

Ss Peter and Paul Catholic Primary School

Pupil premium strategy statement 2025- 2026

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ss Peter and Paul Catholic Primary School
Number of pupils in school	208 main school + 19 in nursery
Proportion (%) of pupil premium eligible pupils	82 children 40%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25- 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Maria Butt Headteacher
Pupil premium lead	Katherine Todd
Governor / Trustee lead	Paula Wetherelt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,320.00
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	£133,320.00

Part A: Pupil premium strategy plan

Statement of intent

At Ss Peter and Paul we are committed to ensuring that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

As a Catholic school, we strive to develop the full potential of all young people investing in the education of the whole person. This strategy will allow our pupils to be supported and challenged. Our pupil premium strategy will allow us to offer an exciting, challenging and inspiring curriculum with our Gospel Values at the heart of all we do.

At Ss Peter and Paul, we assess the needs of children eligible for Pupil Premium individually, and as a group of children. This allows us to identify barriers to progress and to address these issues with targeted and group interventions rooted in careful observations and robust diagnostic assessment, not assumptions about the impact of disadvantage.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, who are looked after or have low attendance. The activities and resources we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This approach 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.

The pupil premium strategy is cyclical and embedded within a broader strategic, school improvement cycle. The evidence-informed approach we adopt at Ss Peter and Paul is rooted in tackling educational disadvantage in the classroom. Our three-year strategy will allow us to continually monitor, evaluate and adapt our plans to best meet the needs of our children and families. This is in line with the EEF guidance, 'Putting Evidence into work – A School's guide to implementation'.

We also fund the provision of enrichment opportunities for pupils to acquire the knowledge and cultural capital they need to succeed in life. These enrichment activities provide valuable opportunities to develop oracy and writing skills.

In 2025- 2026 the areas of focus will be:

- *Improve classroom pedagogy by providing targeted feedback, assessment and support/ interventions which supports adaptive teaching - this enables us to act early to intervene at the point where need is identified.*
- *Ensure pupils are well supported on entry to and across school with language development and oracy skills.*
- *Ensure that progress of disadvantaged pupils, particularly in writing, is not negatively impacted by social and emotional difficulties, including medical and mental health issues.*
- *Ensure a whole school approach where all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of what they can achieve.*
- *Reduce the percentage of children who are persistent absentees by working with families to identify and overcome root causes.*

Challenges

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

Challenge number	Detail of challenge
1	Limited oral language and communication skills for many children entering school, including pupil premium children. Limited communication on entry impacts on Phonics, Reading, Writing and Maths progress in subsequent years.
2	Some pupils struggle to attend regularly, and some are persistently absent. Our current attendance data among disadvantaged pupils has been lower than for non-disadvantaged pupils and persistent absenteeism higher. <i>(Though the percentage of persistent absenteeism for disadvantaged pupils reduced in 2024- 2025 from the previous year, it is still higher than that of non-disadvantaged pupils).</i>
3	Some pupils eligible for pupil premium also have other factors such as SEND, EAL, adverse childhood experiences etc. They can display social, emotional issues and mental health needs that affect attendance and learning behaviours.
4	Not all pupils have additional enriching opportunities to acquire the knowledge and cultural capital they need to succeed in life.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2026/2027)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oracy skills across school – speaking, listening, attention and vocabulary.	<p>Assessment and observation indicate improved oral language skills across the school, especially in EY and KS1. Children will demonstrate improved speaking skills (using complete sentences and a varied vocabulary) and improved listening and attention skills.</p> <p>Improved comprehension displayed in reading activities and in the use of vocabulary choices.</p>
Improved academic outcomes (closing the achievement gap) in phonics, reading, writing and maths attainment among disadvantaged pupils.	<p>Percentage of pupil premium children achieving GLD increases. Increased percentages achieving expected level in early learning goals of communication and language, literacy and maths. (Government target of 75% by September 2028)</p> <p>Increased percentage of pupil premium pupils achieving expected and greater depth standard in reading, writing, maths and SPAG in each year group.</p> <p>Y1/2 phonics and Y4 multiplication data shows increased percentage of disadvantaged pupils meeting the expected standard and is in line or above with national standards.</p> <p>Year-on-year improvement in key stage 1 and 2 assessment outcomes for pupil premium students, with a narrowing or negation of the gap between pupil premium and non-pupil premium students.</p>
To achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils. Pupils develop a stronger awareness sense of self- confidence, resilience, and aspiration.	<p>Qualitative data from student voice, student and parent surveys and teacher observations shows sustained high levels of wellbeing.</p> <p>A strong network of mental health support established linking school, home, and external partners (including the healthy minds team) facilitated by our Child Wellbeing Lead.</p>

	<p>A significant increase in participation in enrichment activities including school trips, particularly among disadvantaged pupils.</p> <p>Our personal development, careers and character curriculums enable pupils to have an increased awareness of career pathways, aspirations and engagement in personal development activities.</p>
<p>To ensure children attend school regularly and punctually – improve the attendance and reduce the persistent absence of pupils in receipt of pupil premium.</p>	<p>The overall attendance rate for all pupils to be in line with national percentages (95%+) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced or negated.</p> <p>The percentage of all pupils who are persistently absent, including disadvantaged be reduced by at least 10% during this strategy.</p> <p>Strong relationships and partnerships established between school and home to support attendance by looking at facilitated by our Child Wellbeing Lead.</p>
<p>Enable children to access school provision in its widest sense e.g. creative and sporting activities</p>	<p>The curriculum is planned to include purposeful opportunities for the children to experience the wider curriculum both in and out of school. Children have the opportunities to experience the wider curriculum and enhance their cultural capital.</p>
<p>Provide children with effective feedback so that this helps them gain a clear understanding of what they need to do in order to improve.</p>	<p>The children get immediate feedback from teacher assessment tasks in Reading and Maths. Children in all year groups will make good assessment gains.</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: £ 70,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff (in school and external) on adaptive teaching informed by ongoing teacher assessment and live feedback.	Sutton Trust – Improving the impact of teachers of pupil attainment (2011) importance of support staff deployment (Blatchford 2007) .	1,2,3
Support staff deployed in all English and Maths lessons to support immediate feedback and adaptive teaching. This also enables teachers spend most time with the most vulnerable pupils.	Improved social interactions, behaviour with TA in classrooms (Rubie-Davies et al, 2010) EEF (2016) Making best use of teaching assistants Maximising the Practice of TA (2009) DISS project.	1,2,3
Continued in school training/ coaching/ Sounds Write training for all teaching and support staff from YN-Y6. Continue to work with St Michael's as a 'Graduated School'.	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: EEF T&L toolkit - Phonics To continue to ensure early writing and reading are a priority as well as ensuring misconceptions are addressed promptly. DfE validated Systematic Synthetic Phonics programme	1,3
Purchase of high quality, phonetically decodable reading books. Purchase of Reading Plus for children in Y3-Y6.	Reading Framework (2021) EEF T&L toolkit - Phonics The new reading framework explains the importance of having appropriate resources at the right stage of reading. Well organised resources which allow children to apply what they have been taught.	1,3

	<p>Children should practice reading with a book decodable to them at their stage of learning.</p> <p>'The organisation of books matches the order in which the phonics programme introduces grapheme-phoneme correspondences (GPCs) and exception words.</p> <p>Enough books are available at each stage of the phonics programme for children to practise reading.'</p> <p>The reading framework Teaching the foundations of literacy, July 2021</p>	
<p>Purchase of standardised diagnostic assessments. (NFER)</p> <p>Training for staff to ensure consistency in assessment and tracking procedures throughout KS1 and KS2 and ensure assessments are interpreted and administered correctly.</p> <p>*(Y2/6 may differ)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Time limited SALT interventions following targets implemented by SALT.</p> <p>Staff utilise materials and strategies in the whole class and intervention teaching such as ELKLAN and a total communication approach.</p> <p>Lead Communication practitioner (HLTA) to undertake L3 ELKLAN training for 5–11-year olds. This training will be disseminated to staff. She has already attended L3 ELKLAN training for 3-5 year olds and trained school staff in this.</p> <p>Working closely with external professionals such as SALT and the Inclusion Team particularly to enhance CPD.</p> <p>SENDCo, EY and KS1 staff to attend talk Boost training led by South Tyneside local authority.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2,3
<p>Targeted booster sessions in Y5 and Y6.</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>One to one tuition EEF(educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
<p>Effective deployment of TA/HLTA</p>	<p>EEF Guidance report for improving English and maths recommends high quality structured intervention as a</p>	1,2,3,4

Small group / 1:1 intervention by class teacher / support staff / intervention teachers on Reading, Writing and Maths	method in small groups / 1:1 as required.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Child Wellbeing Lead (CWL) who leads on Mental Health, emotional resilience, and attendance.</p> <p>Healthy Minds Educational Practitioner (HMEP) to deliver age appropriate, time limited session across full school.</p> <p>CWL and HMEP to work collaboratively to deliver Hearts and Minds to targeted pupils relating to attendance, behaviour and wellbeing.</p>	<p>Parental engagement focuses on ways in which parents, carers and families support and encourage their children's learning in school and everyday life. Schools play a vital role in supporting families to do this effectively and with confidence.</p> <p>Supporting the whole family (DfE) Parental Engagement – EEF toolkit</p> <p>https://bounceforward.com/healthy-minds-research-project/</p>	2,3,4
Planned wider curriculum opportunities both inside and outside of school- trips, residential, music tuition	EEF tiered approach guidance.	2,4
Breakfast club- target children to enhance emotional wellbeing and improve attendance supporting all pupils including disadvantaged groups.	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast	2,3,4
Character Development and Careers Curriculum.	Opportunities for the full school to develop character and career	1,2,3,4

	<p>opportunities to inspire pupil choices for careers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education5</p>	
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Total budgeted cost: £ 133,320.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024- 2025 academic year.

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Attainment

The attainment gap between disadvantaged and non-disadvantaged pupils in GLD, Y1 phonics and Y4 multiplication check were negated.

School data shows us that the attainment gap is narrowing in all year groups in reading, maths and SPAG but not in writing.

At Y6, the gap between disadvantaged and non-disadvantaged pupils was narrowed considerably in reading, writing, maths and SPAG. The percentage of pupil premium children achieving EXS+ in writing and SPAG rose by 20-25% from 2024 data. The percentage of children achieving EXS+ in maths and reading rose by 37%.

2024-2025	PP	NON PP
GLD	63.65%	55.6%
Y1 PHONICS	72.7%	59%
Y4 MULTIPLICATION CHECK	60%	50%

Y6 SATS	PP 2024 EXS+	PP 2025 EXS+	NON PP 2025 EXS+
READING	41%	78%	90.5%
WRITING	53%	78%	86%
MATHS	41%	78%	95%
SPAG	47%	67%	86%
R/W/M	35%	56%	86%

Attendance

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than those who are not in receipt of pupil premium and the percentage of persistent absenteeism is higher.

The overall attendance of disadvantaged pupils has increased and the gap between non disadvantaged has narrowed (-1.5%), however both are still below 95%.

The percentage of persistent absenteeism of pupils in receipt of pupil premium has decreased from 2023-2024 but is still higher than non-disadvantaged pupils and is above the national average.

PERSISTANT ABSENTEEISM	PP	NON PP
2023- 2024	23.08%	20.38%
2024- 2025	19.59%	10.83%
AUT 2025	21.74%	13.54%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
ELKLAN	Elklan Training Ltd
Nessy reading and Spelling Program	Net Educational Systems
Reading Plus	Reading Plus

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	TA and HLTA support in class
What was the impact of that spending on service pupil premium eligible pupils?	Children are all working at EXS and GS in reading, writing and maths.