



# **Ss. Peter and Paul Catholic Primary School**

## **Pupil Premium Strategy Statement 2024 - 2027**

**(Reviewed 2025)**

## 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 2025-26

Detail	Data
School name	SS. Peter and Paul Catholic Primary
Number of pupils in school	267
Proportion (%) of pupil premium eligible pupils	22.81 % (63 pupils)
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	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	T Wallace
Pupil premium lead	T Wallace
Governor / Trustee lead	Mrs N McHale

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,815
Recovery premium funding allocation this academic year	£0
<b>Total budget for this academic year</b>	<b>£79,815</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Ss. Peter and Paul, we believe a child's start in life should never determine their future. Every child deserves a high-quality education that prepares them for the next stage and equips them for life. Our vision is to be faithful, ambitious, and empowered: we encourage all pupils to aim high and support them to achieve their full potential.

We are an inclusive school and use pupil premium strategically to meet the needs of disadvantaged learners. We focus on:

- Reading and language development to enable access across the curriculum.
- Targeted emotional support where barriers affect learning.
- Extra-curricular and residential opportunities to broaden experiences.
- Evidence-based, personalised interventions to maximise progress.

We are committed to closing the attainment gap and developing confident, resilient learners. All staff share responsibility for raising expectations and outcomes for disadvantaged pupils, while sustaining the progress of their peers.

Our objectives are to:

- Close the attainment gap for disadvantaged pupils.
- Ensure regular attendance and reduce persistent absence.
- Support health and wellbeing for pupils and families to enable learning.
- Ensure all staff are accountable for the progress of disadvantaged and vulnerable pupils.
- Provide targeted provision that meets the needs of all learners, particularly the most able disadvantaged pupils.

### Challenges

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

Challenge number	Detail of challenge
1	To improve writing for disadvantaged children across the school.
2	Speech, literacy, language and communication skills (particularly EYFS/KS1): noted lower starting points on entry
3	Pupils' social, emotional and mental health: As a result of the lock-down periods more pupils than ever, particularly disadvantaged pupils, need support for their mental health, self-esteem and resilience and to maintain focus on their learning. In particular, we have more children suffering from anxiety. Engagement with and support for families also needed as there is a lack of wider community/support for parents.
4	A proportion of persistent absentees are disadvantaged

## 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
Increased attainment for disadvantaged children in R, W and M.	To close the gap for PP and Non PP in R,W,M
Most PP children to achieve expected standard at KS2 writing	Achieve progress scores in KS2 writing at least at, or above national picture. Progress and attainment gaps closed between PP and NPP; increased proportion of PP pupils achieving at, and above national average
To improve and sustain attendance and punctuality for disadvantaged pupils, including PA	To reduce PA above NA (over 3 years)
To eradicate the gap between PP and Non PP children in phonics by year 2	The gap between PP/non PP children will be closed by year 2 phonics check.
To continue embed and sustain a world class curriculum	Children will experience a knowledge rich and humanity rich curriculum, which is ambitious and accessible for all children
Pupils with SEND access appropriate interventions to meet their needs	IPs and targeted interventions clearly outline & reflect needs of pupils with SEND so they progress with their learning. All staff to feel confident adapting lessons to meet the needs of all children
The Pastoral Team provides effective support for vulnerable pupils and families	<ul style="list-style-type: none"> <li>● There are strong links between home and school</li> <li>● Parents report they feel well supported by services they access through school</li> <li>● Individual pupils show               <ul style="list-style-type: none"> <li>○ increasing resilience, self-esteem, independence, and perseverance.</li> <li>○ improving behaviour and can increasingly self-regulate their emotions</li> </ul> </li> <li>● Individual pupils are settled within friendship groups, access their learning and make good progress</li> </ul>

## 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: £19,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to embed Pathways to Write and Read throughout KS1/2, focussing on greater depth writing	To embed a detailed and bespoke overview tailored to our school needs, including structured teaching, emphasising the development of key writing skills through repeated practice and application, vocabulary development, support for pupils working below age-related expectations and greater depth	1,2
To continue to engage with the NCETM and Maths Hubs Network Mastering Number program, a high-quality professional development for all teachers	Developing and embedding solid number sense, including fluency and flexibility with number facts, will have a lasting impact on future learning for all children.	1
To develop SEND expertise in EYFS	All children have access to speech and language therapy, RMT therapy and quality first teaching, supported by EYFS SEND lead	1,2,3
Relevant CPD for all staff of effective quality first teaching and learning, covering: assessment, scaffolding and modelling.	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.	1,2,3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of additional TAs	Well trained TAs provide targeted support within the classroom and when leading interventions tailored to individual children's needs. Impact of interventions is tracked for effectiveness and interventions enable children to access their age-related expectations	1, 2, 3

Small group tuition	Small group tuition provides extra support for pupils with gaps in learning. These sessions improve pupil confidence and enable them to keep up with age related expectations. The focus of the sessions will be reading, writing or maths based on the needs of the children	1,2,3
One to one tuition	Staff to support children on a one to one basis to access school, education and emotional support. This will allow children to feel safe, want to be in school having a sense of belonging to the school family.	1,2,3,4

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using ELSA and other pastoral strategies to provide social and emotional support to targeted children	A qualified ELSA supports children to enable them to be ready to learn and access the curriculum.	1,2,3,
<p>Pastoral Team to work closely with SENDCo, staff and parents to identify pupils who need support and deliver the most appropriate interventions to help them. This will include:</p> <ul style="list-style-type: none"> <li>● Access learning opportunities beyond the classroom such as lunchtime clubs, music tuition,</li> <li>● Extra-curricular and residential activities</li> <li>● Liaise with multi-agencies such as social services, nursing team, Charlotte Brightside, CARITAS etc to provide appropriate support for families</li> </ul>	Children thrive when their Social, Emotional and Mental Health needs are met. This includes support with managing their emotions, dealing with conflicts, understanding different perspectives, problem solving and communicating appropriately. In this way, they are able to access their curriculum for effective learning and academic achievement (EEF).	1,2, 3, 4

<ul style="list-style-type: none"> <li>• To continue to financially support families.</li> <li>• Drop in sessions for parents to support their own mental health</li> </ul>		
<p>To continue to embed good attendance principles across whole school</p> <ul style="list-style-type: none"> <li>- Weekly analysis of school attendance, including PA within 360 meetings</li> <li>- Engagement with LA Attendance Liaison Officer for support with challenging extremely poor attendance (below 90%)</li> <li>- Continued close liaison between Attendance officer, HT, SENDCo and Pastoral Team and staff to promote &amp; maintain good levels of attendance &amp; punctuality</li> <li>- Engagement with families and pupils through effective communication to offer support and promote good attendance</li> <li>- Detailed termly governor attendance reports distributed and analysed at committee and full governors</li> </ul>	<p>DfE's <a href="#">Improving School Attendance</a> guidance on supporting improved attendance in schools</p> <p>Good attendance is essential if children are to achieve well academically as well as develop for example friendships, social skills, cultural awareness. Gaps develop in learning when attendance is poor so children achieve less well.</p>	<p>1, 3, 4</p>

**Total budgeted cost: £ 79,815**

## Part B: Review of outcomes in the previous academic year 2024-25

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Performance Measure	2024/25
% of pupils achieving expected standard in Reading at KS2	73%
% of pupils achieving expected standard in Writing at KS2	55%
% of pupils achieving expected standard in Maths at KS2	64%

In the 2024-25 academic year, disadvantaged pupils at our school achieved above national disadvantaged averages across all core subjects at KS2. This demonstrates the effectiveness of targeted teaching, high-quality interventions, and a curriculum that is ambitious and inclusive.

KS2 Disadvantaged Pupils Attainment 2024-2025	SSPP- School Disadvantaged % (Expected)	National Disadvantaged % (Expected)	Comparison
<b>Reading</b>	73%	63%	+10pp above national disadvantaged
<b>Writing</b>	59%	55%	+4pp above national disadvantaged
<b>Maths</b>	64%	61%	+3pp above national disadvantaged
<b>RWM Combined</b>	55%	47%	+8pp above national disadvantaged

At SSPP, disadvantaged pupils made strong progress across KS2, achieving above national disadvantaged averages in Reading (73% vs 63%), Writing (59% vs 55%), and Maths (64% vs 61%). Reading is a particular strength, reflecting highly effective literacy teaching and targeted interventions. Writing and Maths show steady improvement, demonstrating the impact of structured support and quality first teaching. Pupils are confident, resilient, and engaged. The Pupil Premium strategy is highly effective, ensuring disadvantaged pupils access an ambitious curriculum and achieve strong outcomes.

Although only two pupils were disadvantaged in Year 1, 100% passed the phonics screening check, compared to 92% of non-disadvantaged pupils. This is well above the national disadvantaged average of 67%, demonstrating high-fidelity phonics delivery, targeted support, and quality first teaching. Early literacy interventions are effective in ensuring all disadvantaged pupils achieve expected outcomes from the very start of their school journey.

A full-time Pastoral Lead provides targeted emotional support, improving vulnerable pupils' readiness to learn, engagement, and attendance. Subsidised residential trips enable disadvantaged pupils to access the full wider curriculum, strengthening confidence and inclusion. Free extra-curricular clubs, soft starts, and Caritas support reduce financial and practical barriers, increasing participation, punctuality, and sense of belonging.

These interventions have had a measurable impact. Attendance for disadvantaged pupils in 2024/25 was 93.8%, above the national average of 92.4% and an improvement from 2023/24. Although attendance remains slightly below pre-pandemic levels, the sustained upward trend demonstrates the effectiveness of targeted pastoral and enrichment support in securing regular attendance and engagement for all pupils.