



## 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	182
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£51800
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	£51800



## Part A: Pupil premium strategy plan

### Statement of intent

St. Peter's Academy is an average sized primary school (7 classes with 182 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. Our school vision ('Giving children the keys to unlock their future') is built around St Peter's keys which we have articulated as Strong Values, Inspiring Learning, Positive Behaviour and Nurturing Relationships. This is how our values work in practice:

Strong values – we promote caring, sharing, forgiveness, respect and questioning. In addition every term we have a focus worship 'Value for life', so that children leave St Peter's with our values instilled and ready for their next phase of education.

Inspiring Learning – we are determined that all children achieve well from their individual starting points and access a wide range of educational experiences. Our curriculum and lessons are designed to inspire, motivate and engage learners.

Positive Behaviour – our school rules of 'Ready, Respectful, Safe' are known and understood across the school and can be applied to all aspects of school life. Children are taught have to be responsible, conscientious members of our school, able to contribute positively to the school and wider community.

Nurturing Relationships – we know our children really well and provide a caring and supportive environment for them at school. We encourage and nurture positive relationships between each other across the school. Our provision for pastoral support is strong and we are relentless in our commitment in support our children's social, emotional and mental health needs.

We aim to use the Pupil Premium funding to have maximum impact on pupils' wellbeing, progress and attainment. Our aim is for all pupils—regardless of their background or the challenges they encounter—to make strong progress and achieve highly across the curriculum. Our pupil premium strategy is designed to support disadvantaged pupils in reaching these ambitions, including those who are already high attainers.

We also recognise the additional challenges faced by other vulnerable groups, such as pupils with a social worker or young carers. The actions outlined in this statement therefore address their needs too, irrespective of their eligibility for pupil premium funding.

High-quality teaching is central to our approach, supported by targeted provision in the areas where disadvantaged pupils benefit most. This has the greatest impact on reducing the attainment gap while simultaneously improving outcomes for non-disadvantaged pupils. Our intended outcomes reflect our commitment to sustaining and improving attainment for all learners.

Our strategy responds to both shared and individual barriers, using robust diagnostic assessment to identify need rather than relying on assumptions about disadvantage. The approaches we adopt work in combination to ensure that every pupil has the best opportunity to succeed.

We believe Pupil Premium funding should benefit as many pupils as possible, and many of our initiatives are designed accordingly. At the same time, individual pupils' needs are carefully considered, and additional support may be allocated on a case-by-case basis in consultation with parents and carers.

Pupil Premium spending is planned strategically to secure the greatest impact on progress and attainment. Our guiding principles are to:

- Ensure spending directly raises attainment, accelerates progress and closes gaps.
- Promote and invest in high-quality support for St Peter's families.
- Prioritise quality-first teaching so all pupils benefit from strong, effective teaching throughout their time at the school.
- Guarantee equal access, opportunities and inclusion in all aspects of school life.
- Invest in high-quality CPD for all staff to enhance provision.
- Enrich the curriculum so all pupils experience a wide range of rich and diverse learning opportunities.
- Provide effective keep-up and catch-up interventions to prevent pupils from falling behind.

## Challenges

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

Challenge number	Detail of challenge
1	Analysis of attendance data and ongoing attendance tracking confirms that disadvantaged pupils have lower rates of attendance and are more at risk of being classed as persistently absent.
2	Assessments confirm disadvantaged pupils lack secure phonic knowledge at the end of Year 1. As a result, they do not develop sufficient reading competence and fluency and also struggle with writing.
3	Assessments confirm disadvantaged pupils lack secure quick number recall (multiplication tables check) impacting their ability to solve mathematical calculations or problems.

4	Assessments confirm that within KS2, too many disadvantaged children are not on track to achieve age-related expectations at the end of KS2. Attainment in reading, writing and maths is not yet secure for disadvantaged pupils.
5	Assessments, observations, and discussions with pupils confirm higher levels of SEMH needs and risk of dysregulation evidenced for disadvantaged children.
6	Assessments and pupil vulnerability mapping, confirms high levels of intersectionality of disadvantage and SEND which creates additional barriers to learning.

## 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
To improve attendance for our disadvantaged children with a particular focus on reducing rates of persistent absence.	Sustained high attendance by the end of 2025/26 demonstrated by the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers closing rapidly. The percentage of all pupils who are persistently absent to be below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
To increase the percentage of disadvantage children achieving the ELG for comprehension and word reading, the PSC and age-related expectations in reading.	GLD above national with disadvantaged children achieving in line with peers. PSC outcomes for all pupils above national with gap closing between disadvantaged and non-disadvantaged children. Year 6 reading outcomes in line with national, with gap closing between disadvantaged and non-disadvantaged children.
To increase the percentage of disadvantage children achieving the ELG for writing, the PSC and age-related expectations in writing.	GLD above national with disadvantaged children achieving in line with peers. Year 6 writing outcomes in line with national, with gap closing between disadvantaged and non-disadvantaged children.

<p>To increase the percentage of disadvantage children achieving the ELG for number, the PSC and age-related expectations in maths.</p>	<p>GLD above national with disadvantaged children achieving in line with peers. MTC outcomes for all pupils above national with gap closing between disadvantaged and non-disadvantaged children. Year 6 maths outcomes in line with national, with gap closing between disadvantaged and non-disadvantaged children.</p>
<p>Through CPD and rigorous monitoring, embed a core set of teaching and learning principles, ensuring quality first teaching meets all children's needs through appropriate adaptations and scaffolding.</p>	<p>SLT monitoring demonstrates consistently strong QFT with a strong focus on St Peter's core principles of teaching and learning. Behaviour for learning within lessons is secure.</p>
<p>Through a renewed focus on relentless routines and high expectations of children's behaviour for citizenship and learning, reduce rates of dysregulation and disruptive behaviour within lessons.</p>	<p>Staff consistently follow and implement the St Peter's behaviour policy driven by the 3 core principles of 'Ready, Respectful, Safe' and this is confirmed through learning walks, staff and pupil voice and positive parent survey outcomes.</p>
<p>Reduce rates of dysregulation and disruptive behaviour through 1:1 and small group support.</p>	<p>Children who require ELSA support or other pastoral support programmes demonstrate improved levels of self-esteem and engagement with fewer incidents of disengagement and dysregulation. ELSA sessions have a positive impact on pupil wellbeing.</p>
<p>Continue to support strong SEND leadership including a rigorous programme of monitoring, tracking pupil progress and attainment, identification of need and support through QFT and tier 2 support. Ensure class teachers lead on delivery of support through appropriate adaptations within QFT.</p>	<p>Parental engagement improves and parents are well-supported enabling them to in-turn support their child. SENCO and SLT monitoring, including learning walks and book looks, confirms SEND children are well-supported through QFT and within Tier 2 support. Individual support plans are well-written, have clear and focused identification of need and priorities and are known by all staff who work with the child. Interventions are targeted to specific pupil needs and closely monitored with end-point assessments showing evidence of impact.</p>

Map children's vulnerabilities and barriers to learning using the 'Learners Experiencing Disadvantage' mapping tool, ensuring school leaders and class teachers have a secure understanding of individual pupil profiles, barriers and needs.	<p>LED mapping completed by end of Term 2 with updates then scheduled for end of Term 4 and 6.</p> <p>Transition meetings at end of Term 6 use LED mapping to structure handover meetings to receiving teacher, ensuring individual pupil needs are known.</p> <p>Children with significant levels of disadvantage or barriers are known and targeted support is provided in a timely manner.</p>
---	---

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training with a focus on the St Peter's core principles of teaching and learning. Include a focus on St Peter's behaviour principles (Ready, Respectful, Safe). (£1000 for CPD)</p> <p>Additional training for a member of staff</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 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 burnout, and greater retention rates. Support staff who feel competent and supported in their roles are more likely to stay in the profession.</p> <p><b>EEF:</b> Behaviour interventions +3 months <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a></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</p>	1,2,3,4,5,6

to become Mental Health Lead. (£400)	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>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.  (£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>	
<p>ULS and engagement with Ramsbury English Hub - to include regular release for English leader to monitor quality first teaching and to lead coaching sessions.</p>	<p>Continuing professional development for teachers and teaching assistants to continue to support the implementation of our systematic synthetic phonics programme across the whole school.</p> <p><b>EEF: Phonics +5 months</b> <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	2

(£2000 for release/CPD)		
Review impact and effectiveness of KS2 reading curriculum. Design and implement a consistent lesson design which starts from quality texts and reflects clear skills identification and teaching alongside well-considered strategies to develop pupils' reading fluency. Purchase of standardised diagnostic Reading assessments – NFER tests £500	<p><b>EEF:</b> Reading comprehension strategies +7 months</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</a>   <a href="#">Assessing and Monitoring Pupil Progress</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a></p>	4
Oak Maths resources and lesson structure is consistently delivered and appropriate adapted to meet the needs of children.	<p><b>EEF:</b> <a href="#">Mathematics guidance: key stages 1 and 2</a></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</p>	3, 4, 6



Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school (£600 for teacher release)	<p>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

Budgeted cost: £2387

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ULS and engagement with Ramsbury English Hub - To include regular release for English leader to monitor quality first teaching and to lead coaching sessions.</p> <p>Focus on training for TAs – ULS intervention programmes. (£1000 for release and cover)</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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The EEF states that:</p> <div> <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>	2, 4, 5, 6

<p>Following assessment and analysis of needs, delivery of evidence informed Tier 2 provision to improve outcomes in reading and writing in KS2. Focus on training for TAs and delivery of 'Catch-up Reading' and 'Precision Teaching' techniques. Lexia program (£1387)</p>	<p><b>EEF:</b> Phonics +5 months Teaching Assistant Interventions + 4 months</p>	<p>4, 5, 6</p>
--	--	----------------

## Wider strategies

Budgeted cost: £44413

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>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</p>	<p>1,5</p>

<p>Other Teaching Assistants will support individual children in class. (£25796 ELSA, £1473 TA provision) (ELSA supervision £384)</p>	<p>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><b>EEF:</b> Social and emotional learning +4 months Behaviour interventions +3 months Meta-cognition and self-regulation +8 months <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	
<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. (£4000)</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>For St Peter's parents to have access to high quality pastoral support through Lighthouse engagement.</p> <p>(Lighthouse parent support £10760)</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><b>EEF:</b> Social and emotional learning +4 months Parental engagement +4 months <a href="#">Behaviour interventions</a>   <a href="#">Teaching and Learning Toolkit</a>   <a href="#">EEF</a></p>	1, 5
---	--	------

**Total budgeted cost: £51800**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Data from 2024-2025 in percentages:

	All pupils						PP			Boys			Girls			SEND		
	EXS+			GDS			EXS+			EXS+			EXS+			EXS+		
	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
<b>Y1</b>	86	79	96				40	20	80	79	68	95	100	100	100	50	33	83
<b>Y2</b>	73	58	69	12	4	4	38	25	38	67	47	67	82	73	73	0	0	0
<b>Y3</b>	77	65	73				0	0	0	88	88	88	60	30	50	56	22	44
<b>Y4</b>	79	76	83				29	29	43	75	69	88	85	85	77	50	50	50
<b>Y5</b>	60	27	63				60	20	80	55	25	60	70	30	70	25	8	17
<b>Y6</b>	68	68	68	29	7	14	57	29	43	73	36	64	65	88	71	33	33	17

GLD – 69% all pupils, 100% PP

Y1 phonics – 79% all pupils, 20% PP

Y4 multiplication tables check:

School	MTC 20+ All pupils	MTC 20+ Pupil Premium	MTC 25 All pupils	MTC 25 Pupil Premium	MTC APS All pupils	MTC APS Pupil Premium
St. P	69	43	21	0	19.2	13.3

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 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 support under the new trust, 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 prioritised support for PP children and worked 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 had a PSA available for parents to access help and support – she worked for one day a week and was supported many families.	This was an important part of provision throughout the academic year.
Support for in school and extra-curricular activities: Swimming, the Beacon residential and Tiger Martial Arts was funded for some PP children.	This support enabled all of the children identified to have the opportunity to take part in the activities and trips that they would otherwise not have been able to.

### 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
-	-