

Pupil premium strategy statement – St. Peter’s CE Primary School, Bury

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	236
Proportion (%) of pupil premium eligible pupils	34.7%
Academic years that our current pupil premium strategy plan covers	2025-2026 2026-2027 2027-2028
Date this statement was published	31 st December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Stephen Wedgeworth
Pupil premium lead	Stephen Wedgeworth
Governor lead	Meenaz Mukhtar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,795
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>	£109,795

Part A: Pupil premium strategy plan

Statement of intent

The overarching objective of our Pupil Premium strategy is to ensure that disadvantaged pupils achieve outcomes in line with non-disadvantaged pupils nationally and are well prepared for the next stage of education.

In particular, we aim to:

- Reduce attainment and progress gaps, especially in reading, writing and mathematics.
- Improve attendance, engagement, and attitudes to learning.
- Raise pupils' confidence, aspirations, and access to wider learning opportunities.
- Ensure appropriate challenge and support for all disadvantaged pupils, including those with SEND and higher prior attainment.

Our strategy is informed by analysis of attainment, progress, attendance, and wellbeing data, alongside pupil voice and staff insight. It is underpinned by evidence from the Education Endowment Foundation (EEF) and reviewed regularly.

The strategy focuses on:

- **High-quality teaching** as the primary driver of improvement, ensuring disadvantaged pupils benefit from strong classroom practice.
- **Targeted academic support**, including timely interventions that address identified gaps without limiting curriculum access.
- **Support for wider barriers**, such as attendance, behaviour, and wellbeing, through pastoral provision and family engagement.
- **Rigorous monitoring and evaluation** to ensure funding is used effectively and adapted where impact is limited.

Our Pupil Premium strategy is guided by the following principles:

- **High expectations** – disadvantage does not limit ambition.
- **Evidence-informed practice** – decisions are based on research and impact.
- **Quality first teaching** – the most effective way to improve outcomes.
- **Whole-school responsibility** – all staff contribute to improving outcomes.
- **Continuous review** – the strategy is adapted to meet changing needs.

Challenges

Challenge number	Detail of challenge
1	Attainment gap at the expected standard in Reading, Writing and Mathematics Although disadvantaged pupils at St. Peter's perform well compared to disadvantaged pupils nationally, there remains an average attainment gap of 10–11 percentage points when compared to non-disadvantaged pupils both nationally and within school. This indicates a need to further strengthen provision to close the gap at the expected standard.
2	Early reading and phonics outcomes for disadvantaged pupils In 2025, the proportion of disadvantaged pupils passing the Year 1 Phonics Screening Check was below both the national average and the school's non-disadvantaged cohort. This suggests that some disadvantaged pupils require additional early reading support to secure strong foundations for later literacy.
3	Attendance for disadvantaged pupils Attendance data shows that disadvantaged pupils do not attend school as regularly as non-disadvantaged pupils nationally. Lower attendance may limit access to high-quality teaching and interventions, affecting progress over time.
4	Sustaining positive behaviour outcomes Although behaviour outcomes for disadvantaged pupils are strong and improving, with suspension rates below the national average, continued focus is required to sustain this positive trend and ensure that all pupils are able to engage consistently with learning. There is a strong relationship between pupil attitudes to learning and their academic progress in our school.
5	Addressing pupil wellbeing While pupil wellbeing is a strength of the school and most disadvantaged pupils are flourishing, individual pupils continue to face barriers linked to social, emotional, or economic disadvantage. These barriers can impact learning, attendance, and engagement if not identified and addressed promptly.

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. Reduced attainment gap between disadvantaged and non-disadvantaged pupils in Reading, Writing and Mathematics at the expected standard	The attainment gap between disadvantaged and non-disadvantaged pupils at the expected standard in RWM is reduced from the current 10–11 percentage points. Outcomes for disadvantaged pupils in RWM are closer to, or exceed, national non-disadvantaged benchmarks. School assessment data shows improved

	progress for disadvantaged pupils across all key stages.
2. Improved early reading and phonics outcomes for disadvantaged pupils	The proportion of disadvantaged pupils passing the Year 1 Phonics Screening Check increases and moves closer to the school's non-disadvantaged cohort. Phonics outcomes for disadvantaged pupils meet or exceed the national average for all pupils. Internal phonics assessments show improved decoding accuracy and fluency for disadvantaged pupils.
3. Improved attendance for disadvantaged pupils	Attendance for disadvantaged pupils increases and the gap between disadvantaged and non-disadvantaged attendance narrows. Persistent absence among disadvantaged pupils is reduced. Attendance data shows improved consistency over time, particularly for identified vulnerable pupils.
4. Sustained positive behaviour and strong attitudes to learning for disadvantaged pupils	Suspension rates for disadvantaged pupils remain below national averages. Behaviour logs and internal monitoring show sustained or improved positive behaviour trends. Pupil attitudes to learning, as measured through staff observations and pupil voice, remain strong and support academic progress.
5. Strong pupil wellbeing and reduced impact of social and emotional barriers to learning	Pupil wellbeing surveys indicate that disadvantaged pupils feel safe, supported, and positive about school. Individual support plans demonstrate timely identification and effective support for pupils facing additional barriers. Improved engagement and readiness to learn is evident through attendance, behaviour, and classroom participation.

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

Budgeted cost: £60,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued professional development for staff focused on how pupils commit learning to long-term memory, including retrieval practice, spaced learning, and reducing cognitive load (aligned to SIP Priority 1).	EEF evidence highlights that improving the quality of teaching has the greatest impact on disadvantaged pupils. Approaches such as retrieval practice and explicit instruction are strongly supported by research.	1, 2
Refinement of curriculum end points and sequencing across subjects to ensure clarity about the most important content, with consistent approaches to revision and consolidation.	A well-sequenced curriculum and clear learning goals support effective teaching and reduce cognitive overload, particularly for disadvantaged pupils (EEF – Improving Teaching).	1
Whole-school focus on mastering foundational knowledge in English and mathematics before progressing to more complex tasks (aligned to SIP Priority 2).	EEF guidance on mastery and scaffolding indicates that secure foundational knowledge supports long-term attainment, especially for pupils with lower starting points.	1, 2
Strengthening EYFS provision through improved quality of interactions, focus on early language, early reading and early mathematics (aligned to SIP Priority 3).	The EEF identifies high-quality early years provision as having a significant impact on later attainment, particularly for disadvantaged children.	2, 5

Targeted academic support

Budgeted cost: £27,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics and early reading	The EEF recommends targeted, time-limited interventions that are closely	2

interventions for disadvantaged pupils who are not yet meeting age-related expectations, informed by ongoing assessment.	matched to pupil need and delivered alongside high-quality classroom teaching.	
Targeted support in English and mathematics for pupils who have not yet secured key foundational knowledge, with regular review of impact (aligned to SIP Priority 2).	Evidence shows that targeted academic support can have a positive impact when it is well-structured, monitored, and complements classroom teaching.	1
Evaluation and refinement of interventions at each assessment point to ensure disadvantaged pupils make accelerated progress.	The EEF stresses the importance of monitoring intervention impact and discontinuing approaches that do not demonstrate sufficient impact.	1, 2

Wider strategies

Budgeted cost: £21,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance monitoring and support for disadvantaged pupils, including early identification of concerns and engagement with families where attendance falls below expectations.	The EEF identifies attendance as a key factor influencing attainment; improving attendance increases access to high-quality teaching.	3
Sustaining and refining positive behaviour approaches to maintain low suspension rates and	Consistent behaviour systems and positive school culture support engagement and learning, particularly for disadvantaged pupils (EEF – Behaviour Interventions).	4

strong attitudes to learning.		
Continued investment in pastoral support and individual wellbeing provision to address social, emotional, and economic barriers to learning.	EEF guidance recognises that addressing wider barriers, alongside academic support, is essential to improving outcomes for disadvantaged pupils.	5
Pupil voice and wellbeing surveys used to inform support and evaluate impact.	Monitoring pupil wellbeing ensures that support is responsive and that pupils are ready to learn.	4, 5

Total budgeted cost: £109,795

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

National assessments and comparisons

KS2 (national, local, school non-disadvantaged)

Our previous pupil premium strategy covered the years 2022-2025. Our Ofsted Inspection Data Summary report shows the following information for children working at the expected standard in Reading, writing and maths combined:

- Over the past 3 years, the proportion of school disadvantaged children compared to national disadvantaged is +12%
- Over the past 3 years, school disadvantaged compared to national non-disadvantaged is -10%
- In 2025, the proportion of school disadvantaged children compared to national disadvantaged is +11%
- In 2025, school disadvantaged compared to national non-disadvantaged is -11%

Our school analysis shows the following information for children working at the expected standard in Reading, writing and maths combined:

- In 2025, there was a gap between school disadvantaged children and school non-disadvantaged children of -11%

This data shows that disadvantaged children at St. Peter's are performing well in comparison to disadvantaged children nationally but not as well as non-disadvantaged children nationally or within school.

Multiplication Tables Check (MTC)

In 2025, the average marks for the Multiplication tables check show that:

- The average mark for school disadvantaged children was 22.3
- The average marks for school non-disadvantaged children was 24.3
- The average mark nationally for all children was 21.0

So our disadvantaged children scored higher than the average nationally, but not as high as our non-disadvantaged pupils.

Phonics

In 2025:-

- 71% of disadvantaged Year 1 children at St. Peter's passed the phonics screening check
- 83% of non-disadvantaged Year 1 children at St. Peter's passed the phonics screening check
- 80% of all children nationally passed the Year 1 phonics screening check

So the pass rate for St. Peter's disadvantaged children was lower than all children nationally and non-disadvantaged children within school.

School data and observations to assess wider impact, including attendance, behaviour and wellbeing

Attendance

Attendance data on the Inspection Data School Report (IDSR) shows that:

- Disadvantaged children at St. Peter's have a higher attendance rate than disadvantaged children nationally, and were significantly higher in 3 of the 4 years published.

Behaviour

- There was a significant reduction in the proportion of disadvantaged children receiving 1 or more suspensions from 2022/23 to 2023/24. The proportion of suspensions for 2023/24 are below the national average.
- In 2024/25, 1.43% of disadvantaged children at St. Peter's received 1 or more suspensions, compared with 2.33% of disadvantaged children nationally in 2023/24 (national figures are not yet available for 2024/25).

Suspension data shows a declining trend at St. Peter's, while there is an increasing trend nationally.

Pupil wellbeing

Internal monitoring evidence shows that pupil wellbeing is strong at St. Peter's. There is a strong ethos and a thorough programme of individual support. Pupil surveys show that children enjoy coming to school and most are flourishing.

How successfully the intended outcomes of the plan were met

All available data shows that disadvantaged children at St. Peter's are performing better than disadvantaged children nationally. This is consistent in terms of academic achievement, attendance and behaviour. Therefore, the outcomes in our plan are met.

However, we are still working to support disadvantaged children in school to match the performance of non-disadvantaged peers. The MTC is one area in which our disadvantaged children are outperforming all children nationally.

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
n/a	n/a