

Pupil premium strategy statement - St. Peter's Junior School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Hugh Hogan-Fleming
Pupil premium lead	Diane Martin
Governor / Trustee lead	Katy Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,040
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£78,040

Part A: Pupil premium strategy plan

Statement of intent

At St Peter's Church of England Junior School, we believe passionately that every child should be able to 'Learn and Live - Life in all its Fullness', as inspired by John 10:10. We are proud of our warm family feel and our nurturing environment - a place where every child is known and valued.

We strive to nurture, support and challenge all children to know and achieve their full potential. Rooted in our aspiration for all children, we are fully committed to identifying and addressing the individual needs of every child, striving to ensure equity for all, including our most disadvantaged children. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

We believe that every child should be enabled to flourish in life, learning and work. Therefore, we aim to provide all children with rich and fulfilling experiences, instilling a sense of self-belief and pride through the taught curriculum and wider character building. We want every child to feel a strong sense of belonging within our school community, aiming to remove any barriers in their way of success.

The principles of High-Quality Inclusive Teaching are at the heart of our strategy approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Underpinned by these principles, we are committed to delivering a fully inclusive curriculum with high aspirations for every child. Supported by our vision of 'life in all fullness', our ultimate objectives for all pupils are:

- To improve language development for all children at the earliest stages of learning to read.
- To work in partnership with parents and other agencies to raise aspirations and improve outcomes.
- To raise attainment and achievement in every subject, for every child.
- To support good mental health and wellbeing.

Through a broad, memorable and ambitious curriculum, our intention is that all children, regardless of their background or the challenges they face, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, with high aspirations in relation to their starting points.

In considering the challenges faced by our vulnerable children and families, our statement takes into account our hope for every child to feel a sense of belonging within a fully inclusive, nurturing environment. Underpinned by our vision of 'life in all fullness' for all members of our community, the activity outlined in this statement demonstrates our commitment towards this goal.

Underpinned by our vision and values, we will continue to engage in self-reflection and research, maintaining open hearts and minds as we strive to respond to the ever-changing needs of our community. We believe in the value of listening to our learners and reflecting on our own practices as educators, rooted in professional learning and development.

We have ensured that the aims of our strategy build effectively on work undertaken in previous years, all in line with our school development priorities. To ensure that our pupil premium strategy is implemented effectively, we have an Inclusion Leader, held by a member of the SLT, and a designated Pupil Premium Governor.

Challenges

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

Challenge number	Detail of challenge
1	Focus throughout the school on strong standards to ensure RWM combined at end of Key Stage 2
2	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for pupils, notably due to self-esteem, independence, perseverance and lack of enrichment opportunities.
3	Internal and external assessments suggest that attainment for disadvantaged pupils with SEN perform significantly less well in reading, writing and maths compared to that of their peers.

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
Ensuring that all children receive a full curriculum and that many gaps are closed.	<p>All core subjects are planned and taught effectively to ensure progression of skills and knowledge.</p> <p>Effective assessment processes and software which support robust, streamlined assessment and analysis, ensure teachers know the gaps and these are addressed.</p> <p>All foundation subjects are taught fully and subject leaders track these or attainment and progress, through book looks, assessment analysis, lesson observations, team teaching and team planning.</p> <p>All pupils, regardless of the need for intervention, are given the opportunity to engage in a broad curriculum.</p> <p>Core assessments demonstrate that by 2028 our aspirational aim is for 80% of children working at the expected level.</p> <p>Foundation assessments demonstrate that by 2028 our aspirational aim is for 80% of children are working within expectations for each subject.</p> <p>Immediate intervention, adaptations and structured interventions are used for exceptional impact.</p>

<p>All children are ready to learn due to the holistic support offered by the school.</p>	<p>ELSA, MHST, TALA support is used effectively, by comparing the pre-ELSA questionnaire and the post intervention questionnaire.</p> <p>High quality CPD is accessed by the ELSA, TALA and team to ensure children receive the best intervention and strategies to use.</p> <p>Excellent and proactive transitions are in place for mid-year entrants and children moving on from the school, particularly at the end of Key Stage 2.</p> <p>Enabling the same opportunities as their peers including enrichment activities.</p>
<p>Improved outcomes for disadvantaged pupils with SEN.</p>	<p>Robust diagnostic assessment including gap analysis, informs small group interventions aimed at improving outcomes and success.</p> <p>Pupils who are both SEND and FSM or Ever6 still make progress and we aim for EOY6 to be in line with their peers.</p> <p>Quality of immediate intervention maintained through regular training provided to LSA's and the staff team.</p> <p>Collaboration between schools enables professional discussions and sharing of best practice.</p>

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: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Focused teachers are working with identified children in all year groups to increase % of</i></p>	<p><i>Improving Literacy in KS2</i> https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1699945269</p>	<p>1,3</p>

<p>children achieving ARE; ensuring children make at least expected progress and have closed the gap to national standard for PP children. 1 to 1 and small group.</p>	<p>Reading comprehension strategies High impact for very low cost based on moderate evidence. </p> <p>Phonics Moderate impact for very low cost based on extensive evidence. </p> <p>Implementation cost Evidence strength Impact (months) </p>	
<p>Support embedding challenge/closing the gap and explanation feedback for target children.</p>	<p><i>Teacher feedback to improve pupil learning</i> https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1699938138</p> <p>Feedback High impact for very low cost based on extensive evidence. </p>	1,2,3
<p>Inclusion lead developing and supporting teachers through weekly monitoring to improve outcomes.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151</p> <p>https://assets.publishing.service.gov.uk/media/5a80bcd2ed915d74e6230292/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	1,3

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Class LSA immediate intervention (same day) is the key focus.</p>	<p>Small group tuition Moderate impact for low cost based on moderate evidence. </p> <p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence. </p>	1,3
<p>Strengthen the quality of collaboration with SENCOs and leaders of SEND Develop a strategic plan for SEND at your school</p>	<p><i>Impact of interventions including SEND/FSM</i> https://wholeeducation.org/send</p>	3
<p>Understanding needs; a positive and proactive approach to</p>	<p><i>Special Educational Needs in Mainstream Schools</i></p>	1,2,3

<p>behaviour, led by Educational Psychologist for all staff.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1699946229</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Behaviour interventions Moderate impact for low cost based on moderate evidence.</p> 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide extended opportunities for pupils, ensuring all disadvantaged pupils have wider opportunities to take part in art, sports, music clubs, trips and residential visits.</p>	<p>All Pupil Premium children can access the extended opportunities and have as wide curriculum as their peers. Their engagement is transferable into learning within the classroom.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</p>	2,3
<p>Additional adult support for children with social difficulties and sometimes behaviour concerns through ELSA (Emotional Learning Support Assistant), TALA (Therapeutic Active Listening Assistant) and Emotional regulation programmes, personalised intervention, to promote children's social skills, wellbeing, and confidence.</p> <p>% requiring support has increased following C19.</p>	<p>Improving social and emotional learning in Primary schools. Programmes for identified children with the intention to provide personal emotional support, which therefore prepares them to learn.</p> <p>Impact is measured through reassessment at the end of programme with evidence of difference.</p> <p>All PP children ready to learn.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1699919890</p> <p>Social and emotional learning Moderate impact for moderate cost, based on extensive evidence.</p> 	2,3
<p>Wider support from outside agencies to support behaviour,</p>	<p>https://www.hants.gov.uk/educationandlearning/emtas</p> <p>https://pbs.hants.gov.uk/</p>	1,2,3

<p><i>language barriers and SEMH. e.g., EMTAS and PBS</i></p>	<p>Oral language interventions</p> <p>High impact for very low cost based on extensive evidence.</p>  	
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Total budgeted cost: £78,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that our Service pupils outperformed FSM pupils.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling).

The data demonstrates that disadvantaged pupils across the school, with SEN performed weakly both in attainment and in progress.

Based on the information above, the progress of our disadvantaged pupils across the school has improved, however a closer focus on writing will need to be included in the next strategy.

Our evaluation of the approaches delivered last academic year indicate that the school's high profile of reading has resulted in improved outcomes, demonstrated by phonic assessments and scaled scores. Supported by 'talk for writing' strategies, oracy skills are improving.

Work with the Local Authority on improving outcomes in Year 6 made an impact and this will continue next year alongside being disseminated across the school.

Observations used to assess wider issues impacting our disadvantaged pupils' performance, including attendance, behaviour and wellbeing show that small group interventions and adapted timetables have enhanced pupil wellbeing, confidence and readiness to learn.