

# Pupil premium strategy statement

## St. Peter's CE Primary School & Nursery, Edgmond

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	208
Proportion (%) of pupil premium eligible pupils	10%
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 to 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Ruth MacMullen (CoG)
Pupil premium lead	Claire Medhurst (HT)
Governor / Trustee lead	Ruth MacMullen

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£36,105

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Peter's CE Primary School & Nursery we strongly believe in removing disadvantage and ensuring equity for all. Children who are eligible for pupil premium funding and/or free school meals at our school receive fully funded places in extra-curricular clubs and music lessons and attend all visits, including residentials, free of charge. They are also able to attend Breakfast club, After-school club and Holiday club for 50% of the full cost.

We have very low levels of deprivation. Currently, 10% of our children are eligible for pupil premium funding and 14% are eligible for free school meals. We have two overall aims for these children:

- that they achieve *at least* in line with all pupils nationally, or better
- that they are *all* able to access every single one of the vast range of personal development opportunities available to them during their time at St. Peter's.

Following careful consideration of both external and internal information and data, we have identified four current challenges below that may prevent us from achieving these aims. Therefore, this strategy is designed to address these challenges through the activities specified in order to achieve our intended outcomes.

## Challenges

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

Challenge number	Detail of challenge
1	Some children require additional support with communication and language and/or early numeracy on entry to nursery and reception.
2	A minority of children are not attaining as highly as non-disadvantaged children in reading and writing.
3	Some children require additional support with emotional literacy and social skills in order to thrive at school.
4	All children would benefit from their parents being well informed about their learning at school.

## 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
Improved attainment for pupil premium children in the EYFS.	All pupil premium children achieve the expected levels of development in communication and language and mathematics by the end of EYFS.
Improved attainment for pupil premium children in reading and writing.	All pupil premium children achieve at least the expected standard in reading and writing at the end of KS2.
Improved wellbeing and resilience of pupil premium children.	All pupil premium children thrive socially and emotionally and are well prepared for the next stage of their education.
Parents feel well informed about what their children are learning at school and how they can best support children at home.	There are a range of parental engagement events offered at school and attendance at these is high.

## 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: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase White Rose Maths subscription for use in Nursery to Year 2. Provide staff with White Rose CPD specific to their year group.	The EEF Early Years Toolkit indicates that early numeracy approaches typically increase children's learning by <b>+7 months</b> . <a href="#">Early numeracy approaches   EEF</a>	1
Purchase Early Years Number Sense subscription for use in Reception.	The EEF Early Years Toolkit indicates that early numeracy approaches typically increase children's learning by <b>+7 months</b> .	1

Ensure all staff receive in-depth training from Number Sense.	<a href="#">Early numeracy approaches   EEF</a>	
Continued subscription to the Ready, Steady, Write writing programme (a book-based approach) for the whole school. Additional Literacy Counts CPD for staff focused on writing assessment and moderation.	Reading comprehension strategies are high impact on average ( <b>+6 months</b> ). <a href="#">Reading comprehension strategies   EEF</a>	2

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of small group targeted tuition by teaching staff in Years 1 – 6.	EEF research shows that the average impact of small group tuition is <b>+4 additional months</b> ’ progress, on average, over the course of a year. <a href="#">Small group tuition   EEF</a> Reading comprehension strategies are high impact on average ( <b>+6 months</b> ). <a href="#">Reading comprehension strategies   EEF</a>	2
Delivery of targeted interventions to support language development in early years (Early Communication Screen, Early Talk Boost, It’s Time to Talk, Listen with Lucy).	The EEF Early Years Toolkit states that communication and language approaches typically have a very high impact and increase young children’s learning by <b>+7 months</b> . <a href="#">Communication and language approaches   EEF</a>	1

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

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase an online subscription to JIGSAW (a comprehensive, evidence-based curriculum programme that supports the personal, social, health, and emotional development of children) for use in Nursery to Year 6.	Social and emotional learning approaches have a positive impact, on average, of <b>+4 months'</b> additional progress in academic outcomes over the course of an academic year. <a href="#">Social and emotional learning   EEF</a>	3
Continue to employ an ELSA in school, and a Family Support Worker and Education Welfare Officer jointly with our local cluster schools.	Social and emotional learning approaches have a positive impact, on average, of <b>+4 months'</b> additional progress in academic outcomes over the course of an academic year. <a href="#">Social and emotional learning   EEF</a>	3
Design and deliver a comprehensive parental engagement programme.	EEF research shows that Parental engagement has a positive impact on average of <b>+4 months'</b> additional progress. <a href="#">Parental engagement   EEF</a>	4

**Total budgeted cost: £37,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils (2023 – 2024)

#### **Improved attainment for disadvantaged pupils in phonics.**

We have continued to subscribe to the Bug Club Phonics scheme and ensured all new school staff have received training from Pearson in the use of this phonics programme. In July 2024, 87% of our Year 1 children passed the phonics screen, which included 100% of our pupil premium children. This compares to 80% of all Year 1 pupils and 68% of disadvantaged Year 1 pupils nationally. **This is the third year in a row that 100% of our disadvantaged children in Year 1 have passed the phonics screen.**

#### **Improved attainment in reading and writing for disadvantaged children.**

We have fully embedded our whole school approach to writing this academic year, with all teaching staff receiving CPD provided by our chosen scheme of work (Ready, Steady, Write). We have also now purchased all accompanying resources.

100% (3/3) of our Year 6 pupil premium children achieved the expected standard or above in reading in 2024. This is an improvement on 75% in 2023. 67% (2/3) achieved the expected standard or above in writing. Nationally, 62% of disadvantaged pupils in Year 6 achieved the expected standard or above in reading and 58% in writing.

90% (9/10) of our pupil premium children in Years 1 to 5 who received targeted small group provision from teaching staff achieved the expected standard or above in reading and writing in 2024.

**Overall, 83% (20/24) of our total pupil premium children in school achieved the expected standard or above in reading and 75% (18/24) in writing in 2024.** This clearly shows the impact of our Pupil Premium strategy as in June 2021, 60% of pupil premium children were at the expected standard or above for reading, and 50% for writing.

#### **Improved and sustained wellbeing of disadvantaged pupils.**

Our newly trained ELSA has delivered support to 6 pupil premium children this academic year. This has ranged from support for children suffering from bereavement and anxiety, to help with transition and friendships. 8 families (12 children) have accessed support from our Family support worker.

83% (20/24) of our pupil premium children used our breakfast club free of charge this academic year and 79% (19/24) of children took part in extra-curricular clubs. 8 pupil premium children received funded instrumental music lessons and 100% took part in fully funded school trips and residential visits. **Our breakfast club provision began in**

**September 2021 and has gone from strength to strength over the three years that this strategy has been in place, with the vast majority of pupils eligible for pupil premium accessing free breakfast club places.**

**Improved attendance of disadvantaged pupils.**

Whole school attendance in the 2023 – 2024 academic year was 96.3%. **Attendance of pupil premium pupils was 96.47%.** This has increased from 93.28% last year. 2 out of our 9 children with attendance below 90% were in receipt of pupil premium funding. This is an improvement from 5 out of 16 pupil premium children last year.

This academic year we have updated our Attendance policy. Both school staff and our Education Welfare Officer track attendance very closely and make regular contact with those families needing support.