

Pupil premium strategy statement – St Peter’s School

This statement details our school’s use of pupil premium (and recovery 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
School Name	St Peter’s School
Number of pupils in school	392
Proportion (%) of pupil premium eligible pupils	6.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Gillie Masterton
Pupil premium lead	Mandy Zawadzka
Governor / Trustee lead	Jonathan Kruger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,330
Recovery premium funding allocation this academic year	N/A
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£33,330

Part A: Pupil premium strategy plan

Statement of intent

“If we can respond to the massive challenge to use the Pupil Premium funding to close the gap, we will have gone a long way to fulfil the purpose of education for the young people who need it most. We will

have accepted the notion that no young person, by virtue of their birth, should necessarily achieve less than others.” (Sir John Dunford, National Pupil Premium Champion)

At St Peter’s School we are committed to ensuring each individual achieves their true potential. Removing barriers to learning and developing the skills necessary for them to continue achieving success later in life is a priority for all of us.

High quality teaching is key; research from the EEF shows that the quality of teaching a disadvantaged child receives is the most significant factor in the progress which they make. Quality first teaching is at the heart of our approach, with a focus on areas which we have identified through robust diagnostic assessment and analysis of termly assessments. The approaches we have adopted complement each other to help all our pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point a need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

We do not make assumptions about any of our families but instead use accurate assessment tools to ascertain a need, consider and implement the most effective approach for individual children and consult and work with their families.

At St Peter’s we have embedded the ethos that happy children thrive, we have achieved the National Nurturing School Award. The six nurturing principles form the basis of our whole school approach;

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- The importance of nurture for the development of wellbeing.
- Language is a vital means of communication.
- All behaviour is communication.
- The importance of transitions in children's lives.

Through the strategy outlined below, we aim to improve the outcomes for our vulnerable and disadvantaged children in all areas of the curriculum.

Challenges

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

Challenge number	Detail of challenge
1.	Acquisition of phonics and the development of early reading skills
2.	Our assessments indicate that progress and attainment in writing for pupils, including those in receipt of PPG funding, is lower than in Reading and Maths
3	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been up to 7.5% lower than for non-disadvantaged pupils.

	Analysis shows a disproportionate number of disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4.	44% of our Pupil Premium pupils have additional barriers to learning such as SEND, EAL, medical issues or have experienced known adverse childhood experiences/trauma.
5	Parental engagement monitoring shows the % of disadvantaged pupils' parents and carers attending school events such as consultations is lower than the % of non PP pupil parents. A lower percentage of disadvantaged pupils complete the home learning tasks set on Google classroom.

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
1.To achieve and sustain improved phonics and reading attainment for all pupils, particularly among disadvantaged pupils.	To achieve National and Hertfordshire average expectations in the Year 1 phonic screening check. KS1 and KS2 reading outcomes show that disadvantaged pupils without additional barriers to their learning, meet the expected standard. Children with additional barriers make rapid and sustained progress
2.To achieve and sustain improved writing attainment for all pupils, particularly among disadvantaged pupils.	KS1 and KS2 writing outcomes show that disadvantaged pupils without additional barriers to their learning, meet the expected standard. Children with additional barriers make rapid and sustained progress
3.To achieve and sustain improved attendance for all pupils, particularly among our disadvantaged pupils.	Year on year reduction in the attendance gap between disadvantaged and non-disadvantaged peers, at least in line with national expectations. Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall attendance rate for all pupils being at least 96%, and the attendance gap between disadvantaged pupils and their non-

	<p>disadvantaged peers being reduced year on year</p> <ul style="list-style-type: none"> the percentage of all pupils who are persistently absent being below the national threshold with decreasing numbers of persistent absentees year on year.
4.To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, student and parent surveys and teacher observations. quantitative data from Boxall Profiles and Strengths and Difficulties questionnaires. a significant increase in participation in extra curriculum activities amongst disadvantaged pupils.
5.To achieve and sustain positive working relationships with all families, particularly those of our disadvantaged pupils.	<p>Increased % of pupils engaging in home learning activities.</p> <p>Increased % of parents attending school events, particularly parents of our disadvantaged pupils</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: £28,122

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to strengthen the use of 'Essential Letters and Sounds' a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils leading to improved literacy outcomes.</p> <p>Ensure induction of new staff includes upskilling to raise</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2

<p>awareness and understanding of ELS.</p> <p>Fund staff CPD to support delivery</p>		
<p>Enhance our literacy teaching in line with DfE and EEF guidance.</p> <p>Embed the use of Herts for Learning Essential Writing resources.</p> <p>Fund teacher release time to embed key elements of guidance in school and to access HfL resources and CPD.</p>	<p>The DfE guidance ‘What is the research evidence on writing.’ has been produced, drawing on evidence-based approaches</p> <p>https://www.gov.uk/government/publications/what-is-the-research-evidence-on-writing</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Literacy in Key Stage 1 and Key Stage 2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm_source=/education-evidence/guidance-reports/literacy-ks-1&utm_medium=search&utm_campaign=site_search&search_term=improvi</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=improving%20writing</p>	<p>1, 2</p>
<p>Increased hours for staff to facilitate a greater number of structured interventions, small group and 1:1 support for disadvantaged learners in lesson times</p> <p>Increased hours to enable appropriate training and CPD for all teaching assistants.</p>	<p>Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment.</p> <p>https://www.google.co.uk/search?q=https%3A%2F%2Feducationendowmentfoundation.org.uk%2Feducation-evidence%2Fguidancereports%2Fteaching-assistants&safe=active&ssui=on</p> <p>Research shows that TAs’ talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2</p>
<p>First quality teaching.</p> <p>A: Building knowledge</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a</p>	<p>1,2</p>

<p>B: Motivating teachers C: Developing teaching techniques D: Embedding practice</p>	<p>crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1744271851</p>	
<p>Fund individual and small group SEMH/ ELSA interventions. Use evidence based programmes to: Teach skills explicitly. Expand emotional vocabulary. Teach self- calming strategies. Discuss perspectives. Develop relationships. Practise problem solving strategies.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search</p>	1, 2

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

Budgeted cost: £8,617

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 Maths and Literacy Tutoring for pupils in KS2 A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are working at greater depth.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	1,2
<p>Small group interventions delivered by trained teaching assistants</p>	<p>Intensive tuition in small groups is provided to support lower attaining learners or those who are falling behind. Also used as a more general strategy to ensure effective progress, or to pre teach challenging topics or skills.</p>	1,2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Provide training and release time for staff to develop and implement new procedures and fund attendance/support officers to improve attendance	The DfE has researched a wide range of strategies to improve attendance and suggests strategies to support positive partnerships with families. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1,2,3,4,5
FEELit – Whole School approach to develop emotional literacy.	To build emotional literacy of children from EYFS to Year 6, we will be using the FEELIT scheme to explicitly teach vocabulary around feelings and using the programme for to investigate self-regulation and build emotional resilience. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Key Stage 2 Assemblies on Mental Health and Wellbeing focussing on Happy confident life skills.	Introduction of a new resources created by happy confident company 7.5 minute videos explaining each life skill and setting a challenge for the following week – these look at the scientific working of the brain as well as the practical skills such as growth mind set, introspection etc. https://mentallyhealthyschools.org.uk/getting-started/social-and-emotional-skills/	
Whole staff training on 'Unconditional Positive Regard'	Both targeted interventions and universal approaches can have positive overall effects:	1.2,3,4

<p>with the aim of supporting our school ethos and improving behaviour across the school.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<p>Emotional Literacy Support Assistant (ELSA) Training completed by TA 2022 to 2023 Paid Supervision required to support the ELSA in their role. Weekly identified one to one ELSA sessions 2025 to 2026.</p>	<p>What are the benefits of ELSA? Children learn to: Develop coping strategies and talk about difficulties. Interact more successfully with others. Develop greater self-awareness manage school better and feel better about themselves. Pupils with an ELSA feel they have been listened to and supported.</p>	<p>1,2,3,4</p>
<p>School to support contributions to trips Purchase of items to support pupils at school in consultation with parents and carers including; book bags, uniform and school shoes. Implementing a poverty proofing approach. Families given a whole overview of trips and educational activities in order to budget accordingly.</p>	<p>We, as do the Education Endowment Foundation, think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education; this is what we set out to do. Hopefully providing experiences and learning opportunities that spark an interest which children can build upon</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>Poverty proofing research paper- for those families experiencing financial hardship, poverty proofing results in the financial burden being removed and children having the items they need, thus removing stigma and in return forging a good relationship between school and home. The key point is that in school there are no labels and no child should feel different.</p> <p>https://eprints.ncl.ac.uk/file_store/production/232454/86F983AD-4159-4FE1-9F37-3B567F2182C2.pdf</p>	

Total budgeted cost: £43,322

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Desired outcomes	Success Criteria	Impact
To achieve and sustain improved phonics and reading attainment for all pupils, particularly among disadvantaged pupils.	<p>There will be a year on year increase in the % of pupils passing the Year1 Phonics check.</p> <p>There will be a year on year increase in the % of PP pupils meeting and exceeding the expected KS1 and KS2 standards in reading and writing.</p>	<p>92% of all children all children including PPG children met the phonics standard in June 2025. This is an increase of 2%.</p> <p>80% of pupils with PPG met the phonics standard in June 2025.</p> <p>Out of the 8% who did not pass the phonics screening 80% of these children have other special educational needs and were dis applied from the screening.</p> <p>Last year % for pupils in receipt of PPG was 100% however this was one child.</p>
To achieve and sustain improved writing attainment for all pupils, particularly among disadvantaged pupils.	<p>There will be a year on year increase in the % of PP pupils meeting and exceeding the expected KS1 and KS2 standards in writing.</p>	<p><u>At the end of KS1</u></p> <p>71% of all children including PPG met the expected standard in writing, July 2025. This is a decrease of 1%.</p> <p>100% of PPG children met the expected standard at the end of July 2025. This is an increase of 67% from last year but should be noted that this is one child.</p> <p><u>At the end of KS2</u></p> <p>90% of all children including those with PPG met the expected age related standard for writing in July 2025.</p> <p>100% of PPG children met the expected standard at the end of July 2025. This is an increase of from last however last year was one child.</p> <p><u>Whole school writing data.</u></p> <p>Non PPG – 72.3%</p> <p>PPG - 47.6%</p> <p>Still a gap of 24.7%</p> <p>2024</p>

		<p>Non PPG – 71% PPG – 37.5% Gap was 33.5 gap has decreased this year by 8.8% Since 2023 start of this strategy gap has decreased by 22.3%</p> <p>Expected +</p> <table border="1" data-bbox="1013 436 1396 705"> <thead> <tr> <th>Year</th> <th>Non PPG</th> <th>PPG</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2025 (21)</td> <td>72.3%</td> <td>47.6%</td> <td>24.7%</td> </tr> <tr> <td>2024 (16)</td> <td>71%</td> <td>37.5%</td> <td>33.5%</td> </tr> <tr> <td>2023 (24)</td> <td>67.8 %</td> <td>20.8%</td> <td>47%</td> </tr> <tr> <td>2022 (21)</td> <td>63.2%</td> <td>28.6%</td> <td>34.6%</td> </tr> </tbody> </table>	Year	Non PPG	PPG	Gap	2025 (21)	72.3%	47.6%	24.7%	2024 (16)	71%	37.5%	33.5%	2023 (24)	67.8 %	20.8%	47%	2022 (21)	63.2%	28.6%	34.6%
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<p>To achieve and sustain improved attendance for all pupils, particularly among our disadvantaged pupils.</p>	<p>Year on year reduction in the attendance gap between disadvantaged and non-disadvantaged peers, at least in line with national expectations. Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall attendance rate for all pupils being at least 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced year on year the percentage of all pupils who are persistently absent being below the national threshold with decreasing numbers of persistent absentees year on year. 	<p>Attendance data 30th June 2025</p> <p>96.4% Non PPG</p> <p>92.4% PPG (last year, end of July data 88.9% - gap is now 4% last year this was 7.5%)</p> <p>19% of persistent absentees were in receipt of pupil premium funding.</p> <p>Should note that 60% of pupils in receipt of PPG are at 100% This was only 30% in the Autumn term .</p> <p><u>Action taken</u></p> <p>St Peter’s Wellbeing Mentor actively monitors PPG attendance and working with identified families to overcome barriers to attendance.</p>																				
<p>To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils 	<p>Audit of clubs – all children (Year 1 –Year 6) have been offered the opportunity to attend a club.</p> <p>Out of those who are eligible to attend 76% of pupils with PPG funding attend at least one club.</p> <p>Out of the 24% who do not attend a club:</p> <p>40% - it would not be appropriate to stay at school for an extra curricular club and 20% joined the school in the summer term.</p>																				

		<p>If the above children were removed then this would be a percentage of 88%.</p> <p>There is no gap between the number of pupils with PPG funding attending clubs when compared to those pupils who do not receive PPG funding.</p> <p>Staff have pledged to continue to encourage all PPG pupils to attend one fully funded Club. Well being mentor sends personal invites for the pupils to attend the clubs.</p> <p>Pupils in receipt of PPG funding are prioritised for support using therapeutic interventions at school. These include: Well-being mentor support ELSA support Happy Humans Outdoor Learners</p>
<p>To achieve and sustain positive working relationships with all families, particularly those of our disadvantaged pupils.</p>	<p>Increased % of pupils engaging in home learning activities.</p> <p>Increased % of parents attending school events, particularly parents of our disadvantaged pupils</p>	<p><u>Home Learning</u></p> <p>Whole school data analysis completed Autumn Term 2024.</p> <p>Teachers continue to monitor weekly. All pupils, including those in receipt of pupil premium funding, identified as needing additional support to complete homework.</p> <p>Children offered support via a Homework Club in school from September 2024. This is run by highly skilled Teaching assistants.</p> <p>Laptops loaned to families where appropriate.</p> <p><u>Parental Engagement</u></p> <p>Well- Being Mentor continues to develop communication and relationships. This is developing and strengthen positive relationships with all families.</p> <p>Whole school EAL database has been used to support families with school discussions through the use</p>

		of utilising languages spoken across the school.
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Essential Letters and Sounds	Oxford University Press
FeeliT programme	Happy Confident Company
Life Skills	Happy Confident Company

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

<i>Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.</i>
