

Pupil premium strategy statement – St. Peter's Catholic Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	210
Proportion (%) of pupil premium eligible pupils	37%
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)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	School Standards Committee
Pupil premium lead	Laura McDonagh
Governor / Trustee lead	David Tooth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£0

Part A: Pupil premium strategy plan

Statement of intent

Every child has the right to succeed regardless of family financial status. At St Peter's Catholic Primary School, we aim to break down barriers to learning for those children who are disadvantaged.

We know that reading is an essential prerequisite to success and independent learning. A young child who can read confidently and purposefully is at a great advantage. We endeavour to ensure that all children have the essential decoding skills needed to learn to read. They will then develop reading fluency so that reading is the driver towards independent learning, opening both their minds and their hearts.

Our intent is to deliver a high-quality knowledge-based curriculum for all children. Knowledge brings confidence and cultural capital. Reading comprehension is not only dependent on decoding and fluency but also dependent on cultural literacy – background knowledge that a child brings to the text. By offering a knowledge and vocabulary rich curriculum that is progressive and focusses on knowing more and remembering more, we are offering a child the cultural capital that will allow them to excel at the next stage in their learning journey.

As a faith school, we seek to encourage children to discover their own God given talents so that they can become the best version of themselves. We look to encourage children to support the well-being of others and to develop attitudes of service to others so that they make a highly positive, tangible contribution to the life of the school and the parish

Challenges

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

Challenge number	Detail of challenge
1	Pupils and families have social and emotional difficulties that can affect a child's readiness to learn.
2	Parents could have lower expectations of their children's academic ability because of their own experiences in school.
3	Many pupils have limited cultural capital experiences beyond their home life and immediate community and lack positive role models, aspirations and opportunities to follow and develop interests.

4	In some cohorts children entitled to PP also present with SEND
5	Pupils arrive with little or no pre-school experience.

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
PP in Y6 will have additional support (2 x HLTA 5 mornings DHT 5 x mornings Spring Term)	Children entitled to PP will have made at least expected progress scores in reading, writing and maths from their starting points
PP in 5 will have additional support (1 x HLTA 5 mornings DHT 5 x mornings Spring Term)	Children entitled to PP will have made at least expected progress scores in reading, writing and maths from their starting points
PP children in Y6 will have catch up tuition to improve progress scores so that they are in line with national expectations	Children entitled to PP will have progress scores in reading writing and maths in excess of 0.0
White Rose Maths Interventions for PP children Year 1 and up.	Children entitled to PP will make at least expected progress in Maths based on their starting point
1:1 Daily reading with PP children in KS1	PP children in KS1 will make at least expected progress in reading, writing and maths from their starting points
Subscriptions to RWI portal and training to support phonics delivery from validated source	Y1Phonics outcomes for all children will be higher than national
1:1 RWI Phonics for PP children	Y1Phonics outcomes for all children will be higher than national
PP children across the school will take part in personal development opportunities through enrichment opportunities	Children will have had opportunities to develop skills in forest school, coding ICT, gardening, sports coach, cookery and drama and school trips - opportunities that they would not typically access outside school
PP children and families will have support from weekly sessions with the psychotherapist	To support pupils' emotional well-being so that they are settled and ready to learn
Implement Stormbreak throughout the school	Improved emotional wellbeing and resilience. Pupils will develop strategies to regulate emotions, manage stress and

	build confidence through Stormbreak activities.
Implement Peacemakers throughout the school.	Trained Peacemakers successfully facilitate peer-led resolutions, evidenced by reduced low-level conflicts and increased pupil voice in managing disputes. Staff and pupil feedback demonstrates calmer environments, improved empathy, and greater confidence in conflict resolution skills.

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: £5,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Phonics training for all staff & RWI Portal	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,4,5
Stormbreak CPD	https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing	1
Peacemakers CPD	https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing	1

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

Budgeted cost: £104,645

Activity	Evidence that supports this approach	Challenge number (s) addressed
Teachers and TAs – small group work	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition	2,4
Additional support in Year 5 and 6	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition	2,4
White Rose Maths interventions	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition	2,4
KS1 daily read and phonics	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions	2,4

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

Budgeted cost: £ 15,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Psychotherapist working with PP children	Social and emotional learning https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning	1
Speech and Language Therapist	Support for children with speech and language difficulties https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions	4,5
Behaviour Support	Support for vulnerable children and families https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning	1

Enrichment Opportunities	https://educationendowmentfoundation.org.uk/news/new-eef-trials-announced-including-focus-on-send	3
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Total budgeted cost: £125,295

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance of Disadvantaged Pupils

Disadvantaged pupils at St Peter's made strong and sustained progress across the school in 2024–25, with outcomes consistently above local and national averages.

- **EYFS:** 71% of disadvantaged pupils achieved a Good Level of Development (GLD), outperforming Birmingham FSM averages (59%) and national FSM averages (62%). This reflects the impact of targeted early interventions in phonics, language, and number formation, ensuring pupils are well prepared for KS1.
- **Phonics (Year 1):** 78% of disadvantaged pupils achieved the expected standard, significantly above local and national FSM benchmarks. Daily 1:1 reading and small-group phonics sessions proved highly effective, with pupils showing growing confidence and fluency.
- **KS1 attainment:** Disadvantaged pupils made at least expected progress in reading, writing and maths from their starting points from internal assessments, with many exceeding expectations. Teacher assessments and observations highlighted improved resilience, engagement and enjoyment of learning.
- **KS2 attainment:** Disadvantaged pupils at St Peter's achieved exceptionally strong outcomes at Key Stage 2, with attainment consistently above both local and national averages. In reading, 96.7% of PP pupils met the expected standard, significantly outperforming national figures. Their scaled scores reflected high levels of fluency and comprehension, supported by targeted interventions and daily reading routines. In writing, 86.7% of PP pupils achieved the expected standard.

Maths outcomes were equally impressive: 93.3% of disadvantaged pupils reached the expected standard, with half achieving the higher standard. This reflects the impact of HLTA-led interventions, use of SATs Companion and practical, differentiated teaching approaches. Children achieved well in Grammar, punctuation and spelling (GPS) with 96.7% of PP pupils meeting the expected standard and 43.3% achieving greater depth — well above national benchmarks.

These results demonstrate that disadvantaged pupils are thriving academically, with targeted support, inclusive teaching and enrichment opportunities contributing to their success. The school's strategy is clearly working: gaps are

narrowing, confidence is growing and pupils are well-prepared for the next stage of learning.

- **Wider outcomes:** Attendance for disadvantaged pupils remained strong and broadly in line with peers. Behaviour incidents reduced and pupil voice surveys reflected increased confidence, empathy and readiness to learn. Enrichment opportunities — including forest school, coding, drama, and cookery — successfully broadened pupils' experiences and supported wellbeing. Weekly psychotherapist sessions further strengthened emotional regulation and classroom readiness for PP children.

Evaluation of Previous Strategy

The previous Pupil Premium plan was highly successful in securing progress and wellbeing gains for disadvantaged pupils.

- **Strengths:**
 - Daily reading and phonics interventions accelerated attainment, particularly in Y1 and Y2.
 - HLTA-led small-group support in KS2 boosted confidence and outcomes in reading and maths.
 - ICT initiatives, including SATs Companion, enhanced engagement and supported independent learning.
 - Enrichment and pastoral support enriched cultural capital and improved emotional wellbeing.
- **Next steps:**
 - Continue to strengthen writing stamina and early language development to further narrow the gap with non-disadvantaged peers.

Progress Towards Current Strategy Outcomes

St. Peter's is on track to achieve the intended outcomes of the current strategy. Disadvantaged pupils are thriving academically and socially, with wellbeing indicators showing clear improvement. The combination of targeted teaching, enrichment and pastoral support is ensuring that gaps continue to narrow and pupils are well prepared for future success.

Externally provided programmes

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

Programme	Provider