

Pupil premium strategy statement – Earley St Peter's Primary School - 2025/26

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
Number of pupils in school	460
Proportion (%) of pupil premium eligible pupils	10% (46)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-25, 2025-26, 2026-27
Date this statement was published	Autumn Term 2024
Date on which it will be reviewed	Autumn Term 2025
Statement authorised by	Tom Smith
Pupil premium lead	Martyn Bisset
Governor / Trustee lead	Shane Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,015
Recovery premium funding allocation this academic year (<i>Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>)	£0
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>	£62,015

Part A: Pupil premium strategy plan

Statement of intent

Building Strong Foundations for the Future

The right foundations allow future potential to be unlocked and enable all in our school community to flourish. At Earley St Peter's Church of England Primary School, we want to give all our pupils strong foundations for the future.

We want them to:

- Be curious and creative
- Be confident and resilient
- Know and remember more

We want all pupils to demonstrate our Christian values of

- *Kindness*
- *Respect*
- *Honesty*
- *Forgiveness*
- *Service*

As an inclusive school, we want to see all our pupils thrive as successful learners socially and academically through high quality teaching. Our goal is that no child is left behind socially, or academically because of disadvantage. Through our vision we seek to create the conditions for our pupils to be the best they can be through removing low expectations, raising lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Our ultimate objectives are to:

Remove barriers to learning created by poverty, family circumstance and background

Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally

Ensure ALL pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum

Develop confidence in their ability to communicate effectively in a wide range of contexts

Enable pupils to look after their social and emotional wellbeing and to develop resilience.

Access a wide range of opportunities to develop their knowledge and understanding of the world

Key Principles:

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	<p>Negative impact on progress caused by low attendance and subsequent disruptions to learning</p> <p>Attendance data for the year 2024-25 shows that PP pupils have lower attendance compared to Non-PP pupils' attendance.</p>
2	<p>Insufficient progress for key cohorts</p> <p>Currently, apart from a couple of cohorts, KS2 and KS1 PP pupils are making less progress in Reading, Writing and Maths combined than Non-PP pupils.</p>
3	<p>Knowledge gaps around key skills in English and Maths</p> <p>End of Y6 data for 2024-25 PP pupils did not attain as well as Non-PP pupils – there was a gap in the proportion of pupils reaching the expected standard for Reading, Writing and Mathematics.</p> <p>Currently data across the school (YR-Y6) indicates there is a gap between the PP pupils reaching age related expectations in attainment compared to Non-PP pupils: Reading, Writing and Mathematics.</p>
4	<p>Nurture needs linked to social, emotional and mental health issues</p> <p>From observations and discussions with pupils and families, the school has identified social and emotional issues for many pupils and has prioritised support such as nurture groups, daily well-being check-ins and friendship groups for PP pupils.</p>
5	<p>Further opportunities to increase cultural capital and raise aspirations</p> <p>PP pupils benefit from additional access to a range of experiences outside of school, including extra-curricular clubs and residential experiences.</p>
6	<p>Improved parental understanding of how to support at home</p>

	Provide opportunities for curriculum workshops and information sessions covering strategies for support pupils at home with their learning and preparation or school activities.
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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
Improve attendance levels of pupil premium pupils	Persistent absences reduced for Pupil Premium pupils to be in line with national averages. Pupil Premium pupils will meet, or exceed, attendance percentages in line with national averages. Increased parental engagement through support given by the school's Parent Support Link and Attendance Officer.
Improve pupil progress and outcomes for all and especially for key cohorts.	Pupil Premium pupils to make at least good progress in reading, writing and maths, in line with school benchmarks.
Improve literacy and numeracy levels so that pupils are able to access the whole curriculum.	90% of pupil premium pupils reading at, or above their chronological reading age Pupil Premium pupils to make at least good progress in reading, writing and maths, in line with school benchmarks.
Provide meaningful support to pupils experiencing Social Emotional Mental Health issues.	Positive engagement with nurture programmes led by PSL/Inclusion Leader. Interventions show impact through engagement in learning.
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience.	Curriculum reviewed to ensure pupils have access to a range of meaningful experiences that enrich their understanding of content taught. Reading spine established to support development of substantive knowledge across the humanities. Prioritised places are available on trips for PP learners to ensure fair access. Launched the funded PP spaces at school clubs and increased the range available. Monitoring of extra-curricular activity attendance by PP pupils.

	Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners.
Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child.	The attendance of PP parents/carers at Parents' Evenings and Curriculum/Information Workshops/Sessions is at or above that of non-disadvantaged learners.

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: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. Vocabulary and modelled writing (using Write Stuff materials)	<p>"Worked-out examples allow students to focus on the specific steps that can solve the problems and thus reduce the cognitive load on their working memory." – Tom Sherrington "Rosenshine's Principles in Action"</p> <p>Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)</p> <p>Applying Rosenshine to primary practice : My College (chartered.college)</p> <p>Teach writing composition strategies through modelling and supported practice. EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf p28</p> <p><i>Building up a wide-ranging vocabulary is a priority for all pupils in Key Stage 2 and will often be particularly important</i></p>	2, 3, 5

	<p><i>for pupils with English as an Additional Language (EAL).</i></p> <p>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf p16</p>	
<p>Staff to monitor progress of PP pupils carefully and report on this through regular progress meetings with senior leaders. Progress to be accelerated for identified pupils.</p> <p>Pupil Premium Profiles developed to enable close monitoring of provision for PPG pupils.</p>	<p>“Clear systems for Pupil Progress meetings/ Ensure Pupil Progress meetings focus on the skills that individual children need” – Paul Ainsworth</p> <p>EEF Teaching and Learning toolkit suggests +5 months progress using small group tuition. Small group tuition EEF</p> <p>EEF Teaching and Learning toolkit suggests +4 months progress using individualised instruction. Individualised instruction EEF</p> <p>EEF Teaching and Learning toolkit suggests +6 months progress using effective feedback. Feedback EEF</p>	2, 3
<p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme – Essential Letters & Sounds. Phonics to continue in Y3 as appropriate. Speech and language screening (Speech link) and provision.</p>	<p>EEF Teaching and Learning toolkit suggests +4 months progress for the systematic teaching of phonics (over the course of 1 academic year). Phonics EEF educationendowmentfoundation.org.uk</p>	2, 3, 5
<p>Whole staff training on Oracy and Vocabulary. Staff to focus on oracy and identify possible barriers for children.</p>	<p>EEF Teaching and Learning toolkit suggests +6 months progress through the implementation of Oracy interventions (over the course of 1 academic year).</p>	2, 3, 5

	Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Purchasing high quality texts linked to school curriculum breadth to enhance substantive knowledge and cultural capital	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). reading_for_pleasure.pdf (publishing.service.gov.uk)</p> <p>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). Children's perspectives on reading for pleasure: What can we learn from them and how can we adapt our practice accordingly? (chartered.college)</p>	3, 5

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

Budgeted cost: £ 15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small class group reading interventions for disadvantaged pupils falling behind age related expectations with teacher.	<p>The EEF Teaching and Learning toolkit suggests that teaching assistant interventions can provide up to +4 months progress</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	2, 3
Use of additional adult to provide support for reading for pupils who may have fallen behind.	<p>The EEF Teaching and Learning toolkit suggests that 1:1 tuition can provide up to +5 months progress</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	2, 3
Establish small year group maths interventions for pupils to enable 'catch up' on maths	<p>The EEF Teaching and Learning toolkit suggests that teaching assistant interventions can provide up to +4 months progress</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	2, 3

curriculum using school staff.	The EEF Teaching and Learning Toolkit suggests that the average impact of the small group tuition can provide up to +4 months progress. Small group tuition EEF (educationendowmentfoundation.org.uk)	
Nurture groups and individual sessions carried out to provide support and development of personal, social and positive behaviour skills to identified pupils.	“An inclusive school removes barriers to learning and participation, provides and education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils” – EEF SEN in Mainstream Schools, recommendation 1 – Create a positive and supportive environment for all pupils without exception. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £ 28,333

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy staff (PSL, SLT, support staff) to positively reinforce attitudes to learning.	EEF Toolkit - +4 months progress for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Ensure all identified PP students with poor attendance to school have access to key staff including Educational Welfare Officer, Attendance Officer and PSL. Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and support starts to school day.	EEF Toolkit Parental Engagement suggests +4 months progress. Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 6

<p>Financial support for curriculum enrichment activities and school residential visits to PGL Liddington and Rhos Y Gwaliau as well as other educational day visits.</p> <p>Access to a lunchtime school club where children receive support from a teacher with their weekly home learning tasks or coaching in social skills.</p>	<p>Removing potential barriers to participation increases attendance – Barriers to Learning for Disadvantaged Groups, Jodie Pennacchia Barriers to learning for disadvantaged groups (publishing.service.gov.uk)</p>	5, 6
<p>Whole staff training on OPAL. Staff to focus on increasing pupil enjoyment and wellbeing at lunchtimes and identify barriers for children.</p>	<p>EEF Play-based learning suggests +4 months progress. <i>Play-based approaches can have substantial benefits for children who are identified as having social, emotional, or educational difficulties.</i> Play-based learning EEF</p>	4,2
<p>Parent workshops designed to support pupils learning at home (with a specific focus on reading, maths and writing).</p>	<p>Removing potential barriers to participation increases attendance – Barriers to Learning for Disadvantaged Groups, Jodie Pennacchia Barriers to learning for disadvantaged groups (publishing.service.gov.uk)</p>	3, 6

Total budgeted cost: £ 62,015

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whilst absence among disadvantaged pupils continues to be higher than their peers in 2024/25, the gap has continued to narrow. Despite the current data suggesting the gap narrowing this year, we recognise this gap is too large which is why raising the attendance of our disadvantaged pupils continues to be a focus of our current plan.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data from tests and assessments suggest that, despite some strong performances by individuals, some cohorts and in some subjects, overall, the progress and attainment of disadvantaged pupils in 2024/25 is below on disadvantaged pupils.

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
Therapeutic Alternative Provision	Foundry College, Storry Group
Alternative activity sessions	Brickies, Oakwood Climbing Centre