

Pupil premium strategy statement – St Peter’s Elwick Church of England Primary School

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	96
Proportion (%) of pupil premium eligible pupils	11.5%
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)	2025/26 (single year plans better reflective of small numbers and individual needs)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	V. Wilson (Headteacher)
Pupil premium lead	V. Wilson (Headteacher)
Governor / Trustee lead	C. Reid (Chair of LGB)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£19,960

Part A: Pupil premium strategy plan

Statement of intent

‘To give all children the opportunity to be who God created them to be and have fullness of life.’

At St Peter’s Elwick, we strive to ensure that all children are given the knowledge, skills and support to experience fullness of life. Our ultimate aim for disadvantaged pupils is that they will not be prevented from achieving fullness of life, that is to have their options limited, by their circumstances. We believe in the transformative power of education to bring about meaningful change and give all our pupils the options and opportunities to identify, develop and use the unique gifts they have been given by God.

We have identified some key challenges faced by our small group of pupils in receipt of pupil premium. Pupil premium spending is therefore targeted at addressing these areas and in supporting the development of knowledgeable staff and evidence-based systems to ensure these areas are developed for all children, including vulnerable children. It is important to note that we recognise each child as an individual and thus each child will also receive bespoke support as needed in order to address any areas for development that lie outside of these core identified areas.

At St Peter’s Elwick Church of England Primary School, strong and consistent phonics teaching results in high academic achievement for all pupils, including those with SEND and those in receipt of pupil premium funding. With their phonic knowledge secured, some pupils are now working to develop their reading fluency, including some pupils in receipt of pupil premium funding. ‘Scientific research has consistently recognized the critical nature of fluency as a bridge between effortful decoding and comprehension. A fluent reader is one who can accurately and automatically decode words.’ (Reading Fluency, EEF). Securing reading fluency for our pupils will provide secure foundations to further develop reading comprehension and a love of reading that has a direct impact on later academic success and the ability to experience ‘fullness of life’ by being open to the new worlds, characters and emotions that good literature provides.

Research tells us that ‘social and emotional learning approaches have a positive impact, on average, of 3 months’ additional progress in academic outcomes over the course of the academic year. Most importantly, our school’s vision, rooted in Jeremiah (amongst other theological texts), holds the plan that God has for each and every one of our pupils with the highest importance. At St Peter’s Elwick, we are clear that this

central to this is also positive social and emotional for all, including those who need a little help to achieve it. For this reason, school are committed to further developing our Thrive work which has had such a positive impact on our school community. We have focused on the effective use of bespoke reparative interventions with the use of pupil premium funding last year and, this year, we would like to extend this good practice to focus on right-time work for all pupils. This is supported by EEF research that tells us that 'universal approaches to SEL (Social and Emotional Learning) seem to have a slightly greater impact on average' but 'most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.'

A very small number of pupils in receipt of pupil premium need support to improve their punctuality and attendance. Continuing to make every effort to maintain effective relationships and provide timely, bespoke support will ensure that every child's attendance is the best that it can possibly be.

Challenges

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

NB: specific details surrounding challenge areas, proportion affected and their identification have not been listed in this strategy statement due to small numbers of pupils and the need to maintain anonymity for these pupils. A more detailed rationale is held in school

Challenge number	Detail of challenge
1	Some pupils in receipt of pupil premium need to further develop their number fluency in order to secure the best outcomes in mathematics and provide secure foundations for future mathematical learning.
2	Some pupils in receipt of pupil premium need to further develop their emotional literacy in order to support them to have healthy and fulfilling relationships with others and develop their ability to identify the impact of their emotions on the choices they make.
3	Some pupils in receipt of pupil premium need to further develop their reading fluency to increase the level of automaticity of basic skills and reduce cognitive load, enabling them to access the curriculum with the highest levels of independence.
4	A very small number of pupil premium pupils need to improve their attendance and punctuality to maximise the learning opportunities available to them and provide them with the best start to the school day.

Intended outcomes

NB: specific details surrounding challenge areas, proportion affected and their identification have not been listed in this strategy statement due to small numbers of pupils and the need to maintain anonymity for these pupils. A more detailed rationale is held in school along with detail of provision.

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
To ensure that all pupils make progress from their starting points to secure ARE in number fluency.	Pupils in Y1 have a green Numbots heatmap by the end of Y1. Pupils in Y2 have a green TTRS heatmap by the end of Y2 (2,5,10) Pupils in Y3 make expected progress on their TTRS heatmaps Pupils in Y4 achieve 22-25 on the MTC Pupils in 5 and 6 demonstrate secure standard in arithmetic skills on standardised testing. *Pupils who have additional needs that impact upon their mathematical learning achieve their personalised small-step targets.
High quality right-time Thrive work is used consistently and effectively, acting upon assessment data, to secure positive social and emotional wellbeing.	Pupils with bespoke Thrive outcomes make progress towards these. Learning walks, drop ins and pupil voice demonstrate consistent and effective right time Thrive practice.
Embed the recently introduced reading fluency programme to ensure all pupils, including those deemed vulnerable, have access to high quality provision that meets their needs.	All pupils make progress in their reading fluency in order to be reading at the expected fluency standard (ARE) by the end of the year. *Pupils who have additional needs that impact upon their reading skills achieve their personalised small-step targets.
Punctuality and attendance for identified pupils is improved so that learning time is maximised. Families are well supported and individual needs met to ensure that school is a welcoming, positive and effective place to be.	Attendance is above national and compares very positively to similar schools for all groups, including those deemed vulnerable. Pupils with concerns around punctuality are well supported to improve their punctuality so that they maximise learning time.

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.

NB: specific details surrounding actions may not have not been listed in this strategy statement due to small numbers of pupils and the need to maintain anonymity for these pupils and their families. A more detailed rationale is held in school along with detail of provision.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: We recognise that more than the allotted contribution from Pupil Premium funding will be spent on these actions but have allocated a contribution of £9,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunities for staff to observe best practice (internal and external) to further enhance reading fluency sessions.	NLLT EY Stronger Practice Hub EEF 'Reading Fluency' EEF 'Improving Literacy in Key Stage One' EEF 'Improving Literacy in Key Stage Two' EEF ' A School's Guide To Implementation'	3
Designated time for reading lead to monitor and support embedding of Little Wandle Fluency programme (feeds into bespoke CPD)		3
Designated time for SENDCo, Designated Teacher and PP Lead to review impact on vulnerable pupils and make adjustments as needed.		1,2,3,4

CPD To ensure staff are confident in the use of and analysis of data from Numbots and TTRS (including teaching assistants)	EEF Early Mathematics.	1
Ensure clear and appropriate transition between EYFS and KS1 including number transcription and mental models.	EEF Early Mathematics.	1

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

Budgeted cost: We recognise that more than the allotted contribution from Pupil Premium funding will be spent on these actions but have allocated a contribution of £4,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure targeted tracking and provision for pupils at risk of or who did not achieve a score of at least 22 in the multiplication tables check at Y4.	EEF Improving Mathematics in Key Stage 2 and 3. Research based approach of programme used can be found here: https://numbersensemaths.com/blog-and-research/developing-a-times-tables-curriculum-and-pedagogy	1
<i>Bespoke intervention, including pre-teaching, for mathematical fluency for identified pupils</i>	EEF Improving Mathematics in Key Stage 2 and 3. EEF Early Mathematics	1

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

Budgeted cost: We recognise that more than the allotted contribution from Pupil Premium funding will be spent on these actions but have allocated a contribution of £4,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to further develop use of right-time Thrive work from school's Licensed Practitioners with follow up monitoring, evaluation and support	Evidence base can be found here: https://www.thriveapproach.com/impact-and-research/research-behind-thrive EEF SEL Research	2
Release time for targeted attendance work alongside vulnerable families.	DfE 'Working Together To Improve School Attendance' EEF 'supporting School Attendance' Action Research and experiential evidence that exists within school (case studies)	4

Total budgeted cost: £ 15,194.16

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year, our pupil premium strategy had a strong and positive impact on improving outcomes for pupils in receipt of pupil premium as well as improving quality first teaching for all. This can be seen from the externally published data below as well as from internal tracking of whole classes, groups and individuals. Attendance was significantly improved for identified vulnerable pupils resulting in strong attendance across school. The effective practice that was introduced as part of the pupil premium strategy in 2024-25 has been planned to be built upon in this academic year to ensure that practices that make a significant difference to our pupils are embedded and expanded upon where relevant.

In the academic year 2024-25:

- The percentage of pupils meeting the expected standard at the end of key stage 2 was above national in all areas. 100% met the expected standard in reading, writing, maths and SPaG. 40% of pupils were working at the higher standard in reading, 60% in writing, 70% in maths and 80% in SPaG.
- 70% of pupils passed the KS1 phonics screening check. School have specific cohort information that can be shared if needed.
- Results for the Multiplication Tables Check in Year 4 were significantly above national with 67% of children scoring 25/25 and a mean score of 22.3
 - 90% of Reception pupils achieved GLD
 - School attendance was significantly above national for all groups and compared extremely positively to similar schools.

Please note that more detailed progress and attainment information is held in school. Due to small numbers of pupils in receipt of pupil premium and single cohorts within school, this information is information is not contained within this report in order to protect the identities of individuals and groups of pupils.

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
Reading Fluency Programme	Little Wandle
Thrive	Thrive

