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 *(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*	£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.	All core subjects are planned and taught effectively to ensure progression of skills and knowledge. **Actions:** HIAS twilight writing CPD for all teachers – Math staff meeting addresses gaps in times tables knowledge and strategies to teach Lower school teachers (2) have attended HIAS training in times tables and disseminated the practices and resources to other teachers in lower school. English leader supported ECT teacher with planning. NumberSense has been purchased for whole school to address gaps in knowledge, children who did not pass the Y4 test and to support whole class teaching. Revised intervention timetable - Focus on foundational skills and knowledge in years 3-5 to close gaps before new academic year. Support staff trained by math leader in NumberSense - times tables intervention. Support staff trained by English leader in handwriting recovery. Whole school handwriting scheme has been purchased and teachers trained. Effective assessment processes and software which support robust, streamlined assessment and analysis, ensure teachers know the gaps and these are addressed. Introduction of an IST supported by HIAS to address, identify and challenge teachers with a clear focus on data. Pupil progress meetings have been held in Aut and Spring term with a clear focus on children who are not making progress. Purchase of new assessment system which is clearer and more robust in its data and tracking systems for teachers.

	INSIGHT is used to track groups of pupils and inform intervention support. One base for all assessments across the full curriculum. INSET morning - split English and math with members of SLT and individual teachers to identify, support and address gaps in knowledge following assessments. All data is entered into this system to ensure a clear overview and tracking – staff are using this to analyse gaps and address these in their planning. Pupil Progress Venn Diagrams are used to identify target and focus children for the term to raise expectations and have clear oversight of the needs / gaps in the class. and All foundation subjects are taught fully and subject leaders track these and attainment and progress, through book looks, assessment analysis, lesson observations, team teaching and team planning. Foundation subject leadership time has been given to all. Creation of a SWAB and action plan. Guidance has been given by DHT with regards to data outcomes, monitoring and impact. Subject leaders continue to have time each half term. CT's are completing questionnaires for each subject. Work with each subject leader has been planned for to dive deeper into curriculum and to ensure monitoring is robust and effective. All subject leaders have revised and updated their action plans to incorporate book looks and reviews of data. Pupil voice and book looks have been used to ascertain level of progress and adaptation where needed. All pupils, regardless of the need for intervention, are given the opportunity to engage in a broad curriculum. All pupils engage in a broad and balanced curriculum. Through pupil voice children have shared their favourite subjects and are able to talk about each subject. PP pupil voice has been completed in Aut term and again early summer term. Provision maps for interventions have been reduced and are checked to ensure impact. Interventions have been planned around PPA to ensure children do not miss out n the full curriculum. These interventions are short, 10-15 mins max. All children are offered the full curriculum and if intervention is needed, we ensure it is minimal and varies in time so as not to miss the same subject. Interventions have been adapted for the summer term to enable each adult to focus on one area of improvement based on foundational skills and knowledge. Core assessments demonstrate that by 2028 our aspirational aim is for 80% of children working at the expected level. All teachers use a Venn to track pupil progress termly. A clear focus and target for all teachers has been set to meet combined. A tracking document is to be set up to show infant school knowledge and track support in place. Year 6 and SLT members have attended Year 2 of the Data Project with HIAS. Year 6 predicted data shows that 44 % of PP children reached combined. With Reading at 44% (9% increase) 50% writing at EXS (2% increase) and 63% with maths EXS (24% increase) – Combined has risen by 9%. All PP children have an adult reading buddy who listens to the child read each week. This is in addition to the class teacher or LSA. Foundation assessments demonstrate that by 2028 our aspirational aim is for 80% of children are working within expectations for each subject. Foundation assessments from across the school show that children are making progress and expectations around non-negotiables have shown an impact in presentation and editing of work. 36% of PP children combined non – core subjects. Immediate intervention, adaptations and structured interventions are used for exceptional impact.

	Math catch-up sessions and editing of writing is immediate alongside other interventions aimed at closing gaps and addressing misconceptions. Monitoring of learning journals has been completed and feedback shared with staff. Staff meetings in the summer term will be focused around expectations, curriculum content, and progress. Support staff have received refresher training in precision teaching, phonics and Attachment / trauma for children in care. Revised intervention plan for summer term based around foundational skills to ensure children are able to access learning of their year group. Impact from the revised intervention plan has shown that it is more effective, however attendance is key and support from home. Precision teaching of times tables has shown the greatest progress, alongside reading comprehension. TT's - 100% improvement scores, RC - 55% increased scores and SS. Talk 4 Number demonstrates moderate impact – 60% made progress.
All children are ready to learn due to the holistic support offered by the school.	ELSA, MHST, TALA support is used effectively, by comparing the pre-ELSA questionnaire and the post intervention questionnaire. **Actions:** Teachers are confident in the range of support offered across the school by trained support staff and refer children for support when needed. Nurture provision map set up and reviews of children are half termly. Parents are supported well by the inclusion lead and other members of the school team to ensure children are in school and able to access learning. Parents are informed of our provision in school and directed accordingly. School nurse also now has a monthly slot to provide NHS support and guidance to parents. Review meetings held termly with SENCo 20 children have received nurture support across the school year – 44% enabling these children a safe, predictable environment that improves emotional regulation, boosts self-esteem, decreases behavioural incidents, and ultimately increases academic engagement and attendance. High quality CPD is accessed by the ELSA, TALA and team to ensure children receive the best intervention and strategies to use. A new TALA has received training from the EP team, this academic year and is now utilising this one afternoon a week. ELSA staff continue to access provision sessions run by the EP team termly. Nurture provision meetings are held with the SENCo termly to review and discuss new cases. EBSNA training for all support staff. Training by our Math leader on how to use the new Number Sense Times Tables intervention and by our English leader on handwriting recovery intervention. 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.

	SENCo seconded to feeder infant school for a term. This will support transition into Year 3 and align systems and practises. Support for mid-year entrants ensures a buddy is assigned, EAL support, assessments are carried out and knowledge is built of child quickly. Transition to secondary school includes visits by secondary heads of years to talk with pupils. Year 6 teachers complete information sheet and meet where SEND A wider look at transitions and in year information to be shared and collated effectively has been set up. Transition forms have been designed to collect as much information as possible – enabling focused meetings for children with most needs Extra transition visits have been organised for children who need extra support. All Year 2 transition information has been collated and shared with new class teachers. Children have engaged in a successful 'play date' and transition day. Class teachers have visited the schools to see the support for children with an EHCP to ensure continuation of strategies already in place. Transition handover and time spent with new class teachers' has happened internally. Enabling the same opportunities as their peers including enrichment activities. Support with costs of trips and residentials. Uniform is purchased / offered to support the cost. Register of children who attend after school clubs, school sporting events and teacher knowledge of those who attend wraparound care. Increased support to enable children to access the school trips / residentials. A register of children has been collated to ascertain opportunities for enrichment across the school. 83% of PP children to have suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport.
Improved outcomes for disadvantaged pupils with SEN.	Robust diagnostic assessment including gap analysis, informs small group interventions aimed at improving outcomes and success. **Actions:** Provision maps are more closely aligned to addressing gaps through analysis of data, IST meetings and support from SLT. Provision maps have been updated with impact and revised for the summer term. Revised streamlined intervention provision for summer term. Using gaps analysis and teacher knowledge – foundational skills are addressed with discrete teaching with same support staff to ensure progression of skills and knowledge of pupil. Collaborative conversations with each CT with support staff to ensure needs are addressed.

	Pupils who are both SEND and FSM or Ever6 still make progress and we aim for EOY6 to be in line with their peers. Collaborative meetings termly with SENCo to monitor interventions, identify and give extra support for children who entered KS2 with EXS standard in R, W, or M. SEN staff meeting for teaching staff and leadership roles and responsibilities for pupils with SEND. SENCo continues to meet half termly for target setting using PIVETS. Quality of immediate intervention maintained through regular training provided to LSA's and the staff team. Support staff appraisals include a target aimed at supporting children's attainment and progress. Support staff are included in INSET training and have monthly meetings with a clear focus around supporting pupils in class. Emotion coaching, EBSNA training received in the spring term. Staff training in summer term includes: PBS anxiety, Mind Your Language, De-escalation, ACE's Collaboration between schools enables professional discussions and sharing of best practice. Contact made with a local Primary school where the issues are similar. A visit booked in to a local primary school around intervention success following Y6 data project. Project is being set up to support and share practice for PP children. This will enable a wider understanding of needs and address some gaps before arriving at St Peter's. Visit to Primary school to share best practise. New reading buddy set up. Year 6 data project aligns with school expectations and progress, whilst sharing best practise across year groups.

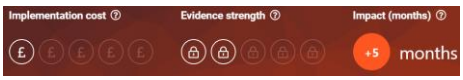
Activity in this academic year

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
Focused teachers are working with identified children in all year groups	*Improving Literacy in KS2*	1,3

to increase % of 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.	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1699945269 **Reading comprehension strategies** High impact for very low cost based on moderate evidence. +7 **Phonics** Moderate impact for very low cost based on extensive evidence. +5 	
Support embedding challenge/closing the gap and explanation feedback for target children.	*Teacher feedback to improve pupil learning* https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1699938138 **Feedback** High impact for very low cost based on extensive evidence. +6	1,2,3
Inclusion lead developing and supporting teachers through weekly monitoring to improve outcomes.	*https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151* *https://assets.publishing.service.gov.uk/media/5a80bcd2ed915d74e6230292/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf*	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
Class LSA immediate intervention (same day) is the key focus.	**Small group tuition** Moderate impact for low cost based on moderate evidence. +4 **Teaching Assistant Interventions** Moderate impact for moderate cost based on moderate evidence. +4	1,3
Strengthen the quality of collaboration with SENCOs and leaders of SEND *Develop a strategic plan for SEND at your school*	*Impact of interventions including SEND/FSM* *https://wholeeducation.org/send*	3

Understanding needs; a positive and proactive approach to behaviour, led by Educational Psychologist for all staff.	*Special Educational Needs in Mainstream Schools* https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1699946229 *https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour* 	1,2,3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide extended opportunities for pupils, ensuring all disadvantaged pupils have wider opportunities to take part in art, sports, music clubs, trips and residential visits.	*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.* *https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies*	2,3
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. *% requiring support has increased following C19.*	*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.* *Impact is measured through reassessment at the end of programme with evidence of difference.* *All PP children ready to learn.* https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1699919890 	2,3
Wider support from outside agencies to support behaviour,	https://www.hants.gov.uk/educationandlearning/emtas	1,2,3

language barriers and SEMH. *e.g., EMTAS and PBS*	https://pbs.hants.gov.uk/ 	

Total budgeted cost: £78,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025-2026 KS2 Outcomes

	All School	All National	Pupil Premium School	Pupil Premium National
RWM Combined	68%	63%	44%	47%
Reading- Expected Standard	79%	75%	44%	
Reading- Average Scaled Score		106		
Writing- Expected Standard	79%	73%	50%	
Maths - Expected Standard	76%	75%	63%	
Maths - Average Scaled Score		105		
GPS - Expected Standard	69%	74%	31%	
GPS - Average Scaled Score		105		

Key Stage 2 (KS2) Combined Attainment (RWM)

The school's disadvantaged cohort consists of 16 pupils. RWM Expected Standard: 44% of disadvantaged pupils achieved the expected standard in Reading, Writing, and Maths combined (RWM). Positive Gap: This attainment level is significantly higher than both the National Disadvantaged average (37.4%) and the Local Authority Disadvantaged average (42.4%). The school's performance places it favourably against these external benchmarks. Do we add GDS?

KS2 Subject Performance for Disadvantaged Pupils

Mathematics - Disadvantaged Mathematics outcomes represent a substantial strength for the disadvantaged cohort: Expected Standard: 86.5% of disadvantaged pupils achieved the expected standard in Maths. Exceptional Performance: This figure is considerably higher than the National Disadvantaged attainment (60.6%) and the Local Authority Disadvantaged attainment (74.0%).

Reading - Disadvantaged Reading attainment is strong, exceeding both national and local disadvantaged benchmarks: Expected Standard: 75.7% of disadvantaged pupils achieved the expected standard in Reading. This is higher than the National Disadvantaged rate (63.2%) and the Local Authority Disadvantaged rate (70.9%).

Writing (Teacher Assessed) - Disadvantaged Writing remains the most significant area for focus for this group: Expected Standard: 54.1% of disadvantaged pupils achieved the expected standard in Writing. Performance Gap: Unlike other subjects, this result is below the National Disadvantaged attainment (59.3%) and the Local Authority Disadvantaged attainment (63.9%).

GPS (Grammar, Punctuation & Spelling) - Disadvantaged GPS attainment is strong relative to national figures: Expected Standard: 64.9% achieved the expected standard. This is higher than the National Disadvantaged attainment (58.6%), though it is lower than the Local Authority Disadvantaged average (42.4%). The school's performance places it favourably against Disadvantaged attainment (71.2%).

2025-2026 Multiplication Check

	All School	All National	Hampshire	Pupil Premium School	Pupil Premium National
Average scaled score	21.5	21.7	21.6	19	
Passed screening	34%	43.7%		22%	

Disadvantaged Pupils (FSM Ever6)

The MTC results for disadvantaged pupils (FSM6) indicate strong foundational mathematical knowledge:

• Cohort Size: The FSM6 cohort used for this benchmark was 9 pupils.

• Average Point Score: Disadvantaged pupils achieved an average score of 19.

• Performance Comparison: This score is notably higher than both the NCER National FSM6 average (19.5) and the

Local Authority FSM6 average (18.1)

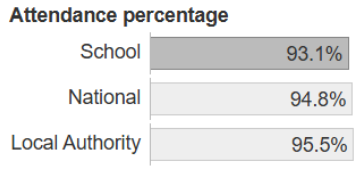
Disadvantaged Attendance Data Headlines for Autumn, Spring and Summer Terms 2025-2026

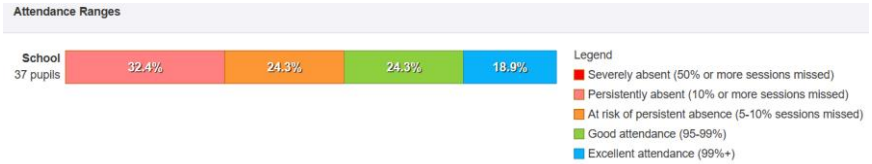
This summary provides an overview of the "Disadvantaged Attendance Summary 2025-2026 data, categorised under "Disadvantaged: Intelligence". The data highlights several strengths across the Autumn and the combined Autumn/Spring periods, with no significant indicators reported in the Challenges sections for either period. Summary of Attendance Data (Disadvantaged Group)

Overall Indicators Both the ABSENCE - AUTUMN and ABSENCE - AUT/SPR categories indicate that there are no significant indicators for the selected options reported under Challenges. The system identified 4 strengths for the Autumn period and 2 strengths for the Autumn/Spring period.

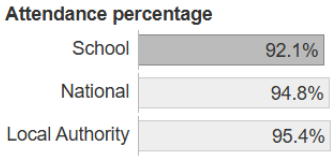
ABSENCE – AUTUMN Key Strengths The data for the Autumn term demonstrates favourable trends in overall absence and severe persistent absence compared to previous years and national figures:

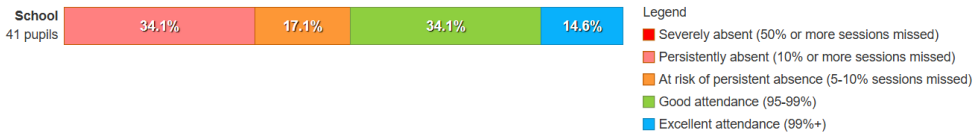
Area	Metric	Result	Interpretation
OVERALL ABSENCE	Year-on-Year Trend	92.8%	
SEVERE PERSISTENT ABSENCE	Year-on-Year Trend		
SEVERE PERSISTENT ABSENCE	Gap-to- National		
UNAUTHORISED ABSENCE	Gap-to- National		





ABSENCE – SPRING Key Strengths The data for the Autumn term demonstrates favourable trends in overall absence and severe persistent absence compared to previous years and national figures:



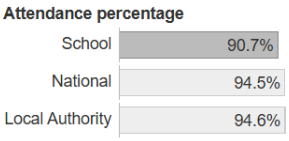


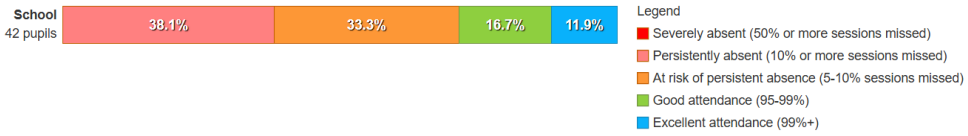
ABSENCE - AUT/SPR Key Strengths

The combined data for the Autumn and Spring terms continues to show positive comparisons for severe persistent absence:

Area	Metric	Result	Interpretation
SEVERE PERSISTENT ABSENCE	Gap-to- National		
UNAUTHORISED ABSENCE	Gap-to- National		

ABSENCE – SPRING Key Strengths The data for the Autumn term demonstrates favourable trends in overall absence and severe persistent absence compared to previous years and national figures:





ABSENCE - AUT/SPR/SUM Key Strengths

The combined data for the Autumn, Spring and Summer terms continues to show positive comparisons for severe persistent absence: