

# Pupil premium strategy statement

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	St Peter’s CE Academy
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mr Gordon Nunn
Pupil premium lead	Mr Gordon Nunn
Governor / Trustee lead	Mrs Carolyn Stell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49032
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49032

## Part A: Pupil premium strategy plan

### Statement of intent

St. Peter's Academy is an average sized primary school (7 classes with 195 pupils) serving the community on the west side of Chippenham. We have high aspirations and ambitions for all of our pupils and are determined to overcome barriers to realise their potential. We aim to use the Pupil Premium funding to have maximum impact on pupils' wellbeing, progress and attainment.

The progress and wellbeing of our Pupil Premium children are discussed regularly in Pupil Progress meetings, attended by class teachers, a member of SLT and the SENCo. Our Pupil Premium Lead and ELSA meet regularly to further discuss and analyse provision.

As a school we believe that Pupil Premium funding should be spent to benefit as many pupils as possible and many of our initiatives are planned to support this aim. Individual needs of children in receipt of specific funding are considered differently and can be allocated on a case by case basis in discussion with parents and carers.

#### Objectives/Guiding Principles

Pupil Premium spending has been planned strategically to have maximum impact on pupil progress and attainment.

- To ensure that spending is directly linked to raising attainment and rates of progress and closing gaps where they exist.
- To promote and invest in high quality support for St Peter's families in all aspects of life
- To invest in quality first teaching for all pupils, ensuring all pupils enjoy good and effective teaching from the time they join the school until the time they leave.
- To ensure all pupils have equal access, opportunities and status and are included in all aspects of school life.
- To invest in high quality CPD for all levels of staff to facilitate high quality provision for pupils.
- To enhance provision for all St Peter's pupils giving them access to a wide range of rich and diverse curriculum opportunities and experiences.
- To provide effective keep-up and catch-up academic interventions to prevent children falling behind.

## Challenges

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

Challenge number	Detail of challenge
1	Lower levels of language and communication skills, impacting on levels of attainment in reading and writing.
2	Limited experiences of a broad range of social and cultural experiences and opportunities.
3	Lower levels of self-regulation and self-esteem impacting on engagement and resilience in learning.
4	Increased social, emotional and mental health needs as a result of traumatic childhood experiences.
5	Limited capacity to support learning at home including lower levels of parental engagement in home learning.
6	Limited attention span and ability to work collaboratively with others.
7	Impact of SEND on PP children.
8	A number of PP pupils are low or middle attaining so need quality first teaching and specific interventions.

## 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
Children make good progress and the attainment gap between disadvantaged and the non- disadvantaged is negligible.	Pupil outcomes demonstrate that children who qualify for Pupil Premium funding perform at least in line with national averages.
For all St Peter's children to have a secure start to their reading and writing development allowing them full access to the curriculum.	End of KS1 and phonics screening check data shows that PP perform in line with national averages. All St Peter's children have access to high quality, engaging texts. The library is fully used by all classes and children develop a love of reading and learning.
For disadvantaged pupils to be well supported in order to fulfil their full potential.	Teachers will be well supported by the SENCO and ELSA.

	Disadvantaged pupils demonstrate positive learning behaviours within lessons.
For pupils with SEND to be well supported in order to fulfil their full potential.	<p>Parents / Carers of pupils with SEND will feel well informed and supported by the school.</p> <p>Pupils with SEND will make at least expected progress from their starting points.</p> <p>Teachers will be well supported by the SENCO.</p> <p>Individual and group interventions will be closely monitored to ensure that they are having the intended impact on pupils.</p> <p>Internal and external monitoring will identify high quality provision that meets individual needs.</p> <p>Pupils who have SEND and qualify for Pupil Premium will be monitored and supported closely to ensure the best possible outcomes.</p>
For all St Peter's families, including those who qualify for Pupil Premium funding, to have access to high quality pastoral support.	<p>A Parent Support Adviser is available to all St Peter's families.</p> <p>Teachers and Senior Leaders understand individual circumstances for pupils and their families and are able to offer appropriate support.</p> <p>Individual barriers are identified and supported at the earliest possible opportunity.</p> <p>St Peter's families feel well supported by the school.</p>
For all St Peter's pupils, including those who qualify for Pupil Premium funding, to have access to highly skilled support staff including ELSA practitioners to help them overcome barriers to learning.	<p>Pupils who need support with emotional development and/or mental health are well supported.</p> <p>ELSA sessions have a positive impact on pupil wellbeing and outcomes.</p> <p>Pupils who need support with emotional development and/or mental health make at least expected progress.</p> <p>Specific action plans for individual pupils inform and drive provision.</p>
For St Peter's pupils to have access to Mental Health professionals to help them overcome barriers to learning.	The Wiltshire Mental Health Support Team is used and has a positive impact on pupil wellbeing and outcomes.

<p>For all St Peter’s pupils to have access to enrichment opportunities including trips, residential visits and clubs.</p>	<p>Pupils eligible for Pupil Premium funding are supported financially and emotionally so that they go on school trips and attend the residential visit in Year 6.</p> <p>All St Peter’s pupils have opportunities to attend extra curricular clubs and opportunities throughout the school year.</p>
<p>For Quality First Teaching to be prioritised for all St Peter’s pupils in terms of staff CPD and whole school monitoring so that all pupils are able to make at least expected progress across the curriculum.</p>	<p>Staff/CPD meetings are planned strategically to ensure that quality first teaching across the curriculum is the focus of all internal CPD.</p> <p>Regular opportunities for staff to plan collaboratively.</p> <p>Regular, high quality CPD for support staff.</p> <p>Regular, robust monitoring of all subjects by leaders to identify and address any inconsistencies as soon as they arise.</p> <p>All monitoring is timely and feedback drives standards and provision for 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: £2544

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments – NFER tests (£1134)</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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 8</p>
<p>Develop school practice and training for all</p>	<p><i>Goodall (2012)</i> Identifies that providing support staff with regular, high-quality professional development helps them develop a better understanding of the curriculum, teaching</p>	<p>4, 6</p>

<p>staff (£500 for CPD)</p> <p>Additional training for staff from Oxford Mental Health Support Team.</p> <p>(£410)</p>	<p>strategies, and student needs. This in turn boosts their confidence and effectiveness in the classroom. <i>Perrone (2018)</i> found that professional development opportunities for support staff lead to increased job satisfaction, reduced burn-out, and greater retention rates. Support staff who feel competent and supported in their roles are more likely to stay in the profession.</p> <p>'Rising numbers of children are presenting with mental health difficulties in schools and current teaching environments are struggling to keep up. Many children have a high ACE score (meaning multiple adverse childhood experiences) known to leave children at risk of mental and physical ill-health later in life and even early death' (The ACE study Felitti and Anda, a study involving over 17,000 people).</p>	
<p>To continually review and refine the curriculum to ensure that it is engaging, equitable, challenging and supportive for all learners.</p> <p>Focused curriculum reflection and review through the lens of disadvantage.</p> <p>(£500 for CPD)</p>	<p>"The EEF Teaching and Learning Toolkit" (2021) identifies that a curriculum that is both <b>challenging</b> and <b>engaging</b> improves <b>academic outcomes</b>, boosts <b>motivation</b>, and enhances the overall <b>engagement</b> of vulnerable learners.</p> <p>The Ofsted report "The Curriculum: Intent, Implementation and Impact" (2019) identifies that a <b>challenging</b> curriculum is essential for raising the attainment of vulnerable learners, and <b>engaging</b> elements, including practical activities, ensure that these learners remain <b>motivated</b> and <b>invested</b> in their learning.</p> <p>A report from the Education Policy Institute "The Role of the Curriculum in Addressing the Needs of Disadvantaged Children" (2020) advocates for a curriculum that both <b>challenges</b> and <b>engages</b> vulnerable learners. Such a curriculum not only improves academic outcomes but also contributes to developing important life skills such as <b>critical thinking</b> and <b>resilience</b>.</p>	

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

Budgeted cost: £34215

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Further develop the teaching of phonics and early reading – Lexia reading programme (£1350)</p> <p>It is run by an HLTA.</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The EEF states that:</p> <div style="background-color: #1a3d4d; color: white; padding: 5px;"> <p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> </div>	<p>1, 5, 8</p>
<p>For all St Peter’s pupils, prioritising those who qualify for Pupil Premium funding, to have access to highly skilled support staff including an ELSA to help them overcome barriers to learning.</p> <p>Other Teaching Assistants will support individual children in class.</p> <p>(£21403 ELSA, £11129 TA provision)</p> <p>(ELSA supervision £333)</p>	<p>The Emotional Literacy Support Assistant (ELSA) programme is an evidence-informed intervention delivered by teaching assistants and supervised by educational psychologists. Grahamslaw (2010) conducted a review of the impact of the ELSA project and concluded that the ELSA project was found to have a positive impact on support assistants’ and children’s self efficacy beliefs. Support assistants which were found to have the greatest impact on children’s emotional self-efficacy beliefs had: completed the ELSA training, protected time to plan their ELSA work and protected time to attend refresher training events.</p> <p>The EEF Guidance Report - "The Pupil Premium: A Toolkit for Schools" (2023) stresses that <b>skilled, well-deployed teaching assistants</b> (TAs) play a crucial role in supporting Pupil Premium students. Collaboration between teachers and TAs to plan and implement interventions is emphasised as an effective approach.</p> <p>‘On average, social emotional learning (SEL) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment’ (EEF teaching and Learning Toolkit).</p>	<p>3, 4, 6, 7, 8</p>

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

Budgeted cost: £12243

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>For all St Peter's pupils to have access to enrichment opportunities including trips, residential visits and clubs.</p> <p>TA overtime and costs to release staff.(£2000)</p> <p>Financial support for residential visits, enrichment and extra curricular activities and trips. (£3498)</p>	<p>The EEF report "The Impact of Extracurricular Activities on Academic Outcomes" (2020) supports the provision of <b>clubs</b> as a way to support vulnerable pupils by increasing their <b>engagement, confidence, and social integration</b>, all of which contribute to improved academic outcomes.</p> <p>The EEF report "Outdoor Adventure Learning" (2018) concludes that <b>outdoor adventure learning</b>, including <b>residential trips</b>, is a valuable tool for <b>vulnerable pupils</b>, offering both <b>academic and personal development</b> benefits. Vulnerable children, especially those from disadvantaged backgrounds, can gain significant advantages from these experiences.</p>	<p>1, 2, 3, 4, 6</p>
<p>For St Peter's pupils to have access to Mental Health professionals to help them overcome barriers to learning.</p> <p>Behaviour support adviser for specific children £513</p> <p>Play Therapist for specific children £1435</p> <p>For St Peter's parents to have access to high quality pastoral support.</p> <p>(Rise Trust: Parent Support Adviser £4797)</p>	<p>The Education Endowment Fund Teaching and Learning Toolkit identifies Parental Engagement as having a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>The Ofsted report "The Importance of Pastoral Care in Primary Schools" (2018) supports the argument that <b>good pastoral care</b>—which includes a focus on <b>mental health, well-being</b>, and the development of <b>positive relationships</b>—is a key ingredient in improving <b>attendance and academic outcomes</b> for all students, particularly those facing external challenges.</p> <p>A report from The Sutton Trust "Supporting Disadvantaged Pupils: How Pastoral Support Makes a Difference" (2020) argues that <b>good pastoral care</b> in primary schools, especially in disadvantaged communities, is <b>critical</b> for removing barriers to learning and ensuring all students, regardless of background, can thrive.</p>	<p>3, 4</p>

**Total budgeted cost: £49032**



## 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 2023 to 2024 academic year.

Priorities	Outcome/Impact
<b>1. Teaching</b>	
Training – Teachers/Subject Leaders attend regular CPD to support and improve the delivery of quality first teaching.	CPD and training has included curriculum development and review, phonics, mental health and SEND interventions.
<b>2. Targeted Academic Support</b>	
Lexia Intervention	Groups of children have been supported to improve their reading skills and comprehension. Individual reports indicate progress made.
Booster Groups - Year 6 children were able to access intervention/booster groups in maths with a trained TA, including PP children.	Individual children were supported to achieve age expected level in maths at the end of Year 6.
Directing Class TAs to support PP children within classes.	Classroom based TAs prioritise support for PP children and work alongside the class teacher to provide this.
ELSA - St Peter's have two Emotional Literacy Support Assistants who are available to support the emotional and social development of pupils. They help to oversee the support of the Pupil Premium children.	An invaluable resource, the ELSAs met regularly with SLT to ensure they targeted children who were most in need of support. Every term PP children were discussed to see if further support of any kind could be given. Support included clothing and kit as well as pastoral and emotional.
<b>3. Wider Strategies</b>	
Parent Support Worker - St Peter's has a PSA available for parents to access help and support – she works for one day a week and is involved in several ongoing cases.	This has remained an important part of provision throughout the academic year.
Support for in school and extra-curricular activities: Swimming, the Beacon	This support enabled all of the children identified to take part in the activities and

residential and Tiger Martial Arts was funded for some PP children.	trips that they would otherwise not have been able to.
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## 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

## 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?	Some was spent on access to 'The Garden of Dreams' self esteem intervention with the ELSA.
What was the impact of that spending on service pupil premium eligible pupils?	Impact/outcomes recorded individually in ELSA records.