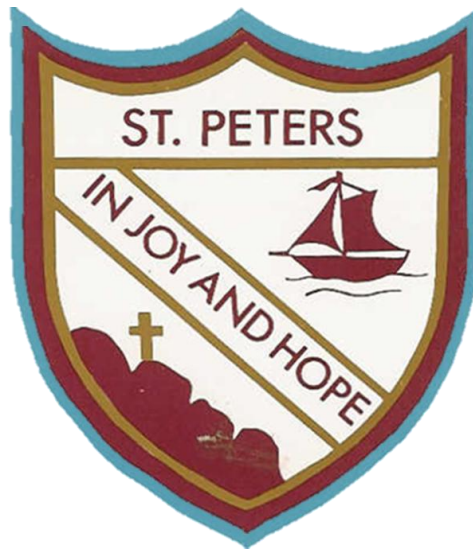


St Peter's Catholic Primary School



Pupil Premium Policy

Approved by Governors July 2026

At St Peter's Catholic Primary School, our inclusive ethos ensures that all pupils are supported to achieve their full potential across all areas of school life

Aims:

At St Peter's Primary, we have high aspirations for all our pupils and believe that no child should be left behind. We are committed to providing every child with the opportunity to succeed. We understand that it is not a child's background that defines their success, but their passion for learning, resilience, and access to the right support.

We understand that not all disadvantaged pupils face the same challenges and that barriers to learning can be complex and varied. We therefore adopt a flexible and needs-based approach.

The Pupil Premium Grant (PPG) represents a significant part of our budget. This policy outlines how we will ensure the funding is used effectively to close attainment gaps and improve outcomes for disadvantaged children. While funding is targeted at those eligible for Pupil Premium, we also support other pupils identified as vulnerable, ensuring equity of opportunity.

Background

Pupil Premium is a government initiative introduced to address the achievement gap between disadvantaged pupils and their peers. It provides additional funding to schools to support children who:

- Are currently eligible for Free School Meals (FSM)
- Have been eligible for FSM at any time in the past six years (Ever 6)
- Are Children who are Looked After (CLA)
- Are Previously Looked After Children (PLAC)
- Have parents serving in the armed forces (Service Children)

National research shows that pupils from disadvantaged backgrounds may face barriers that impact their learning and progress. The funding is intended to help schools provide targeted support to overcome these barriers.

Context

When allocating and reviewing Pupil Premium support, we consider our school's context and the varied challenges our pupils may face. Common barriers include:

- Economic disadvantage and limited life experiences at home
- Underdeveloped language and communication skills
- Reduced self-confidence or motivation
- Behaviour or social, emotional difficulties
- Irregular attendance or punctuality
- Low attainment and school readiness
- Complex family or safeguarding circumstances
- Low aspirations and parental engagement.

We understand that disadvantaged pupils are not a homogenous group, and our approach is tailored to meet individual needs.

We are determined that every child, regardless of their starting point or background, leaves St Peter's equipped with the knowledge, skills, and value they need to succeed in the next stages of their education and beyond.

Our Principles

- We ensure that all teaching staff are aware of who our disadvantaged pupils are and understand their specific needs.
- We never assume disadvantage limits potential.
- We aim to close both the attainment and opportunity gaps between disadvantaged and non-disadvantaged pupils.
- We use evidence-informed strategies, aligned with the Education Endowment Foundation's (EEF) recommendations.

Use of Pupil Premium Funding

Pupil Premium spending is planned and reviewed in accordance with our **Pupil Premium Strategy Statement**, which is updated annually and published on our website.

Funding is deployed across three key areas:

1. High-Quality Teaching

- Investment in staff training and development
- Enhanced feedback strategies
- Targeted curriculum adaptation to meet the needs of all learners

2. Targeted Academic Support

- 1:1 and small-group interventions led by teachers or teaching assistants. We ensure flexible staffing and grouping.
- Early identification of needs through termly pupil progress meetings
- Literacy and numeracy interventions

3. Wider Opportunities and Support

- Financial support for enrichment experiences such as school visits, residentials, after-school clubs, and breakfast clubs as well as exposure to literature, music and sports.
- Emotional and pastoral support, focusing on mental health and wellbeing services
- Access to counselling, nurture groups, or behaviour support interventions including external agency partnerships
- Attendance monitoring and parental engagement initiatives

Monitoring & Evaluation

We use a rigorous approach to evaluate the effectiveness of Pupil Premium spending.

- A **Named Pupil Premium Governor** works closely with the Senior Leadership Team (SLT) to oversee impact and challenge spending decisions.
- The **Headteacher** reports regularly to governors on progress and outcomes of disadvantaged pupils.
- Evaluations of impact include analysis of academic data, attendance, behaviour, and well-being indicators, as well as pupil and parent voice.

- Our Pupil Premium Strategy Statement outlines intended outcomes, planned actions, and success criteria.

Reporting

An annual report is produced and published on the school website detailing:

- The school's use of Pupil Premium funding
- The strategies and interventions implemented
- The impact of these strategies on disadvantaged pupils' attainment and progress

Parents are encouraged to engage with this information and contact the school if they have any questions about eligibility or support.

Success Criteria

The success of our Pupil Premium Policy will be measured through:

- Early identification and swift interventions are implemented for disadvantaged pupils
- The majority of disadvantaged pupils meeting or exceeding individual academic targets
- Diminishing differences in attainment and progress between disadvantaged and non-disadvantaged pupils
- Improved attendance, confidence, and engagement in wider school life

Review

- This policy will be reviewed annually by the Senior Leadership Team and the Governing Body. Updates will be informed by internal evaluations, external research, and feedback from staff, parents, and pupils.

Date of next review: September 2026