



# Pupil Premium Strategy Statement

## SS Peter & Paul Catholic Primary School



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the 2024 – 2025 academic year.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year (2025 – 2026) and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	SS Peter & Paul
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	18% (38 children)
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>	2024-2025 2025-2026 (3 years 2024/2025/2026)
Date this statement was published	20/12/2025
Date on which it will be reviewed	December 2026
Statement authorised by	Chair of LGB
Pupil premium lead	Neil Porter
Governor / Trustee lead	Sarah Nelson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,890.00
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year 2024/25</b>	<b>£54,890.00</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of intent

At SS Peter & Paul, we aim to close the progress and attainment gaps between pupil premium and non-pupil premium pupils through:

- High quality first teaching through Universal classroom provision; enabling all children to access all areas of the curriculum.
- Effective differentiation within the classroom to provide additional support for pupils with an attainment gap.
- Targeted support for pupils struggling to access the curriculum offer due to their disadvantaged circumstances.
- Specialist support from outside agencies in order for children and families to effectively access the school curriculum.
- Providing additional resources to assist pupils with closing the attainment gap.

## Challenges

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

Challenge number	Detail of challenge
1	SEND increase of Pupil Premium children
2	Listening & Attention deficit hinders academic progress of Pupil Premium children
3	Speech and Language concerns
4	Parental support and ability to support academic improvement
5	Low academic ability that is not SEND

## 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
To improve outcomes for disadvantaged pupils at the end of EYFS, KS1 & KS2 to be in line with non-disadvantaged pupils.	High quality first universal provision in all classes evident through monitoring. Additional TA support for boosting phonics and reading across the school day.
Highly trained members of staff delivering high quality teaching in the classroom or via video link.	Teacher Assessment data to show an improvement in level of pupils achieving Expected Standard and Greater Depth, including our disadvantaged pupils.
All pupils will be able to access the curriculum regardless of ability or family background.	All pupils requiring additional curriculum support will receive it through a targeted intervention delivered by a teacher or teaching assistant. See provision map.

<p>To ensure that Pupil Premium pupils with SEND are receiving the appropriate level of support and resources to meet their additional needs.</p>	<p>SEND Continuum used effectively to enable targeted support for all SEND pupils. Pupil progress monitored half termly. Additional TA support for interventions timetabled. SCERTS and Nurture training for staff to support children with SEMH.</p>
<p>Any pupil or family experiencing difficulty which is acting as a barrier to learning will receive the support they need from an external specialist.</p>	<p>Pupils/families identified will see an improvement in the situation to allow learning to take place.</p>

## 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: **£ 55,583**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Continued Professional Development - Phonics Training - Writing Moderation - SCERTS - Makaton <b>£6,000</b>	EEF Report: Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.	1, 2, 3 & 5.
Face to face teaching and teaching assistant support - Additional TA support <b>£49,583</b>	EEF Report: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.	1, 2, 3 & 5.

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

Budgeted cost: **£ 3,270**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online intervention support through 'LEXIA Core 5'. Pupils access intensive individual programme of targeted English support. <b>£2,500</b>  Maths based intervention 'Power of 2'. <b>£320</b>  Spelling Intervention 'Toe by Toe'.	EEF Report: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.	1, 2, 3 & 5.

'Word Wasp' & 'Hornets'. £450		
One to one school based tutoring. £0	EEF Report: Structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.	1, 2, 3 & 5.

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

Budgeted cost: £ 4,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker to work as a Pastoral Manager. A trained family worker to provide support with targeted families to improve attendance at school and provide support and advice to parents. - Family Support Services £4,300	Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.	4

**Total budgeted cost: £ 63,153**

## 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.

Looking at our outcomes for Pupil Premium children last year, Summer 2025, our children have achieved well. The picture is consistent across the school.

EYFS GLD	- 33% of our PP children achieved GLD. (2 out of 6)
Y1 PSC	- 60% of our PP children in Y1 passed Phonics Screening Check. (3 out of 5)
Y4 MTC	- 56% of our PP children scored over 20/25 in the MTC. (5 out of 9).
	- 22% of our PP children achieved full marks 25/25 in the MTC. (2 out of 9)
Y6 SAT's	- 100% of our PP children achieved the expected standard in Reading. (5 out of 5)
	- 80% of our PP children achieved the expected standard in Writing. (4 out of 5)
	- 100% of our PP children achieved the expected standard in GPS. (5 out of 5)
	- 100% of our PP children achieved the expected standard in Maths. (5 out of 5)

#### Overall –

61% of Pupil Premium children are working at the expected standard in Reading. (23 out of 38)

47% of Pupil Premium children are working at the expected standard in Writing. (18 out of 38)

63% of Pupil Premium children are working at the expected standard in GPS. (20 out of 32)

55% of Pupil Premium children are working at the expected standard in Maths. (21 out of 38)

#### Attendance –

24% of Pupil Premium children are classed as Persistent Absentees with below 90%. (9 out of 38)

#### Vulnerable –

32% of Pupil Premium children are on 'Vulnerable Pupil' list who may need pastoral support. (12 out of 38)

#### SEND –

21% of Pupil Premium children are on the SEND register requiring additional support. (8 out of 38)

### 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
Lexia Core 5	Lexia Learning Systems LLC
Power of 2	123 Learning
Toe by Toe	Toe By Toe / Keda Publications
Word Wasp / Hornets	Wasp Publications

### 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? (1 child)	The level of academic need is very low so the funding was used to support Reading development through access to Lexia.
What was the impact of that spending on service pupil premium eligible pupils? (1 child)	Improved confidence and self-esteem evidenced.

## Further information (optional)

All children receiving an intervention at SS Peter & Paul have additional time allocated to work with a Teaching Assistant either as part of their normal lesson structure or where they are withdrawn for targeted one to one or small group support. Teaching Assistant time and Teacher Time planning for differentiated resources is also taken into account.