

## St Peters C of E Middle School 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	St Peters C of E Middle
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	14% (33 students)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3
Date this statement was published	December 2025
Date on which it will be reviewed	Yearly with full review in December 2028
Statement authorised by	Governing Body
Pupil premium lead	Christie McGovern
Governor / Trustee lead	Neil Knowles

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,525
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	£45,525

## Part A: Pupil premium strategy plan

### Statement of intent

#### ***What are your ultimate objectives for your disadvantaged pupils?***

At the core of our approach is our Christian Ethos and the consequent values of: Wisdom, Integrity, Trust, Compassion and Fellowship. Through a God-centred growth mindset and these values, we live out our motto: To Aspire to be the very best we can, to Believe in our own abilities and those of the people around us, to Grow and develop continually and to Achieve the very best we can.

At St Peters our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. Our Christian ethos informs our commitment to compassion and fellowship, which we express through mentoring and pastoral support for disadvantaged pupils both in and outside the classroom.

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve these goals. We will consider the challenges faced by vulnerable students, including those with social workers and young carers. The activity we have outlined in this statement is intended to support the diverse needs of all.

#### ***How does your current pupil premium strategy plan work towards achieving those objectives?***

The current Pupil Premium Strategy works towards achieving these objectives by establishing high-quality teaching and learning at the heart of our approach, with a focus on areas in which the data indicates that disadvantaged pupils require the most support. This 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. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers. While rooted in Christian values, our approach is inclusive and respectful of all backgrounds.

- ***What are the key principles of your strategy plan?***

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective, we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1 Attainment in writing	<p>Data shows that <b>39%</b> of PP are working at expected and above and 9% at greater depth in writing, compared with <b>68% at expected and above and 13% at greater depth</b> of non-PP between autumn 1 and 2 2025.</p> <p><b>30%</b> of PP are working just below expected, compared with 21% of non-PP.  <b>30%</b> of PP are working well below expected, compared with 11% of non-PP.            The PP working below expected consists of 20 students of which 12 are non-SEN</p>
2 Attainment in reading	<p>Data shows that <b>48%</b> of PP are working at expected and above and 18% at greater depth in reading, compared with <b>70%</b> at expected and above and 24% at greater depth of non-PP between autumn 1 and 2 2025.</p> <p><b>36%</b> of PP are working just below expected, compared with <b>17%</b> of non-PP.  <b>15%</b> of PP are working below expected, compared with <b>13%</b> of non-PP. The PP working below expected consists of 17 students of which 11 are non-SEN</p>
3 Attainment in maths	<p>Data shows that <b>39%</b> of PP are working at expected and above and 3% at greater depth in maths, compared with <b>70% at expected and above and 18%</b> of non-PP between autumn 1 and 2 2025.</p> <p><b>36%</b> of PP are working just below expected, compared with <b>18%</b> of non-PP.  <b>24%</b> of PP are working below expected, compared with <b>13%</b> of non-PP. The PP working below expected consists of 20 students of which 13 are non-SEN.</p>
4 Wellbeing, mental health & safeguarding concerns	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment and progress.</p>
5 Attendance/persistent absence	<p>Autumn 2025 whole school attendance 94.3%. PP attendance is 91.2%, lower than 94.8% non-PP. Out of PP children 36.4% are persistently absent and 21.2% are at risk of persistent absence.</p>

## 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
1	To improve attainment in writing amongst disadvantage students (attainment)	Narrowing of the gap in the 39% of students at on track using Insight data. The aim is to decrease by 10%.
2	To improve attainment in reading amongst disadvantage students (attainment)	Narrowing of the gap in the 48% of students at on track or higher using Insight data. The aim is to increase by 12%
3	To improve attainment in maths amongst disadvantage students (attainment)	Narrowing of the gap in the 39% of students at on track or higher using Insight data. The aim is to increase by 8%
4	To achieve sustained improved wellbeing for all students, including those who are disadvantage (inclusion)	Sustained high levels of wellbeing demonstrated by <ul style="list-style-type: none"> <li>• attendance data and teacher observations</li> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• increased participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
5	To achieve sustained improved attendance for all students, particularly our disadvantaged students (inclusion)	Sustained high attendance from 2025 to 26 demonstrated by <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3.5%.</li> </ul>

## 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: £19,680**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving the quality of teaching and learning by focusing on the teaching and learning framework	Using systematic teaching to help teachers to build knowledge and ensure consistency of expectation from class to class. Evidence from EEF and many sources show that consistency and metacognitive strategies support improvements in learning and retention.	1 to 3
Enhancing the quality of teaching through direct support	Drawing on the expertise of the assistant head to teach and lead on the strategy as well as through a peer observation and coaching cycle.	1 to 3
CPD for the subject specialists and middle leaders to support curriculum development.	The importance of high-quality teaching supported with effective CPD can close the disadvantage gap is highlighted by EEF. The impact of this is still being seen and experienced now.	1 to 3
CPD for Learning Support Assistants.	The validity of the importance of Teaching Assistants and the positive impact they can have on achievement is clearly highlighted in the report 'Making the Best Use of Teaching Assistants' published by the EEF.	1 to 3
Actively, developing vocabulary across the curriculum as referenced on the school's teaching and learning framework.	Literacy skills are both general and subject-specific. Literacy is important for students as they learn new, more complex concepts in all subjects: <a href="#">Improving Literacy in Secondary Schools</a> <ul style="list-style-type: none"> <li>Literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</li> </ul>	1 to 3

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

Budgeted cost: £15,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing meta-cognitive skills in small group and 1:1 intervention. (access/ attainment)	Teaching metacognitive strategies to students can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: <ul style="list-style-type: none"> <li>• <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></li> </ul>	1 to 3
Targeted support through additional intervention in core subjects. Through small groups and 1:1	The evidence indicates that small group and one to one intervention can be a powerful tool for supporting pupils. High-quality class teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. EEF	1 to 3
Investing in programmes that reduce challenging behaviour within school	Embed our behaviour interventions 'Balanced Schools Programme' to improve attainment by reducing challenging behaviours. By supporting pupils who present with challenging behaviour and increase their sense of belonging, we can improve attainment and progress. We have found that this programme, introduced in the previous academic year, has had a positive impact on the behaviour of some of our students.	1 to 5

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

Budgeted cost: £10,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising practical subjects i.e., Art, DT	DT and Art resources are provided for any students that are PP and have stated that they would like support. Therefore, no student is excluded from these subjects on the grounds of financial differences.	1 to 5
Subsidising school trips	Families with multiple siblings and those PP students are offered school trips (One day) at 50% off. Residential trips are offered at a 20% reduction and payment plans where parents can be pay in instalments which are suitable to their financial needs.	1 to 5

	This increases the likelihood of a student attending these activities which will boost social skills and culture capital.	
Subsidising school uniforms	Second hand school shop on request Donations	4 and 5
Supporting and improving school attendance	Regular funding for transport has now ceased however in exceptional circumstances transport has been arranged as a short-term measure to support families. School has developed the 5-foundation programme to support belonging and therefore attendance, which is noticeably lower in PP students. PP children can attend breakfast club free of charge	1 to 5
Subsidising school equipment	Students that regularly do not have tools for learning can be provided with a stocked pencil case to reduce disruption to learning within lessons and the likelihood of receiving negative behaviour points. Revision resources for both Y6 and Y8 are as standard given for free of charge to remove barriers to academic achievement.	1 to 3
Through clear and structured student well-being strategies we can support and improve academic outcomes	<ul style="list-style-type: none"> <li>- Balance School Program</li> <li>- Silver Attachment aware</li> <li>- Use of class charts and behaviour policy</li> <li>- My Happy Mind Programme both students and staff</li> </ul>	4

**Total budgeted cost: £45,525**

## 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 to 2025 academic year.

<b>Teaching (for example, CPD, recruitment and retention)</b>	
Improving the quality of teaching and learning by focusing on the teaching and learning framework	<p>The Teaching and Learning Framework has had a positive impact on the consistency in the quality of teaching across the school as documented in our SIA visits. This has also been reflected in pupil voice sessions.</p> <div style="background-color: #d9ead3; padding: 10px; border: 1px solid #ccc;"> <p style="text-align: center;"><i>Pupil Voice</i></p> <p style="text-align: center;"><i>"When the teacher explains their ideas to the class, it helps me understand what I need to do." Year 5 student</i></p> <p style="text-align: center;"><i>"The I Do, We Do really helps me in maths especially when the teacher comes round and checks." Year 6 student</i></p> <p style="text-align: center;"><i>"I know what to expect in every lesson." Year 7 student</i></p> <p style="text-align: center;"><i>"The I Do, We Do, You Do is much better than what was happening two years ago." Year 8 student</i></p> </div>
Enhancing the quality of teaching through direct support	Direct support has shown improvement in particular teachers and ensured improved consistency for students across the curriculum.
CPD for the subject specialists and middle leaders to support curriculum development	By attending network meetings and other training, subject coordinators have support to monitor and improve their subjects
CPD for team of teaching assistants	With a broad offer and a culture of staff development in school, teaching assistants have been able to attend a variety of training opportunities and some gain qualifications.
Support academic learning through student wellbeing by investing in additional pastoral hours, re-establishing pastoral and extra-curricular activities	Increasing the ELSA hours and training further members of staff to deliver it, ensures that we are able to meet the needs of all children who may benefit from this type of support. Additionally, we have invested in the 'Balanced Schools' programme which is having a positive impact on the behaviour of some children who require additional support.
<b>Targeted academic support (for example, tutoring, one-to-one support structured interventions)</b>	
Developing metacognitive and self-regulation skills in all students. (access/ attainment)	<p>This strategy is at the heart of our teaching and learning framework and continues to be embedded in our approaches to teaching. It has supported the students to work towards independence and reflective practices.</p> <p>Please see pupil voice responses above.</p>
Targeted support through additional intervention in core subjects. Through small groups and 1:1	Small group targeted intervention has supported students to improve outcomes in their SATs and Year 8 transition exams. For example, we have seen a 14% increase in the combined

	RWM result for Year 6 and improvements in outcomes across KS3.
Connecting the curriculum through a focus on improving literacy in all subject	Activating vocabulary has become a key part of our teaching and learning framework and continues to be an important feature in lessons across the curriculum.
To deliver and design high quality learning through maths	The maths lead has monitored to ensure consistency of teaching across all year groups. Use of manipulatives has been explored and training sessions provided. The embedding of visual approaches to teaching maths continues to be embedded and the use of concrete resources.
<b>Wider strategies</b>	
Subsidising practical subjects i.e., Art, DT	This allocation of funding has ensured that all children can access the practical elements of these subjects.
Subsidising school trips	This has supported families to be able to participate in all educational visits
Subsidising school uniforms	We have an extensive range of second-hand uniform which means that where there is need, parents can purchase uniform at reduced rates or even have some pieces at no cost to them.
Subsidising school attendance	We were able to fund a taxi service for a fixed period of time which meant that the student was able to return to our school. We also funded some transportation to AP.
Subsidising school equipment	Students have access to equipment when needed this is with individual pieces of equipment or in some cases, we will provide a stocked pencil case to students that persistently have no stationery.
Additional resources	<p>We moved to providing footballs as a school to ensure equity and availability to all.</p> <p>We have provided other items such as shin pads, meaning that students can participate in PE in the same way as others</p> <p>We have provided costumes for the school play to ensure all children who want to participate can be included in the same way as others.</p>

### 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
Balanced Schools Programme	Samantha Garner