stalybridge Street Fest and at a Tameside Music Service event with other Key Stage Two children. The extra-curricular experiences offered to our children are wide.

### 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
Kapow (French)	Kapow Primary Company number: 09640574

**Service pupil premium funding**

Measure	Details
Not applicable in the previous academic year.	