Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium funding to help improve the attainment of our PP 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

Detail	Information
School name	Ss Peter and Paul Catholic Primary
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	17.9% (35 pupils)
Academic year the current pupil premium strategy plan covers (strategic plan coverage)	September 2026 – July 2027
Date this statement was published	December 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Lorraine Stanton
Pupil Premium lead	Lorraine Stanton
Governor / Trustee lead	Peter James

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£52,238
Recovery Premium funding allocation this academic year	n/a
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	£52,238

Part A: Pupil Premium Strategy Plan

Statement of Intent

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 is to support PP pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are PP or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which PP pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-PP pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-PP pupils' attainment will be sustained and improved alongside progress for their PP peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic.

Our approach will 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 PP 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 PP pupils' outcomes and raise expectations of what they can achieve.

For all our PP children to be inspired, empowered and enabled to recognise and fulfil their potential and respond to what God calls them to be.



Challenges

This details the key challenges to achievement that we have identified among our PP pupils. These areas will have been influenced by the wider improvement and priorities of the school, most significantly the School Improvement Plan.

Challenge number	Detail of Challenges	
	Focus Area	**How Need Was Identified**
1	A higher absence rate for pp children and associated lost learning	Our attendance data from 2025 – 2026 IDSR indicates a relative improvement in FSM6 attendance from 2024-2025. Our national distribution banding puts us close to average (school 91.9% v national 92.4%). Although there has been improvement, it is important to keep this as a focus area.
2	Outcomes in maths (closing the gap with non-disadvantage and striving for greater depth)	Internal data (Power BI) indicates that the attainment of PP pupils in the current Y6 is below that of non-PP pupils by 13.1% in maths.
3	Equitable cultural capital and enrichment opportunities for PP	Club data for 2025 – 2026 highlighted that although offered, only 33% of our PP took part in an afterschool club.
4	Developing relationships and developing our most vulnerable families.	Observations and discussions indicate that the families of PP pupils require greater support from our pastoral team. (Termly Safeguarding meetings with LGB Member and CAFLO). In the Summer of 2026, 100% of families receiving support through the Early Help Pathway were PP families.
5	Impact of trauma and Adverse Childhood Experiences (ACES) on pupils	Conversations between professionals regarding the impact of behaviour on learning and the links between behaviour and trauma (TIAAS – Trauma Informed Attachment Aware School)

Intended Outcomes

This outlines the outcomes we are aiming for and how we will measure whether they have been achieved. In order to add further transparency, we have divided these into outcomes for this academic year and outcomes we are aiming to achieve in the next three years (the strategic period).

Academic Year 2026 - 2027	
Intended outcome	**Success criteria**
To achieve and sustain improved attendance for all pupils, particularly our PP children.	Whole-school attendance to be maintained at 96% or above. Attendance of PP pupils to improve to 95% or above.

	100% of pupils below 90% attendance to have targeted support plans and regular review meetings. The attendance gap between PP and non-PP pupils to be reduced to less than 2 percentage points.
Improved outcomes for PP pupils in maths with a focus on PP.	By the end of the 2026/27 academic year, 100% of non-SEND pupils eligible for Pupil Premium will meet the expected standard in mathematics at Key Stage 2.
To achieve and sustain strong working relationships with all families, particularly those who are PP.	At least 90% of PP families attend one or more school engagement events each year. Parent survey responses show that 95% of families feel valued, informed and supported by the school. Persistent absence among PP pupils reduces in line with or below national figures. Targeted families engage effectively with support plans, leading to improved outcomes for pupils.
The impact of trauma and Adverse Childhood Experiences (ACES) on pupils is better managed through equipping staff with new knowledge enabling them to develop trauma informed practice based on international validated discoveries in neuroscience.	100% of staff complete annual trauma-informed practice training. Staff confidence in supporting pupils affected by trauma increases to at least 90% positive responses in staff surveys. Trauma-informed strategies are evident in 100% of learning environments during monitoring activities. Pupil voice demonstrates that at least 95% of pupils feel safe, supported and able to seek help from trusted adults. Attendance and engagement improve for pupils identified as experiencing the effects of trauma or ACEs.

Strategic Period (Sep 2022 – Jul 2027)	
Intended outcome	**Success criteria**
Ensuring every pupil premium child has the best possible start to Early Reading.	Achieving 100% pass rate in Phonics Screening Check for all (including PP) children.
Wider enrichment for disadvantage pupils.	At least 90% of PP pupils participate in one or more extracurricular clubs during the academic year. Participation of PP pupils in trips, visits and residential experiences is in line with non-PP pupils. Pupil surveys show that at least 95% of PP pupils feel able to participate in school enrichment activities. Targeted funding is used effectively to ensure no PP pupil is excluded from enrichment opportunities due to financial barriers.
Provide a broad, balanced, and enriching curriculum offer.	At least 90% of PP pupils participate in curriculum-related visits, events or enrichment activities throughout the year. The attainment gap between PP and non-PP pupils narrows across core subjects. Pupil surveys indicate that at least 95% of PP pupils feel included in the wider curriculum offer.
Promote a love of reading for all children.	100% of PP pupils read regularly with an adult in school and are supported to read at home. The percentage of PP pupils meeting age-related expectations in reading increases year on year. The gap between PP and non-PP pupils in reading attainment is reduced. At least 90% of PP pupils participate in reading enrichment activities, such as author visits, book fairs, World Book Day events and reading clubs.

	Pupil surveys show that at least 95% of PP pupils enjoy reading and can recommend books they have read. All PP pupils identified as falling behind in reading receive timely intervention and make expected or better progress.
Ensure first quality teaching of close writings the gap between PP and non-PP.	The attainment gap between PP and non-PP pupils reduces in reading, writing and mathematics. At least 90% of non SEND, PP pupils make expected progress, with an increasing proportion making better than expected progress. Lesson visits, book scrutiny and pupil discussions demonstrate effective adaptive teaching in all classes. PP pupils' attendance, engagement and participation in learning improve over time. KS2 outcomes for PP pupils are at least in line with national outcomes for all pupils.

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 (e.g. CPD)
Budgeted cost: £ *20000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clear and positive communication with parents regarding expectations	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/communicate-effectively-with-families Well-designed communications with families can be effective for improving attendance and supports positive relationships through two-way communication. School communication with parents is likely to be more effective if it is personalised, linked to learning, framed positively, and promotes parent efficacy and	1, 4

	partnership with the school. Effective communication considers frequency, timing, audience and potential barriers such as inaccessible language and professional jargon.	
To teach challenging and thoughtfully scaffolded lessons across all ability ranges, demonstrating the use of an appropriate range of teaching skills, strategies (including feedback) and resources that meet learners' needs, take account of diversity and promote equality and inclusion.	Sutton Trust found that, 'The effects of high- quality teaching are especially significant for pupils from PP backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers. Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium). Evidence to support the impact of quality first teaching. The EEF notes that feedback appeases to have a greater effect on primary pupils (+7 months): Teacher Feedback to Improve Pupil Learning | EEF (educationendowmentfoundation.org.uk)	1, 2,
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2
Coaching model to support teaching of maths	Limited access to high-quality teaching is likely to be a key contributor to the disadvantage attainment gap, with research consistently demonstrating the positive impact of high-quality teaching on pupil attainment. On going professional development for all teaching staff and have access to a coach to promote and sustain high quality teaching. 'Putting Staff First' (Tomsett and Uttley 2020)	2,

Delivery of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils (RWINc)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for PP pupils: Phonics | Teaching and Learning Toolkit | EEF	1,
Drama Tots for Reception and identified pupils (Autumn term / Spring term)	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 3, 5
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	1, 2,
Development of TIAAS	TIAAS is a whole school development programme. The programme is based on current research and policy indicates that it is whole school practice which supports vulnerable pupils to have positive outcomes. In addition to supporting vulnerable pupils, relational practice at whole school level supports the development and mental health of all pupils.	1, 2, 3, 4, 5,
Child and Family Liaison Officer (LW) to support families by developing relationships.	This guidance report highlights the importance of nurturing relationships with parents so that schools can work with parents and carers to improve children's learning. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222	1, 2, 4

Targeted academic support

Budgeted cost: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional intervention support and the purchasing of key resources to be used in interventions to address learning gaps.	Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2,
The use of Testbase for assessing learners' gaps.	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: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	2
Development of TIAAS	The Rees Centre at the University of Oxford has conducted several research projects in this area, including the evaluation of the Attachment Aware Schools Programme (Sebba et al, 2015 to 2018). The evaluations found TIAAS had a positive impact on practice, environment , responses and behaviour. https://www.headteacher-update.com/content/best-practice/vulnerable-learners-breaking-down-the-trauma-informed-approach/	1, 4
Teaching Assistant Interventions	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2,

Wider strategies

Budgeted cost: £ *12238*

Activity	Evidence that supports this approach	Challenge number(s) addressed
TIAAS training, approach and interventions	Social, emotional support is proven impact wellbeing. Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	1, 3, 4, 5,
Parental workshops	Working with parents is proven to be high impact lost cost strategy for closing the gap. Parental engagement | EEF (educationendowmentfoundation.org.uk)	1, 3, 4,
Extra-Curricular club funding	As part of our whole school push towards widening our afterschool club offer we have ensured our PP children have full access to clubs. Physical activity | EEF (educationendowmentfoundation.org.uk)	1, 3
Residential trip funding	Research and case study shows residential trips have a positive impact on Primary age children. Learning Away Comparative Research Study Final CL.pdf (cumbria.ac.uk)	1, 3, 4, 5,
Contingency fund for acute issues.	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.	all
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 4

Total budgeted cost: £ *52238*

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 2025 to 2026 academic year.

Aim	Actions Delivered	Outcome Data	Summary
To provide opportunities to develop children's confidence when speaking in front of an audience (oracy).	Voice 21 discussion strategies implemented across all classrooms, with stronger practice evident in some classes than others. English Lead met with Voice 21 representatives to review progress and identify next steps (2026-2027). A clear vision for further development was established. All pupils were provided with opportunities to speak in front of an audience throughout the academic year.	Assessments and observations indicate significantly improved oral language development among disadvantaged pupils. Evidence was triangulated through lesson observations, pupil engagement, book scrutiny and formative assessment.	Oracy remains a key priority within the School Improvement Plan 2026 - 2027.
To achieve and sustain improved attendance for all pupils, particularly our PP children.	Termly meetings with Romero attendance officer. Key children identified and targeted support implemented. Everyday Counts initiatives led by Mrs West. Residential visits and enrichment opportunities used to encourage attendance. Continued work to strengthen relationships with parents.	IDSR 2025-2026 data shows an improvement in FSM6 attendance compared with 2024-2025. School FSM6 attendance was 91.9% compared with a national figure of 92.4%, placing the school close to the national average.	Whilst attendance has improved, it remains an area of focus. Current strategies are having a positive impact and should continue into 2026-2027 to further reduce absence and close the gap between disadvantaged and non-disadvantaged pupils.
To improve outcomes in mathematics for disadvantaged pupils.	Maths-focused CPD provided for staff. Implementation of Mastering Number KS2. Targeted support and intervention for disadvantaged pupils.	KS2 outcomes showed that 66% of disadvantaged pupils achieved the expected standard in mathematics.	Improvements have been seen; however, further work is required to increase the proportion of disadvantaged pupils achieving the expected standard. This remains a focus for 2026-2027.

To achieve and sustain strong working relationships with families, particularly those eligible for Pupil Premium.	Mrs West continued to build strong relationships with families through 1:1 meetings and Early Help support. Increased visibility of the SENDCo, including meeting parents on the playground, attending meetings and being present around school. Ongoing communication and support for families.	Positive feedback received through parent questionnaires. Increased engagement from families and improved communication between home and school.	Strong relationships with families continue to be a strength of the school and have supported both attendance and pupil wellbeing. Building on the work led by Mrs West remains a priority.
To develop staff understanding of trauma-informed practice and the impact of Adverse Childhood Experiences (ACEs).	LW and LS attended ARC training and shared learning through staff meetings. Professional discussions held regarding behaviour and trauma-informed approaches.	Staff reported increased confidence in implementing trauma-informed approaches. Greater awareness of ACEs and trauma-informed practice evident across the school.	Staff are increasingly embedding trauma-informed approaches within daily practice. Further training and ongoing professional development will ensure this continues to develop in 2026-2027.
Further Reflections			

Externally Provided Programmes

Programme	Provider

Service Pupil Premium funding (if applicable)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support PP pupils, that is not dependent on pupil premium or recovery premium funding.

Monitoring, Evaluating and Continuous Improvement

We place the EEF guidance on Pupil Premium at the forefront of our work, thinking and approaches. The guide signposts the need for correct identification of needs, using evidence and research to support our actions and then developing a strategy. The implementation element of our strategy draw on the wider EEF implementation model that we use in our wider school improvement practice. Step 5 has become a key step this year as we enter the second year of our strategic period. Here we have carefully and forensically monitored and evaluated the previous year and the path ahead. This has highlighted many successes, key learning points and where adjustments have been required. A significant action this year has been sharing this with the other schools within the Romero MAC and other schools in and around Coventry and North Warwickshire.

Our five point plan can help you plan, implement, monitor, and sustain an effective Pupil Premium strategy.

Step 1	Diagnose your pupils' needs
Step 2	Use strong evidence to support your strategy
Step 3	Develop your strategy
Step 4	Implement your strategy
Step 5	Monitor and evaluate your strategy

(Pupil_Premium_Guidance_iPDF.pdf (educationendowmentfoundation.org.uk)