

# 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 CofE Junior School
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	(91)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-28
Date this statement was published	July 25
Date on which it will be reviewed	July 2028
Statement authorised by	Gemma Brown
Pupil premium Lead	Gemma Brown
Governor / Trustee Lead	Caroline Jupp (DEMAT)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	141,169 (24-25)
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	£141,169

# Part A: Pupil premium strategy plan

## Statement of intent

At St Peter's Junior School, we have high aspirations and ambitions for all of our children and we believe that no child should be left behind. In order to help our disadvantaged pupils overcome their barriers to learning and be happy and successful, we are guided by the following principles.

- We have a whole school ethos of aspiration and attainment for all pupils and encourage all staff to convey positive and optimistic messages to our disadvantaged pupils.
- We promote the power of positive, growth mindsets in our disadvantaged pupils to help inspire them to see and strive to meet their full potential.
- We ensure that personalised provision is in place for children who are Pupil Premium-eligible and have their barriers for learning identified and educational needs accurately assessed and met.
- We deploy staff effectively to work with pupils who need the most support and training is provided where this is necessary to support pupils' learning.
- We have systems in place which carefully monitor, manage and support good behaviour and attendance for all our pupils. If poor attendance is an issue, this is addressed as a priority.
- Our teachers and leaders collect, analyse and use data to identify pupils' learning needs and review progress regularly. Underperformance is addressed rapidly through additional support and interventions.
- Every effort is made to engage and empower parents and carers in the education and progress of their child.
- We believe in creating opportunities for our Pupil Premium-eligible children through extra-curricular activities and additional classroom or school-wide roles and responsibilities to promote a sense of belonging and connectedness in our school.
- We aim to instil an enduring passion for learning in all our pupils by providing a strong grounding in English and mathematics and a broad base of skills and knowledge acquired across our rich and varied curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Low attainment</b> 23/24 cohort arriving to year 3, only had 6% combined scores from their infant settings.
2	<b>Deprivation</b>

	Fenland has the highest level of IMD across the whole of Cambridgeshire, with St Peter's School being in the 10% most relatively deprived LSOA's nationally.
3	<b>Parental engagement</b> is key to supporting our pupil premium children and we need to ensure that we are working together with parents to help them understand how to support their child at home.
4	<b>Attendance</b> Attendance for the last 2 academic years has been below the national average.
5	<b>Low aspirations</b> At the time of the 2011 35% of Wisbech residents over the age of 16 had no qualifications. Although, we are waiting for the new census data it still hold true as an indicator for the aspirational values attributed to our local community. Children's experience of the world is very limited due to poverty and disadvantage many of them face, and this in turn reduces their want or need to succeed in education or beyond.
6	<b>Behaviour</b> Disruptive behaviour from a small minority of pupil premium children is a focus for our Thrive team. Poor behaviour can lead to disengagement and ultimately poor outcomes.
7	<b>Limited World Experience</b> Increasing opportunities and broadening pupils' experiences remains a priority for our pupil premium children who may not have had the opportunity to take theatre trips, travel within the UK and abroad or read extensively for pleasure.
8	<b>Recruitment and Retention</b> The recruitment and retention of the very best staff is key to consistent quality first teaching. A lack of consistency can lead to unsettled, bored, anxious or disruptive children.

## 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
All pupil premium children make expected progress across reading, writing and maths from their starting point.	Quality first teaching is planned and delivered so that all children make good or better progress.
Reduce the gap between the progress made between pupil premium and non-pupil premium children	Interventions are carefully targeted and reviewed. Outcome gap reduces between main groups. Outcomes increase Outcomes are closer to national

Children develop resilience and an increased sense of self-worth. Their aspirations increase and their love of learning grows.	To meet the wider needs of our children, by supporting promoting their emotional and physical wellbeing through Thrive, Forest School and Keys provision
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## 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: £3000 additional to main school budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching-CPD on specific pedagogy	The most recent research (EEF) suggests that Quality First Teaching has the biggest impact on children's progress and attainment, especially children from disadvantaged backgrounds.  Introducing a knowledge rich curriculum alongside techniques such as explicit instruction, retrieval, sequencing and attention to cognitive load are all proven methods to ensure lessons are planned to meet the needs of all children.	1,5
Mentoring and coaching for teachers to improve quality of education	EEF use of highly skilled coaches, in specific areas of the curriculum and/or use of carefully managed and monitored peer-2-peer support leads to better outcomes for children.  Instructional coaching techniques improve standards across school	1, 8
Sounds Write Phonics programme Training and resourcing £1000 x 2 people trained.	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>	1
Complete Maths Tutor	see below for rationale	1
Additional teaching equipment to match improved pedagogy eg. VISUALISERS AND STANDING DESKS £2000	Evidence shows, through adapting a securing modelling pedagogies, engagement, attention to learning and therefore assessment - pupil outcomes increase (STEP Academy) Peps McCray	1,5,6

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

Budgeted cost: £ 36,324

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Intervention for each PP child with a TA champion  -Additional reading and maths tutor weekly	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.	1, 3
Year 6 Teacher led booster sessions sessions for grammar, reading, writing and maths	As above.	1
Parent workshops and equipment to support learning at home	EFF parental engagement in school increases academic success by 4months per pupil	3

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

Budgeted cost: £102,088

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive practitioner in each year group; cost of assessment and resource platform; training  Subscription : £1700 Additional Training : £2000	The Thrive Approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children. It has been developed over the past 25 years, with its architects drawing from a wealth of experience in social work, psychotherapy and education. Evidence suggests that it closes the gap for vulnerable children across a range of	1,4,5,6

Equipment and materials: £1000	measures including attainment, behaviour, relationships, self-confidence and attendance. 'Keys' provision: 2 additional adults for thrive group sessions. Evidence shows that different therapeutic engagement being triaged and allocated accurately can better match need. eg. Group sessions vs 1:1	
Forest School Lead teacher; equipment; maintenance; sessions for each year group.  Salaries combined: approx £69868 Maintenance of area £3500 per year	Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.  The process helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks. Forest School inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it.	1,5,6
Individualised programmes to identify and address gaps in maths and reading.  Maths Tutor through Complete Maths  £5500	Complete maths mission:  The reason we are on this mission is also simple: being mathematically literate transforms a life. Mathematical competence is the foundation for being able to lead an autonomous and rewarding adult life. Being mathematical means being able to overcome challenges and navigate through life with purpose.  All children have the potential to become mathematical. All children have the potential to leave school intellectually equipped to be successful.  Complete Mathematics exists to help those potentials be realised. As a team committed to achieving this, we know there is the need to have an impact in two areas of pupils' lives – when they are in school and have the benefit of a teacher and when they are away from school and have the chance to learn independently.	1,5
Amazon book vouchers and books as incentives	These are used to promote reading outside of school. Word count and therefore reading miles are increased through incentivising this	2,3,5

for reading mile development £100 a year	activity. The vouchers and books allow quality texts to be brought into the home and kept.	
Providing uniform items for families in most need.  £250 a year	We keep a stock of the agreed school uniform items in school to support families. School uniform, including shoes and coats are provided to the families that need them. This increases a child's sense of belonging and identity building. Back in 2007 in a study commissioned by the Schoolwear Association, researchers from Oxford Brookes University ran a series of focus groups with students aged 13–17 to uncover their perceptions around wearing a uniform. Feedback from the teenagers revealed that a consistent dress code meant they didn't have to decide what to wear each day or worry about whether they would be bullied or criticised by their peers. The study also found that a uniform promotes commonality among pupils, improves concentration and fosters a sense of pride, especially when they wear it in public. The advantage of wearing a school uniform has become more pertinent at a time when many fear our young people are unhappier than ever before.	2
Annual Awards ceremony £220	Increasing aspirations by delivering a clear behaviour curriculum and character curriculum increases the importance of why. The award ceremony  High SATs results, lead to high GCSE engagement and annual salary of future job increases.	5
Local hub subscription - Reading and Science festivals £1200	Increased local opportunities to engage with authors and scientists from the local and national stage- increases aspirations and in turn attendance and outcomes.	1,4,5
Breakfast club, break provision and free School Meals  £1,250  Salaries of breakfast club staff £12500 a year	4.3 million children were living in poverty in the UK before the pandemic and 12% of households with children experienced food insecurity between August 2020 and January 2021. That's 9 in every classroom of 30. Currently more than half of all primary school children miss out on a healthy school meal, many for reasons of poverty. Free school meals have been shown to improve health and help tackle health inequalities, as well as removing the poverty trap faced by parents.	2,4
Subsidised experiences days, residentials £4000	EEF 2018 Sir Kevan Collins stated that 'The evidence is clear that adventure learning programmes can have a positive impact on academic outcomes, as well as other skills like resilience and motivation.'	7



	Year 6 will have a subsidised residential experience.	
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**Total budgeted cost: £141,412**

# 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 2024/25 academic year.

24/25
<div><div><div>1. Pupil Premium children have been identified in progress and attainment meetings. Strategies, including their extra time on Tutor, private reading sessions with a Sounds Write trained practitioner and extra complete maths sessions have been assigned to close the gap.</div><div>2. A Family worker has been recruited to manage the Thrive provision and assess the impact of the SEMH group time in the Keys. Thrive profiling has shown increased outcomes within their distinct assessment zones eg. Being to Doing.</div><div>3. All trips and experiences have been subsidised, meaning all children have accessed. The year 6 Sleepover was fully funded for PP children- showing the commitment to an inclusive offer.</div><div>4. Forest School Pupil voice shows that their lived experience and opportunities has increased due to the diversity of the supervised play beyond that offered elsewhere. Risk Management has increased. Suspensions for Spring and Summer have decreased.</div><div>5. Sounds Write training of new staff has had a positive impact in the outcomes of spelling and writing for our young people.</div><div>6. We have 34 children in receipt of family support through the work of the Family worker and Thrive, increasing engagement and self-regulation. Behaviour has improved.</div><div>7. Increase in year 6 outcomes, by 24% at combined. 25% of children got GDS.</div></div></div>

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*