

Pupil premium strategy statement –SS Peter and Paul Catholic Primary School, a Voluntary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	15.1% or 26 children: 2 Pupil Premium Plus 18 (10.5%) Pupil Premium 6 (3.5%) Service Pupil Premium
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sarah Staniforth
Pupil premium lead	Sarah Staniforth
Governor / Trustee lead	Gill Livesey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	34,270.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£34,270.00
<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>	

Part A: Pupil premium strategy plan

Statement of intent

At SS Peter and Paul Catholic Primary School, when making decisions about using Pupil Premium funding we considered the school context and the challenges faced by our children. Research conducted by EEF is used to support decisions around the effectiveness of different strategies and their value for money.

Disadvantaged children can face common barriers to learning, including weak language and communication skills, lack of confidence, more frequent behaviour difficulties, mobility and attendance and punctuality issues as well as possibly having less support at home. There may also be complex family situations that prevent children from thriving. The challenges are varied and there is no “one size fits all” approach to supporting these children.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support the health and wellbeing of the children so that are able to access learning at an appropriate level.

We aim to support children by:

- Ensuring that teaching and learning opportunities meet the needs of all children, through quality first teaching.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any child, or groups of children the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Not all children receiving free school meals will be in receipt of pupil premium interventions at one time, as there is limited funding and resources.

Achieving these objectives:

The range of provision the Governors consider making for this group include:

- Ensuring quality first teaching (all teaching is good or better) thus ensuring the quality of teaching experienced by all children is improved.
- Frequent and high-quality Safeguarding professional development for all staff.
- Ensuring adequate release time for subject leaders to monitor the curriculum offer and undertake coaching to improve the quality of teaching and learning across the school.
- Providing a non-class based SENDco across the Federation who can oversee the mental health and well-being provision and offer extra targeted intervention to those in need, both through mental health and well-being provision and academic provision.
- Continue to support our most vulnerable pupils by accessing support from our Education Welfare Officer and Family Support Worker, employed by Newport Cluster Schools.
- Provide training and purchasing high quality interventions.
- Pupil Premium work to be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil Premium resources to target able children on Free School Meals to achieve at least age-related expectations.
- 1-1 or small group support for those pupils who would benefit.
- Allocate teaching assistants to groups of vulnerable children who would most benefit throughout school to support a range of interventions which are monitored.
- Additional teaching and learning opportunities provided through external agencies.
- Support our most vulnerable families facing challenges by funding subsidised places at our breakfast and after school clubs.
- Purchasing resources for those children in receipt of pupil premium funding e.g. additional books needed
- Support payment for in-school activities, educational visits and residential, ensuring children have high quality experiences to use in their learning in the classroom.
- Engage our vulnerable children in a range of opportunities open to the rest of the children in school by offering free extra-curricular after school club places. Clear communication to parents so they are aware of the offer and support overcome barriers of attendance at these clubs.

Allocating DfE laptop devices to children to ensure they are able to access homework and support learning at home.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap for disadvantaged pupils across the school in Reading, Writing, Maths and SPaG.
2	Internal assessment data indicates that writing among PP children is below that of non-PPG children.
3	Mobility factors – children from other settings who are eligible for PP join with often lower than our expectations of age-related expectations.
4	Oracy and vocabulary development due to the lived experienced of disadvantaged children.
5	Attendance at clubs' afterschool is lower than other children (clubs have always been free for PP 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
Improve the speech and language outcomes of our Pupil-Premium pupils along with their vocabulary.	<ul style="list-style-type: none">- Talk Boost interventions for children who need them including a baseline assessment so we are able to see progress.- Early identification of EYFS speech and language difficulties including referrals to Speech and Language when required.
Progress in Reading	Achieve national attainment in KS2 Reading. <ul style="list-style-type: none">- Internal tracking shows that PP children are narrowing the gap to their peers.
Progress in Writing	Achieve national attainment in KS2 Writing. <ul style="list-style-type: none">- Internal tracking shows that PP children are narrowing the gap to their peers following use of Place Value and Punctuation as a whole school approach.
Progress in Mathematics	Achieve national attainment in KS2 Mathematics. <ul style="list-style-type: none">- Internal tracking shows that PP children are narrowing the gap to their peers.
Greater attendance of PP children at afterschool clubs.	Percentage disadvantaged children attending clubs increased. Baseline data: PP children attending club (18 children)

	Category	Percentage of PP pupils attending
	Sports club	54%
	Non-sports club	44%
	Interschool competition	68%
Other	Children access a wide range of enrichment activities and experiences both in and out of school. Ensure attendance of disadvantaged children is in line with all other children	

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £19, 211.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
Grammarsaurus CPD and delivering the Place Value of Punctuation a whole school approach to improving sentence structure of writing. Feedback to the children about the quality of their writing through QFT. <i>Cost of all subscriptions:</i> £2929.43	Quality First Teaching 1. High-quality teaching EEF The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Feedback – EFF + 6 months Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science. Feedback EEF	1, 2, 4
Mastering Number implemented so that KS1	Quality First Teaching	1, 4

<p>children become fluent in their early number knowledge and understanding. As part of the whole school fluency strategy.</p>	<p>1. High-quality teaching EEF</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Mastering Number for EYFS, KS1 and Year 4 and 5 will start this academic year. Year 3 will used Mastering Number for Year 2 resources.</p>	
<p>Continue to develop high quality teaching through professional development on metacognition and scaffolding strategies.</p> <p>Quality first teaching has a focus on PPG children and their progress is tracked and monitored through PPMs.</p> <p><i>Curriculum lead time: £1177.02</i></p> <p><i>SENCO: £3364.22</i></p> <p><i>DHT: £5870.20</i></p>	<p>EEF – research for knowing more and remembering more strategies to enhance high quality teaching</p> <p>Cognitive science approaches in the classroom EEF</p> <p>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom.</p> <p>1. High-quality teaching EEF</p>	<p>1, 2, 3 and 4</p>
<p>Coaching and mentoring between staff through use of moderation meetings, observations and regular monitoring of phonics, writing and maths sessions.</p> <p>Regular training for support staff by SLT.</p>	<p>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p>	<p>1, 2, 4</p>

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

Budgeted cost: £10, 514.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of Talk Boost KS1 and KS2	<p>EEF - +6 months</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p>	1, 2, 4
Delivery of Literacy Pathway for children in KS2	<p>EEF – +4 months</p> <p>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. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Teaching Assistant Interventions EEF</p>	1, 2, 4
<p>PPG children identified for additional interventions in R/W/M including in the moment catch up so that the children are not falling behind their peers.</p> <p>Targeted children to be selected to continue to ‘close the gap’ between ‘Developing’ and ‘Expected’.</p> <p><i>Delivery of all support interventions and programmes £10, 514.75</i></p>	<p>The need to close the gap between PPG children and others.</p> <p>Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Small group tuition EEF +4 months</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	1, 2, 3 and 4

<p>Monitor the effectiveness of TA deployment and provide staff CPD around deployment of TAs.</p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2, 3, 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6, 696

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free 'in house' after school clubs offered to all families	<p>EEF - + 3 months</p> <p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1, 2, 3 and 5
<p><i>Support for the children who lack social, emotional and communication skills.</i></p> <p><i>ELSA £4, 845 – TA 6 hours per week @ £8.50 ph x 38 weeks = £1, 938</i></p>	<p>EEF Teaching and Learning toolkit – social and emotional learning. (+4 months impact)</p> <p>Social and emotional learning EEF</p>	3, 4
<p><i>Attendance is above national average and above 97.5% for all disadvantaged children including LAC.</i></p>	<p>Attendance data – Pupils in school on time each day and ready to learn.</p>	1, 2, 3, 4

<p><i>Costs of Outside Agencies (EWO and Family Support Worker) £1, 058</i></p> <p>Family Support Worker employed by Newport Cluster schools to support with attendance, reluctance to come to school and offer early support.</p>	<p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>EEF</p> <p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.</p>	
<p><i>Cultural capital experiences promoted in the curriculum</i></p> <p>Cost of individual music lessons</p> <p>£1,350 Music programme for KS1 and EYFS</p> <p>£1,350 music programme for KS2.</p>	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p>	3,4, 5
<p><i>Sports events promoted to PP are encouraged to attend</i></p>	<p>EF – sports participation increases educational engagement and attainment</p> <p>Physical Activity + 1month</p> <p>Physical activity EEF</p>	
<p><i>Subsidised cost of trips for PP</i></p>	<p>EEF Life skills and enrichment Report - outdoor adventure learning shows positive benefits on academic learning and self -confidence. There is moderate evidence that outdoor adventure learning can have a positive impact on attainment.</p>	
<p><i>Subsidised residential trip costs for PP</i></p> <p><i>Outdoor learning encouraged</i></p> <p>Arthog Trip</p> <p>Manor Adventure Trip</p> <p>Other trips/visits - £200</p> <p>(Cost of subsidised clubs, trips and residential = approx. £1000)</p> <p>Other trips/visits/in-school visits by outside professionals.</p>	<p>Outdoor adventure learning EEF</p> <p>Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p>	

Total budgeted cost: £36, 421.82

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to the small number of pupils eligible for Pupil Premium, published performance data is statistically suppressed; however, internal evidence shows targeted support is making a positive difference to individual outcomes.

Early Years Foundation Stage (EYFS)

The proportion of pupils achieving a Good Level of Development at the end of EYFS is 77.8%, which is above the national average of 68.3%.

Phonics

Overall phonics attainment stands at 90.5%, exceeding both the national average of 79.9% and the local authority average of 79.5%. Outcomes for disadvantaged pupils in phonics are also above the national disadvantaged average of 67%, demonstrating strong early reading provision and effective support for vulnerable learners.

Data outcomes at end of KS2

- Reading attainment for disadvantaged pupils is above the national average for disadvantaged pupils.
- Disadvantaged pupils' reading progress over the past two years is broadly in line with the national disadvantaged average.
- Writing outcomes for disadvantaged pupils are comparable to national disadvantaged averages.
- Over the past three years, disadvantaged pupils' writing progress has been slightly below national disadvantaged averages.
- Disadvantaged pupils' attainment in mathematics is above the national disadvantaged average.
- Three-year mathematics attainment trends for disadvantaged pupils remain above national disadvantaged averages.
- Disadvantaged pupils' mathematics progress over the past two years is broadly in line with national disadvantaged averages.
- Attainment in English grammar, punctuation, and spelling for disadvantaged pupils is above the national disadvantaged average.

- Three-year trends in English grammar, punctuation, and spelling for disadvantaged pupils are consistently above national disadvantaged averages.

Writing internal data shows that while progress was evident, attainment in writing remains below national average for disadvantaged children with identified gaps in spelling, sentence construction and extended writing. Strengths identified were the impact of Place Value of Punctuation and Grammar taught for the year group, this needs to be embedded year on year to show progress for disadvantaged children as they progress through school.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. The data demonstrates that outcomes for disadvantaged pupils at the school demonstrate a consistently positive picture across subjects. Reading attainment is above the national average for disadvantaged pupils, with progress over the past two years broadly in line with national trends. Writing outcomes are comparable to national disadvantaged averages, though three-year progress data indicate performance has been slightly below national figures. In mathematics, disadvantaged pupils achieve above the national average, with three-year attainment trends remaining strong and progress over the past two years broadly in line with national disadvantaged averages. Attainment in English grammar, punctuation, and spelling is above the national average for disadvantaged pupils, with three-year trends showing sustained performance above national figures.

Based on all the information above, the performance of our disadvantaged pupils meets expectations for reading and maths at KS2 as well as progress. We did not meet expectations of writing at the end of KS2 and were close to the average for progress of disadvantaged children in writing. We are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above. Writing continues to be a priority on the school development plan as well as in this strategy.

Our evaluation of the approaches delivered last academic year indicates that Place Value of Punctuation and Grammar show progress for all children including disadvantaged evidenced in monitoring of lessons and books. For the coming year, we need to continue to embed this approach through prior knowledge and revisiting as part of spaced retrieval practice.

We have drawn on school data and observations to evaluate wider factors influencing the performance of disadvantaged pupils, including attendance, behaviour, and wellbeing. Attendance for disadvantaged pupils is above the national average for disadvantaged children and only marginally (0.1%) below the overall average for all pupils. Persistent absence among disadvantaged pupils is notably low at 5.3%, compared with the national disadvantaged figure of 24–25%, reflecting the

effectiveness of the school's strategies to promote regular attendance and engagement.

Pupil group	Attendance	National average
All pupils	96.8%	94.8%
Pupils with free school meals (FSM)	94.7%	92.2%
Pupils with no FSM	97.1%	95.8%
Pupils with special educational needs (SEN) support	95.1%	92.3%
Pupils with no SEN	96.9%	95.4%

Greater attendance of PP children at afterschool clubs

Category	Percentage of PP pupils attending Autumn	Percentage of pupils attending throughout the year
Sports club	54%	83.3%
Non-sports club	44%	72.2%
Interschool competition	68%	72.2%

Data Summary

- Sports clubs:
 - Autumn: 54% of PP pupils attended
 - Year: 83.3% attended at some point
 - Strength: High overall reach across the year, showing sustained engagement.
- Non-sports clubs:
 - Autumn: 44%
 - Year: 72.2%
 - Observation: Lower initial uptake compared to sports but improved over the year—still a priority for widening cultural capital.
- Interschool competitions:
 - Autumn: 68%
 - Year: 72.2%

- Strength: Strong engagement in competitive events, but these are one-off experiences rather than sustained weekly participation.

Evaluative Comments

1. Positive Impact:
 - Participation in sports clubs by PP pupils increased significantly across the year (from 54% in Autumn to 83.3%), indicating successful strategies to promote sustained engagement in physical activity.
2. Areas for Development:
 - Non-sports club attendance remains lower than sports (72.2% vs 83.3%), suggesting a need to broaden the enrichment offer and address barriers to participation in cultural and creative activities.
3. Breadth of Experience:
 - While interschool competition engagement is strong (72.2%), these are typically one-off events. Further work is needed to ensure PP pupils access regular, sustained opportunities beyond sport to build cultural capital.
4. Target Alignment:
 - The target of greater PP attendance at after-school clubs is being met in sports but requires continued focus for non-sports clubs to achieve parity and ensure a balanced enrichment experience.
5. Next Steps:
 - Introduce pupil voice surveys to identify preferred non-sport activities, remove practical barriers (cost, transport), and monitor sustained attendance termly to ensure impact.

Impact Summary

- Priority booking and free access for PPG children in Spring term significantly improved attendance at after-school clubs in the Spring and Summer
- Office staff intervention ensured targeted support for families, removing barriers such as booking difficulties and cost.
- For two PPG families, providing free childcare in ASC enabled all siblings to attend clubs on different days, ensuring equitable access and supporting family logistics.
- These actions demonstrate a strategic use of PP funding to remove practical barriers (cost, scheduling, childcare) and increase sustained participation in enrichment activities.

Impact on Teaching and Professional Development

Investment in CPD for grammar and sentence structure has strengthened consistency of classroom practice and a whole school approach.

Internal monitoring and coaching show improved teacher confidence in supporting disadvantaged and SEND pupils through high-quality, adaptive instruction.

Lessons Learned and Next Steps

We evaluated the use of the Number Sense approach and found that it was not meeting the needs of our children. To improve outcomes, we will access CPD through the SHaW Maths Hub on the Mastering Number programme. This approach will be implemented to support children in developing secure early number skills, ensuring strong foundations for future mathematical learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
White Rose Maths	Trinity MAT
School Library Service	Shropshire Council
Primary Language Network	Primary Language Network Ltd
IDL	Idls group
Life to the Full (PSHE/RSE)	Ten:Ten
Essential Letters and Sounds	Oxford University Press
Charanga Music	Charanga Ltd
Sing Up	Sing Up Group Limited
ARC	The Attachment Research Community
Literacy Shed Plus	Ed Shed
Grammarsaurus – Place Value of Punctuation and Grammar	Grammarsaurus Ltd
Flash Academy	Learning Labs Ltd

Glossary of Terms

ARE – age related expectation

CiC – children in care also referred to as looked after children

CPD – continued professional development

DA – disadvantaged pupils, an umbrella term used for pupils in receipt of additional funding: free school meals, looked after children, previously looked after children, service children.

EAL – English as an additional language

EWO – education welfare officer

EYFS – early years foundation stage

EXS – expected standard

FSM – free school meals

FSW – family support worker

GLD – Good Level of Development (EYFS)

GDS – greater depth standard (working above age related expectation)

HLTA – higher level teaching assistant

KS1 – key stage one

KS2 – key stage two

LAC – looked after children also referred to as children in care

PD – professional development

PP – pupil premium, those in receipt of FSM

SEN – special educational needs

SENDCo – special educational needs co-ordinator

SPaG – spelling, punctuation and grammar

TA – teaching assistants