

St Peter's RC Primary School Pupil Premium Strategy statement 2025- 2028

School overview

Our philosophy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

We believe in maximising the use of Pupil premium Grant (PPG) by utilising a strategy aligned to the School Improvement Plan. This enables us to implement a blend of short and medium-long term interventions.

As a Catholic school our mission is to provide all children with the best learning opportunities, they need in order to succeed.

Our Priorities

Setting priorities is key to maximising the use of PPG. Our priorities are as follows:

- Ensuring outstanding teaching in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that PPG reaches the pupils who need it most

School overview

Detail	Data
School name	St Peters RC Primary
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	31.9%
Academic year/years that our current pupil premium strategy plan covers	2025 / 2026 – 2027/2028
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	A. O'Neill Headteacher

Pupil premium lead	L Ryan Inclusion Manager
Governor lead	Lynda Corban

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191,920
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£182,040

Part A: Pupil premium strategy plan

Statement of intent

At St Peter's RC Primary School all members of staff and governors accept responsibility for all pupils, recognising that many pupils may sometimes throughout their school life be eligible for additional support and intervention. We are fully committed to meeting the social, emotional, academic and pastoral needs of our pupils to ensure that they thrive and reach their full potential ready for the next stage in their educational journey.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy continues to support disadvantaged pupils to achieve that goal.

Quality first teaching continues to be at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap in schools.

We aim to enhance oral language skills, address SEMH concerns through ELSA, Nurture, improve motor skills, increase basic numeracy skills and offer increased reading opportunities. We expect all pupils to engage equally in all aspects of school life.

Our approach will continue to 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 pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're 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

There may be complex family situations that prevent children from flourishing, these challenges are varied and it is important to ensure that all teaching staff are aware of and involved in the analysis of data and the identification of pupils so that they are aware of strengths and areas of need across school.

We strongly believe all learners should be able to reach their full potential through developing the necessary skills and values required to succeed.

What are the key principles of your strategy plan?

- To provide quality first teaching for all pupils
- To ensure that all pupils are targeted and supported to swiftly close any gaps
- To assess, plan and review all intervention to ensure that accelerated progress is made

Challenges

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

Challenge number	Detail of challenge
1	On entry to EYFS children are assessed as having significant difficulties with their speaking, listening, reading and writing skills.
2	Assessments, observations and discussions with staff and pupils indicate underdeveloped fluency and comprehension skills.
3	Assessments, observations and discussions with staff and pupils indicate underdeveloped grammar and punctuation.
4	Identified pupils and families have social and emotional difficulties including medical and mental health issues.
5	Identified children have low attendance
6	Identified children have limited experiences beyond their home life and immediate community.
7	An increasing number of children are displaying highly dysregulated behaviour including in term admissions to school resulting in disruption within specific year groups.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved fluency and comprehension skills.	Assessments and observations indicate significantly improved fluency and comprehension skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved grammar and punctuation skills.	Assessments and observations indicate significantly improved grammar and punctuation skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment
To support families and children with social and emotional difficulties including medical and mental health issues.	To identify and implement / signpost support for families and children to alleviate issues which will then improve engagement and barriers to learning.
To support children who have low attendance.	<p>Pupil welfare and pastoral support officer to work closely with Mrs O'Neill.</p> <p>To identify and implement procedures to improve attendance including:</p> <p>Improved contact with parents via telephone / texts/ home visits/parental meetings to offer further support to improve attendance.</p>

<p>To support children who have limited experiences beyond their home life and immediate community.</p>	<p>To provide enriching activities, building connections with the wider community, and offering targeted support to address specific needs by introducing diverse learning experiences, fostering social-emotional development, and ensuring access to resources that are limited.</p>
<p>To improve behaviour issues across school creating a positive and supportive learning environment.</p>	<p>To promote and embed a multifaceted approach, focusing on clear expectations, positive reinforcement, consistent application of rules and strong relationships between staff, pupils and parents.</p> <p>This will be achieved through staff training, consultation with other schools and the behaviour hub, review of the behaviour policy, close liaison with Blackburn with Darwen SEMH team and continuous professional development for staff.</p>

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: £182,040

	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Staff continue to assess pupils on a termly basis.	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary</p> <p>Embed and improve fluency, comprehension, grammar and punctuation skills.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on</p> <p>Children in the Foundation stage are involved in Wellcomm language intervention with additional support if required.</p> <p>HLTA targeting parents and children weekly on the PEEP intervention. Assistant Headteacher is the phonics lead – coaching staff and is involved in phonics tutoring to improve reading in order to improve fluency and comprehension skills.</p> <p>Members of staff to teach identified targeted groups with a focus on improving fluency, comprehension, grammar and punctuation skills.</p> <p>Two volunteers from “School Readers” works with targeted children weekly.</p> <p>Embed the Ready Steady Write scheme with support from the English Hub and continuous professional development to improve all areas with a</p>	1,2, 3

	focus on fluency, comprehension, grammar and punctuation skills.	
To support identified pupils and families with social and emotional difficulties including medical and mental health issues	<p>Specific children work with our ELSA TA and targeted children attend Nurture.</p> <p>Referrals are made to BwD SEND Support SEMH team if appropriate.</p> <p>Referrals are made to NHS Mental Health Team / school nurse if appropriate.</p> <p>School support individual children who receive play therapy on a weekly basis. Referrals are made through the CAF process to Transforming Lives to support pupils and their families.</p> <p>Embed the Mini Minds Matter scheme.</p> <p>Referrals made to paediatricians where appropriate.</p>	4
To improve attendance of targeted children.	<p>Pupil welfare and pastoral support officer to:</p> <p>Contribute to raising achievement by improving pupil attendance</p> <p>Assist Mrs O'Neill meeting her obligations and targets in relation to pupil attendance</p> <p>Promote positive attitudes with pupils and families towards education and to ensure that parents and carers are made fully aware of their statutory responsibilities.</p>	5
To improve behaviour issues across school creating a positive and supportive learning environment.	This will be achieved through staff training, consultation with other schools and the behaviour hub, review of the behaviour policy, close liaison with Blackburn with Darwen SEMH team and continuous professional development for staff.	6

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

Budgeted cost: £40,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture provision to target language skills and reluctant speakers and to narrow the gaps in Boxall to improve SEMH with additional EP support.</p> <p>Training for Nurture Lead</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with and monitored by St John Vianney English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide pupils with a healthy start to each day and impact on attendance</p> <p>Breakfast Club for FSM</p> <p>Invite PP families to attend Breakfast Club where attendance is an issue</p> <p>Free fruit at breaktimes, discounted school lunches for all children.</p>	<p>It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p>	4, 5, 6

	https://www.gov.uk/guidance/national-school-breakfast-club-programme	
<p>Children have opportunity to take part in sports clubs and compete out of school</p> <p>Free after school clubs</p> <p>Lunchtime sports clubs with a qualified sports coach</p> <p>Children have a say in the types of sports / after school provision they would like to be offered</p>	<p>Children need to be active every day to promote healthy growth and development. Children who establish healthy lifestyle patterns at a young age will carry them - and their benefits - forward for the rest of their lives. Physical activity can help children cope with stress. Evidence shows that having interests provides loads of benefits for children, including:</p> <p>Stress reduction.</p> <ul style="list-style-type: none"> • Higher self-esteem. • Competence. • Providing bonding time with friends. • Learning self-discipline. • Learning patience. 	4, 5, 6
<p>Each class to organise visits, visitors or experiences each year</p> <p>aimed to support and enhance curriculum and impact on 'knowing more and remembering more'</p>	<p>School experiences benefit primary school pupils in many ways, and can be inspiring, positive experiences that not only enhance learning and understanding, but also pupils' social and personal development. They provide the opportunity for pupils to immerse themselves in new, different and exciting environments where learning is less formal – but sometimes more powerful. Experiences also benefit pupils who have a more kinaesthetic, sensory or visual way of learning, as well as SEND pupils who might struggle in a traditional classroom environment., "Learning outside the classroom changes lives." (Council for Learning Outside the Classroom)</p>	4, 5

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Training and release time for staff to develop and implement new procedures including the Pupil Wellbeing Coordinator.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £182,040

Part B: Review of outcomes in the previous academic year

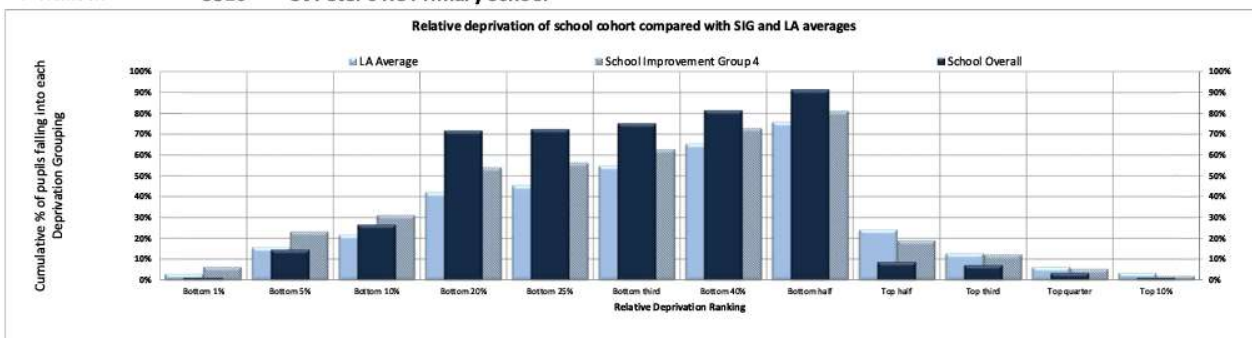
Pupil premium strategy outcomes

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

We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Analysis of deprivation based on IDACI (Index of Deprivation affecting Children) & School Census January 2025

DFE Number: **3510** **St Peter's RC Primary School**



Most Deprived ← → Most Affluent

	Bottom 1%	Bottom 5%	Bottom 10%	Bottom 20%	Bottom 25%	Bottom third	Bottom 40%	Bottom half	Top half	Top third	Top quarter	Top 10%
Reception	0%	15%	30%	78%	78%	83%	87%	98%	2%	2%	0%	0%
Year 1	2%	7%	17%	74%	74%	74%	81%	91%	9%	9%	2%	0%
Year 2	0%	24%	33%	87%	89%	91%	94%	98%	2%	2%	0%	0%
Year 3	2%	15%	35%	68%	70%	73%	80%	92%	8%	5%	3%	0%
Year 4	3%	17%	24%	71%	71%	71%	78%	90%	10%	8%	3%	2%
Year 5	0%	8%	20%	55%	57%	67%	77%	85%	15%	12%	5%	2%
Year 6	0%	15%	27%	71%	71%	71%	75%	88%	12%	10%	8%	3%
School Overall	1%	15%	27%	72%	72%	75%	81%	91%	9%	7%	3%	1%
School Improvement Group 4	6%	23%	31%	54%	56%	63%	73%	81%	19%	12%	5%	2%
LA Average	3%	16%	22%	42%	45%	55%	65%	76%	24%	13%	6%	3%

The figures above tell you the percentage of pupils in your school (Reception - Year 6) living in areas ranked according to levels of deprivation, compared with the average for your School Improvement Group and the Local Authority as a whole. For instance, in the LA as a whole, 42% of primary age pupils live in areas classified as being in the bottom 20% nationally for deprivation.

EYFS

Foundation Stage - Pupil Premium Gap Analysis

Compares the percentage of pupils in school eligible (FSM6, AFC or LAC) for the Pupil Premium achieving at least the expected standard for each goal in the stated area of learning with the percentage of all other pupils in school, all Pupil Premium eligible pupils in the LA, and all pupils in the LA not eligible for the Pupil Premium.

St Peter's Roman Catholic Primary School, Blackburn

DfE Number: 3510

number of eligible pupils in cohort:	School			PP/All Others ■ St Peter's Roman Catholic Primary School, Blackburn Gap ■ LA Average Gap		Local Authority			
	7	39	PP / All Others Gap %			277	PP School / PP LA Gap %	1664	LA - All other pupils
% achieving expected or exceeding for all goals in:	Pupil Premium pupils	All other pupils in school	PP / All Others Gap %			LA - Pupil Premium pupils	PP School / PP LA Gap %	LA - All other pupils	PP School / All Others LA Gap %
Good Level of Development (all Prime and Specific areas of learning)	57.1%	61.5%	-4.4%		GOOD LEVEL	49.5%	7.7%	67.8%	-10.6%
Communication & Language	71.4%	71.8%	-0.4%		COM	63.9%	7.5%	76.0%	-4.5%
Physical Development	71.4%	79.5%	-8.1%		PHY	70.0%	1.4%	82.9%	-11.5%
Personal, Social and Emotional Development	71.4%	87.2%	-15.8%		PSE	67.9%	3.6%	82.0%	-10.5%
Literacy	57.1%	66.7%	-9.5%		LIT	54.9%	2.3%	69.2%	-12.1%
Mathematics	57.1%	79.5%	-22.3%		MAT	63.9%	-6.8%	74.9%	-17.8%
Understanding the world	57.1%	74.4%	-17.2%		UTW	62.1%	-5.0%	74.9%	-17.7%
Expressive arts & design	71.4%	66.7%	4.8%		EXP	67.5%	3.9%	79.2%	-7.8%

Phonics

Phonics - Pupil Premium Gap Analysis

Compares the percentage of Year 1 pupils in school eligible (deprivation, AFC or LAC) for the Pupil Premium working at the required standard with the percentage of all other pupils in school, all Pupil Premium eligible pupils in the LA, and all pupils in the LA not eligible for the Pupil Premium.

St Peter's Roman Catholic Primary School, Blackburn

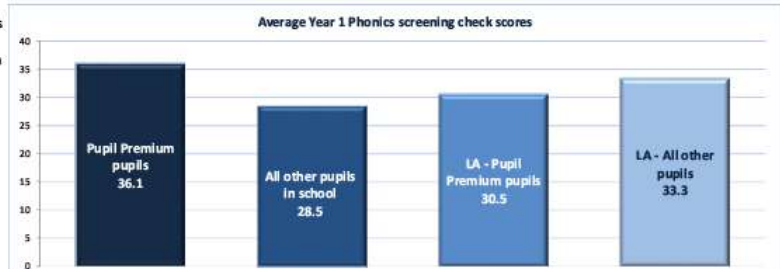
DfE Number: 3510

number of eligible pupils in cohort:	School			Pupil Premium/All Others Gap ■ St Peter's Roman Catholic Primary School, Blackburn Gap ■ LA Average Gap		Local Authority			
	18	38	PP / All Others Gap %			369	PP School / PP LA Gap %	1719	LA - All other pupils
% Working at the required standard (Wa)	Pupil Premium pupils	All other pupils in school	PP / All Others Gap %			LA - Pupil Premium pupils	PP School / PP LA Gap %	LA - All other pupils	PP School / All Others LA Gap %
	88.9%	71.1%	17.8%			69.9%	19.0%	80.8%	8.1%

Average Year 1 Phonics screening check scores

Compares the average scores on the phonics screening check of Year 1 pupils in school eligible (deprivation, AFC or LAC) for the Pupil Premium with the average score of all other pupils in school, all Pupil Premium eligible pupils in the LA, and all pupils in the LA not eligible for the Pupil Premium.

Pupil Premium pupils	36.1
All other pupils in school	28.5
LA - Pupil Premium pupils	30.5
LA - All other pupils	33.3



End of Key Stage 1

Key Stage 1 - Pupil Premium Gap Analysis

Compares the percentage of pupils in school eligible for the Pupil Premium (deprivation, AFC or LAC) achieving at least the expected standard for each subject area with all other pupils in school, all Pupil Premium eligible pupils in the LA, and all pupils in the LA not eligible for the Pupil Premium.

St Peter's Roman Catholic Primary School, Blackburn

DfE Number: 3510

# of eligible pupils in cohort**:	School			PP/All Others	Local Authority*				
	23	34							
% achieving:	Pupil Premium pupils	All other pupils in school	PP / All Others Gap %	St Peter's Roman Catholic Primary School, Blackburn Gap	LA - Pupil Premium pupils	PP School / PP LA Gap %	LA - All other pupils	PP School / All Others LA Gap %	
Reading >= EXS	65.2%	70.6%	-5.4%	Reading	429	61.5%	3.7%	73.0%	-7.8%
Writing >= EXS	39.1%	58.8%	-19.7%	Writing	1297	50.1%	-11.0%	65.7%	-26.6%
Maths >= EXS	60.9%	73.5%	-12.7%	Maths	60.1%	0.7%	74.2%	-13.4%	
Science >= EXS	65.2%	70.6%	-5.4%	Science	67.3%	-2.0%	77.7%	-12.5%	
RWM >= EXS	34.8%	55.9%	-21.1%	RWM	46.4%	-11.6%	61.6%	-26.8%	
RWMS >= EXS	34.8%	50.0%	-15.2%	RWMS	44.4%	-9.6%	60.7%	-25.9%	

* LA Averages are based on returns for 1730 pupils from 45 schools

** cohort numbers are for pupils eligible for all of RWM, cohort numbers may differ for individual subjects

Multiplication Check Year 4

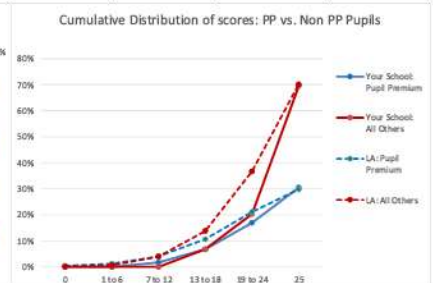
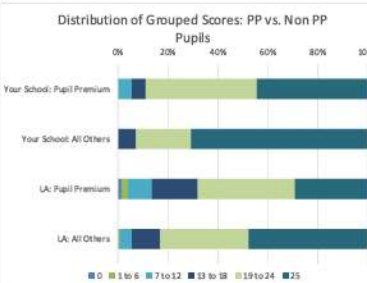
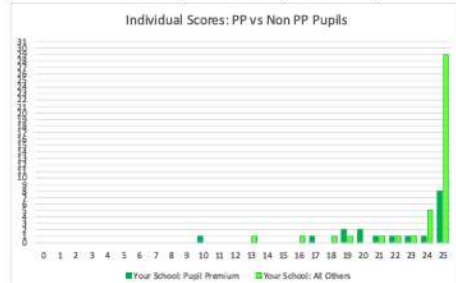
Multiplication Tables Check - Pupil Premium Gap Analysis

Compares the percentage of pupils in school eligible for the Pupil Premium (deprivation, AFC or LAC) average MTC score with all other pupils in school, all Pupil Premium eligible pupils in the LA, and all pupils in the LA not eligible for the Pupil Premium.

St Peter's RC Primary School

DfE Number: 3510

# of eligible pupils in cohort:	School			PP/All Others	Local Authority				
	Pupil Premium pupils	All other pupils in school	PP / All Others Gap (Marks)						
Average MTC Score	19	42	-1.9	Average MTC Score	694	19.9	2.1	22.2	-0.2
# Pupils with no score (A, B, J, NAA, Q, U)	1	0			17			30	



NOTE: There is no expected standard threshold for the MTC

End of Key Stage 2

Key Stage 2 - Pupil Premium Gap Analysis

Compares the percentage of pupils in school eligible for the Pupil Premium (FSM6, LAC and AFC) achieving at least the expected standard for each subject area with the percentage of all other pupils in school, all Pupil Premium eligible pupils in the LA, and all pupils in the LA not eligible for the Pupil Premium.

St Peter's Roman Catholic Primary School, Blackburn

DfE Number: 3510

	Pupil Premium pupils		All other pupils in school		PP / All Others Gap %			LA - Pupil Premium pupils	PP School / PP LA Gap %	LA - All other pupils	PP School / All Others LA Gap %
	No. of eligible pupils	% achieving:	No. of eligible pupils	% achieving:							
Reading Exp+	19	63.2%	40	72.5%	-9.3%	Reading	66.0%	-2.8%	78.7%	-15.6%	
Writing TA EXS	19	47.4%	40	70.0%	-22.6%	Writing	61.2%	-13.8%	77.3%	-29.9%	
GPS Exp+	19	63.2%	40	85.0%	-21.8%	GPS	66.8%	-3.6%	81.2%	-18.0%	
Maths Exp+	19	47.4%	40	77.5%	-30.1%	Maths	66.1%	-18.8%	81.7%	-34.3%	
Science TA EXS	19	52.6%	40	82.5%	-29.9%	Science	72.9%	-20.3%	84.5%	-31.9%	
RWM Exp+	19	36.8%	40	65.0%	-28.2%	RWM	50.5%	-13.7%	68.9%	-32.1%	