St Peter's Droitwich C of E Academy Pupil premium strategy statement

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025-26 academic years) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Peter's C of E Academy
Number of pupils in school	440
PP 50/440	11%
PP/SEND x over 18/440	4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 year 2025/2028
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Tracey O'Keeffe-Pullan
Pupil premium lead	Jane Watts
Trustee lead	Richard Kieran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61, 280
Recovery premium funding allocation this academic year	£ TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ TBC

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If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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Part A: Pupil premium strategy plan

Statement of intent

Vision and mission

Through an extraordinary education, we empower pupils to be life-long learners who recognise their limitless potential. Respectful relationships and an unwavering focus on discovering talents and interests enable pupils to flourish as extraordinary people. Together, we spark aspiration and drive achievement so that pupils contribute positively to society and to their extraordinary futures in an ever-changing world.

Extraordinary Education

An extraordinary education ensures that:

· All pupils experience great teaching and develop the skills to know how to learn, enabling them to reach their true potential.

· Every pupil has access to an equitable education entitlement that extends beyond academic success to the deep development of character, interests, talents and aspirations.

Our strategic priorities

To realise this vision for disadvantaged pupils, our strategy is anchored in three Trust-wide priorities:

1. Excellent teaching and provision High-quality teaching, inclusive classroom practice and carefully designed provision ensure that disadvantaged pupils access ambitious learning experiences and achieve strong outcomes.

2. High-quality support for vulnerable pupils Targeted academic, pastoral and wellbeing support removes barriers to learning and enables pupils to engage fully, attend regularly and make sustained progress.

3. Exceptional Enrichment opportunities broaden horizons, raise aspirations and develop confidence, cultural capital and character, ensuring disadvantaged pupils flourish beyond the classroom.

Strategic aims for disadvantaged pupils

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1. Outcomes and progress

· To ensure disadvantaged pupils achieve strong attainment in reading, writing and mathematics.

· To narrow and close gaps between disadvantaged pupils and their peers within the Trust and nationally.

· To ensure disadvantaged pupils make at least good progress from their starting points.

2. Quality of teaching and learning

· To ensure disadvantaged pupils consistently experience high-quality, inclusive teaching across all subjects.

· To embed evidence-informed strategies that meet the needs of disadvantaged pupils, including those with SEND.

3. Attendance and engagement

· To improve attendance for disadvantaged pupils so that it is strong and sustained.

· To reduce persistent absence through early identification, family engagement and targeted support.

· To strengthen pupils' engagement in learning through positive relationships and high expectations.

4. Wellbeing and mental health

· To ensure disadvantaged pupils have timely access to appropriate mental health and wellbeing support.

· To support pupils to develop resilience, emotional regulation and a positive sense of self, enabling them to engage confidently in learning.

5. Communication and language

· To identify and address language and communication barriers early and swiftly, particularly for younger pupils and pupils with EAL.

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· To ensure disadvantaged pupils develop strong oracy, vocabulary and communication skills across the curriculum.

Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td></td><td></td></tr>
<tr><td>1</td><td>Persistent absence, absence, and poor punctuality:
There is a greater percentage of persistent absence within our PP eligible group compared with non-PP. Some of our PP eligible pupils have poor attendance.

Attendance:
<table>
<tr><th></th><th>22/23</th><th>23/24</th><th>2024/25</th></tr>
<tr><td>Whole school attendance</td><td>94.95</td><td>95.24</td><td>95.78%</td></tr>
<tr><td>PP attendance</td><td>89.94</td><td>91.21</td><td>90.86%</td></tr>
<tr><td>non-pp attendance</td><td>95.58</td><td>95.77</td><td>96.51%</td></tr>
<tr><th></th><th>22/23</th><th>23/24</th><th>2024/25</th></tr>
<tr><td>Whole school PA</td><td>12</td><td>9.62</td><td>9.53%</td></tr>
<tr><td>PP PA</td><td>36.36</td><td>29.63</td><td>33.33%</td></tr>
<tr><td>non-PP PA</td><td>8.61</td><td>6.87</td><td>5.88%</td></tr>
</table></td></tr>
<tr><td>2</td><td>Pupils are entering the EY and KS1 barriers to language and communication. 18% of PP children left EYFS last year achieving GLD. This was due to the following challenges:

✓ Language and communication skills on entry impacted upon the pre skills and knowledge needed to access the curriculum.
✓ Oral language skills and vocabulary
✓ Presentation of SEND needs

<table>
<tr><td>PP (11) attainment compared with non-PP (77)</td><td colspan="2">ARE 2025</td></tr>
<tr><td></td><td>PP</td><td>Non-PP</td></tr>
<tr><td>Comprehension</td><td>72.7%</td><td>88%</td></tr>
<tr><td>Word Reading</td><td>54.5%</td><td>84.4%</td></tr>
<tr><td>Writing</td><td>54.5%</td><td>83.1%</td></tr>
<tr><td>Number</td><td>63.6%</td><td>84.4%</td></tr>
<tr><td>Numerical Pattern</td><td>54.5%</td><td>87%</td></tr>
<tr><td>GLD</td><td>45.4%</td><td>78%</td></tr>
</table></td></tr>
</table>

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3	**Academic:** **Current gap between PP and Non-PP in attainment** Despite conversions to ARE, fewer PP pupils attained the expected standard in core areas compared with non-PP. **2024-2025**
4	**Emotional well-being of our children** Some of our pupils with disadvantages have social, emotional and wellbeing needs and come from families where there is a history of poor mental well-being that is impacting on their mental health and well-being. There is an impact upon attendance (higher risk of EBSA) and engagement in learning within lessons. X 3 pupils are attending on a reduced timetable
5	**Children requiring Early professional involvement and targeted support for SEND** Often pupils who receive the Pupil Premium entitlement are also pupils with SEND and have more complex needs which can have an adverse effect on their learning. 18 PP eligible pupils are identified as having additional SEND markers. Sept 2025: Includes X2 EHCPs, X1 EHCP pending, x 5 EHCP NA requests to be completed
6	**School data indicates that fewer PP Children access after school clubs and residential visits**

At least ARE	Reading			Writing			Maths		
	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff
Y1	41%	87%	-46%	33%	84%	-51%	50%	90%	-40%
Y2	70%	88%	-18%	70%	87%	-17%	70%	88%	-18%
Y3	60%	85%	25%	30%	84%	-50%	50%	89%	-39%
Y4	83%	87%	-4%	67%	81%	-14%	67%	87%	-20%

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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.

<table>
<tr><th>Intended outcome</th><th>Success criteria
By 2028:</th></tr>
<tr><td>1: To reduce persistent absence and improve attendance and punctuality across PP eligible cohort.</td><td>Attendance for PP pupils improves from 91 % to broadly in line with non-PP pupils nationally over the next three years.
PA reduces over the next three years from 33% to 15%</td></tr>
<tr><td>2: To raise attainment outcomes for PP eligible pupils in EYFS</td><td>As a consequence of early language screening and identification for intervention, EYFS PP eligible pupils attain expected levels in Listening, Attention and Understanding (ELG1) and Speaking (ELG2).

All PP eligible pupils identified for NHS SALT caseload receive appropriate intervention to meet targeted outcomes leading to a reduction in number of pupils on caseload.

Attainment of GLD for PP eligible pupils is in line with non-PP pupils.</td></tr>
<tr><td>3: Raise attainment outcomes for PP pupils and close the gap between PP and non-PP.</td><td>PP eligible pupils attain the expected standard in core areas, these are specifically:
<table>
<tr><td>2025</td><td>PP</td><td>Non-PP</td><td>Difference</td></tr>
<tr><td>Y1 phonics</td><td>58%</td><td>93%</td><td>35%</td></tr>
<tr><td>KS1 maths (y2)</td><td>70%</td><td>86%</td><td>16%</td></tr>
<tr><td>KS2 writing (y4)</td><td>67%</td><td>87%</td><td>20%</td></tr>
<tr><td>Y4 multiplication test – average score</td><td>20</td><td>23</td><td>3</td></tr>
</table>
</td></tr>
</table>

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4. Underserved pupils and pupils with ACES are identified and access appropriate support, demonstrating good mental health and wellbeing, and impacting positively on pupil outcomes.	All identified pupils have appropriate support systems in place and impact year on year demonstrates this supports an improvement in their achievement. Targeted use of identification strategies and subsequent data demonstrates individual progress. Parents/carers attend drop-in sessions and receive support from Lisa Sinclair, FSW and other support agencies signposted. Pupils demonstrate improvement in their achievement following intervention.
5. Early intervention for PP/SEND to ensure at least expected progress in Rivers small steps English and maths curriculums.	Pupils identified as both PP and SEND are tracked across English and maths curriculums and demonstrate strong progress at (least expected). All SEND learning plans are reviewed termly, and all pupils make good progress towards their targets.
6. % PP pupils accessing clubs and residential visits is in line with % non-PP pupils	Barriers to PP pupils attending clubs identified. Proportion of PP pupils attending clubs increases over the next three years and is in line with non-PP. Communicate regularly with parents to make them aware of homework tasks, reading targets and to encourage pupils' participation in extra-curricular activities.

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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: £16,600

Activity	Evidence that supports this approach (EEF)	Challenge number(s) addressed
Staff training: Trauma informed approaches, pastoral support, SEND	+ 4 months: Social and Emotional Learning	3 4
Staff training: Trauma informed school UK diploma – continued contact sessions Jane Watts	+ 4 months: Social and Emotional Learning	3 4
Staff training: Designated Senior Health Lead – continued CPD Caroline Sims	+ 4 months: Social and Emotional Learning	3 4
Staff training: Intervention for pupils with SEND (TA) Speech and language Therapy intervention programmes – additional package of support with designated SALT per week provide enhanced staff training x 2 twilight sessions (Intro to SLCN & Supporting children with Complex SLCN needs), coaching of SALT strategies to support targeted pupils and intervention groups. £6,600. R Painter – designated SALT hours per week for intervention: 2 x p.m, 1 x a.m.	+ 4 months: Small group tuition	2 3

Whole staff TRG led teacher toolkit training.		
Parenting courses: Lisa Sinclair, Independent family Support Worker to run parenting support sessions based upon needs of parents of school PP cohort.	+ 4 months: Parental engagement	4 6
Plan additional educational experiences and give priority to underserved e.g., Rivers MEE, 'chance to shine' opportunities.		

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

Budgeted cost: £ 31000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral language intervention: All EYFS children are screened on entry using Language Link and SpeechLink screening tool. PP eligible pupils are s prioritised for targeted intervention (1:1 and small group) with SALT teacher in addition to targets being incorporated into learning plans. SALT teacher (R Painter) works collaboratively with NHS SALT and with parents/carers to provide coaching in use of strategies and resources provided. £7000 Targeted EYFS intervention: ✓ Targeted reading support via weekly reading with PP lead/SENDCo. ✓ Phonics RAP ✓ Physical development intervention: Jimbofun £3000 Word Aware and Language Link – roll out of teaching strategies 2025-26.	**+6 months: Oral language intervention** Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	2

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Targeted language intervention with pupils in years 1 to 4, including pre-teaching of key vocabulary.		
Targeted teaching (Designated PP teacher x 2 days weekly. Small group teaching with designated pupil premium teacher in collaboration with class teachers – targeted reading focus. £ awaited	**+4 months Small group tuition** *Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.	3
Class teachers will target and prioritise PP pupils through QFT paying close attention to pupil participation in lessons and make use of specific immediate feedback that will accelerate progress. Additional Teacher/TA support in class Additional individual/small group preteach and feedback sessions. Provision of personalised home learning resources.	**Evidence from school data and pupil progress discussions supports the need for action:** End of previous year's outcomes in R, W and M indicates that accelerated progress is imperative for some pupils, especially those pupils who are also SEND or have the potential to attain High Score/GD. Research evidence that supports approach: EEF: Feedback +6	3
Planned retrieval strategies support all pupils, but especially pupils with disadvantages, know more and remember more. AFL criteria reviewed and implemented for every subject so that pupils can be frequently and systematically assessed to move their learning forward or address gaps/ misconceptions. Agreed walkthrough focus areas for each half term for all teachers and TAs to support the Rivers T&L principles: • Say it again better • Modelling • High ambition and scaffolding • Retrieval	Research evidence that supports approach: Tom Sherrington and Oliver Caviglioli – WalkThrus (PD toolkit for T & L) EEF: **+ 7 months Metacognition and self-regulation** approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. 1. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress),	3

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• Check for understanding • Show me and explain further All staff: Teacher toolkit strategies are embedded for all pupils and the quality of teaching is strong: Instructional teaching, choral response, talk partners, journalling.	although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. 2. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. 3. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.	
School led tutoring: Pupils receive targeted small group intervention to raise attainment in English and maths .Additional interventions: ✓ reading comprehension ✓ phonics/spelling ✓ writing structure ✓ mathematics Groups for pupils who were not ARE at the end of the previous year.	Research evidence that supports approach: EEF: Reading comprehension strategies +5 + 4 months Small Group Tuition Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	3
Homework provision ensures that barriers to completing home learning tasks is minimised. Weekly teacher/HLTA led sessions ensuring children have opportunities to complete tasks in school.	**+ 5 months Homework** 1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. 2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for	3

	pupils). 3. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. 4. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).	
Targeted feedback for PP pupils prioritised within lessons (teacher and TA) and also areas for feedback identified for pupil work with PP teacher.	**+6 months Feedback** Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective). This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers (see Peer tutoring).	3
Early identification of pupils who are PP eligible and have SEND to ensure prompt engagement of professional support. Directed strategies from consultations with professionals to be evident in Learning Plans and impact measured through ADPR cycles and small steps tracking.	PP and pupils with SEND are the focus of discussion within performance management conversations for teachers and teaching assistants. PP and pupils with SEND are a focus within pupil progress meetings. SENDCo and PP teacher attend pupil progress meetings.	5

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

Budgeted cost: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target parents of pupils whose attendance is below 95% and formulate action plans; school to agree to support level and parents to agree to plan. Weekly attendance checks on all PP pupils; Monthly meetings to monitor Weekly attendance captures Admin team; SLT monthly meetings to monitor. Breakfast/after school provision improves attendance and punctuality for targeted pupils.	In-house data supports the need for action. Research evidence that supports approach: EEF: Parental engagement +4 'Even short breaks from school can reduce a pupil's chances of succeeding at school by as much as a quarter, research reveals today (22 February 2015). The research, based on extensive pupil absence figures and both GCSE and primary school test results, highlights the importance of clamping down on pupil absence to ensure more pupils regularly attend school, and ultimately leave with the qualifications needed to succeed in modern Britain.'	1
Planned additional educational and social experiences: ✓ Breakfast/after school place provision. ✓ Funded places in holiday club provision (PAL) on site.	**+3 months Extending school time** In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus. However, it is not clear whether this is due to the additional activities or to improved attendance and greater engagement. In-house evidence that supports the need for action: We will be providing these pupils with the knowledge and cultural capital to success in life It is the essential knowledge that pupils need to be educated citizens, introducing them to the best	1 4

	that has been thought and said and helping to engender an appreciation of human creativity and achievement. **Research evidence that supports approach**: EEF: Aspiration interventions; Arts participation +3	
Graduated approach to wellbeing is reviewed and shared with staff team ensuring that responses to the needs of pupils are made promptly and pupils are well supported. Wellbeing approaches are universally available to pupils across school and embedded in practice.	In-house evidence that supports the need for action as pupils are currently identified as needing additional input re. self-esteem, emotional well-being Research evidence that supports approach: EEF: Metacognition and self-regulation +7 Social and emotional learning +4	4
Targeted family support from an independent Family Support Worker. 1x afternoon per fortnight per year.	**+4 months Parental engagement** (13 families recognised as vulnerable (CIN,SS, CP, FSW or previous involvement within 6 months). Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis.	1 3 4
✓ Pupil voice conversations (1:1 teacher) ✓ Emotional wellbeing conversations ✓ Sand tray conversations ✓ Big empathy drawing	**+4 months Social and emotional learning** Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	3 4

(SENDCo) Consultations with EP are prioritised for underserved pupils.	SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: • School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; • Universal programmes which generally take place in the classroom with the whole class; and • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.	
Small group intervention: Focus teaching groups/1:1 PP children prioritised E.g. Socially Speaking, Enhanced transition support (Year 4)	**+7 months Metacognition and self-regulation** Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Self-regulated learning can be broken into three essential components: • cognition – the mental process involved in knowing, understanding, and learning • metacognition – often defined as 'learning to learn'; and • motivation – willingness to engage our metacognitive and cognitive skills. Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. **+4 month Social and emotional learning**	3 4

	SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; Universal programmes which generally take place in the classroom with the whole class; and More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.	
Mentorlink sessions with targeted pupils.	**+ 2 months Mentoring** Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.	3 4
Increased participation in residential visits to Malvern for PP pupils: Meetings with pupils and parents to identify and address barriers. Additional opportunities to engage in outdoor activity prior to the Malvern residential via sessions at Upton Warren Outdoor Centre.	Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres. Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion. The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure	6 4

	learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.	
Additional experiences to support self-esteem and wellbeing: Lottie (Reading dog), Guinea Pigs. Pupil voice conversations enable teachers to respond to individual pupils in order to maximise opportunities for PP eligible pupils: ✓ Roles and responsibilities in class, year groups and wider school ✓ Ensure all children participate in a teacher led club/independently provided club of their choice.	**+ 3 months Social and emotional learning approaches** have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.	4

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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Year group specific barriers to learning and planned programmes of support in detail 2024-25: Completed following pupil progress meetings Autumn 2024.

Year group	Barriers to Learning	Planned programmes of support	Intended impact
Year 4	Some pupils who receive the Pupil Premium entitlement are also pupils with SEND and have more complex needs that can have an adverse effect on their learning. Attendance. Significant speech, language and communication needs. Some of our parents of our Pupil Premium pupils are harder to engage in their child's learning and these pupils lack the support the majority of pupils receive at home.	SEND: 1 x pupil is attending language school placement on a full -time basis. Targeted reading sessions with PP teacher – reading skills, fluency, comprehension. Adapted provision within class. Mentoring for SEMH needs (UP).	All Year 4 PP pupils to have made at least expected or better progress by the end of Year 4 from their KS1 starting points. Personalised specialist SALT intervention.
Year 3 **X2 CLA**	Some pupils who receive the Pupil Premium entitlement are also pupils with SEND and have more complex needs that can have an adverse effect on their learning. Attendance.	High level of support in line with EHCP section F. Highly adapted and considered approach to teaching across core and foundation subjects for PP/SEND x over pupils. Inclusion in intervention groups: Targeted reading sessions with PP teacher – reading skills, fluency, comprehension.	
Year 2	Some of our higher attaining pupils with disadvantages do not reach their true potential as a result of limited life experiences compared to other pupils in school. Life experiences may impact	SALT intervention Phonics interventions Targeted reading Focus group within lessons including adapted	

	upon SEMH and wellbeing. Some of our parents of our Pupil Premium pupils are harder to engage in their child's learning and these pupils lack the support the majority of pupils receive at home. Some pupils who receive the Pupil Premium entitlement are also pupils with SEND and have more complex needs that can have an adverse effect on their learning. Significant SEMH/SLCN needs.	approaches to engagement and behaviour management. Supported play sessions. Sensory regulation sessions. SALT, Educational psychology, Behaviour Support Team and CCN team support.	
Year 1	Some of our higher attaining pupils with disadvantages do not reach their true potential as a result of limited life experiences compared to other pupils in school. Some of our parents of our Pupil Premium pupils are harder to engage in their child's learning and these pupils lack the support the majority of pupils receive at home. Some pupils who receive the Pupil Premium entitlement are also pupils with SEND and have more complex needs that can have an adverse effect on their learning. Significant speech, language and communication needs. Significant SEMH/SLCN needs.	Supported play sessions. High level of adaptation to provision with adult support in line with SEND needs. ADPR towards EHCP NA. SALT intervention sessions – language/speech. Phonics intervention. Motional assessment and sessions from intervention programme. SALT, Educational psychology, Behaviour Support Team and CCN team support.	

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EYFS	Significant speech, language and communication needs. Attendance	Supported play sessions. SALT intervention 1:1 and small group. Time to Talk social skills intervention. SALT and Educational Psychology support. Parent support and pre-teaching to complete homework – EAL focus. High level of adaptation to provision with adult support in line with SEND needs. ADPR towards EHCP NA.	

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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 2024-25 academic year.

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. The data demonstrated:

At least ARE	Reading			Writing			Maths		
	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff
Y1	41%	87%	-46%	33%	84%	-51%	50%	90%	-40%
Y2	70%	88%	-18%	70%	87%	-17%	70%	88%	-18%
Y3	60%	85%	25%	30%	84%	-50%	50%	89%	-39%
Y4	83%	87%	-4%	67%	81%	-14%	67%	87%	-20%

EYFS

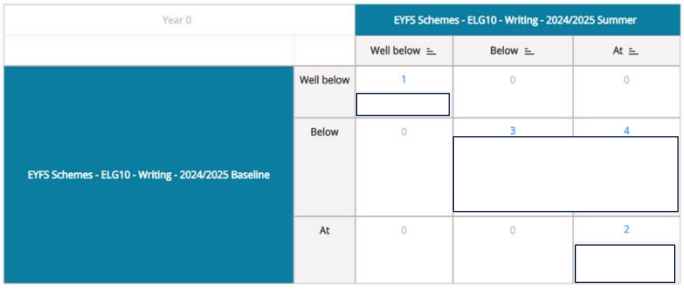
Attainment

PP (11) attainment compared with non-PP (77)	ARE 2025	
	PP	Non-PP
Comprehension	72.7%	88%
Word Reading	54.5%	84.4%
Writing	54.5%	83.1%
Number	63.6%	84.4%
Numerical Pattern	54.5%	87%
GLD	45.4%	78%

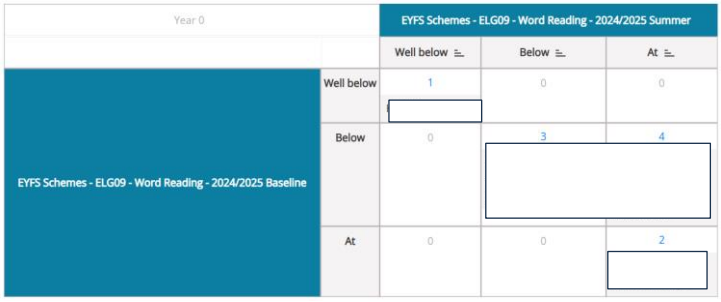
A greater percentage of PP eligible pupils achieved GLD in 2025. A forensic approach is applied to understanding barriers for children not achieving GLD. This information supports transition to year 1 and informs staff of areas for development and focus.

St Peter's Droitwich C of E Academy Pupil premium strategy statement

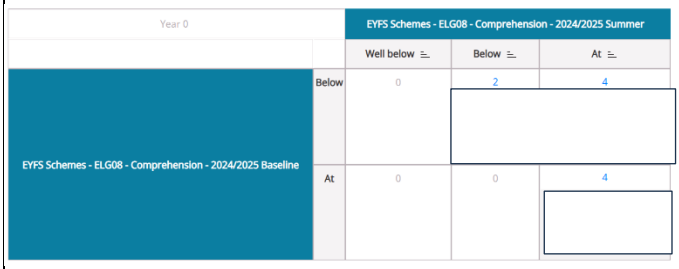
Progress



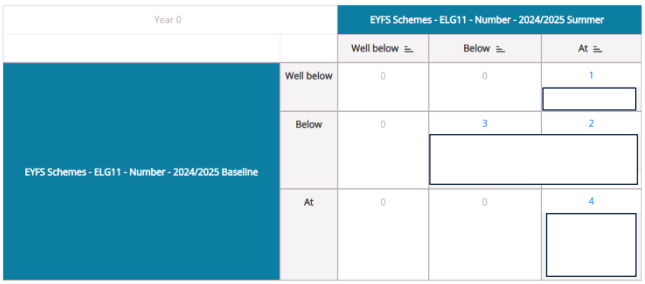
Year 0	EYFS Schemes - ELG10 - Writing - 2024/2025 Summer		
	Well below	Below	At
EYFS Schemes - ELG10 - Writing - 2024/2025 Baseline			
Well below	1	0	0
Below	0	3	4
At	0	0	2



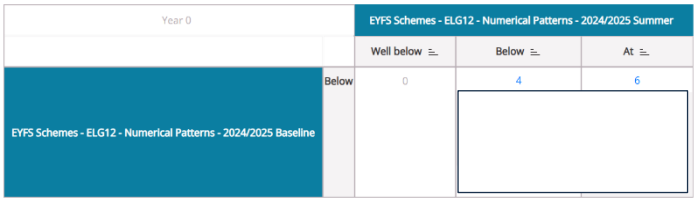
Year 0	EYFS Schemes - ELG09 - Word Reading - 2024/2025 Summer		
	Well below	Below	At
EYFS Schemes - ELG09 - Word Reading - 2024/2025 Baseline			
Well below	1	0	0
Below	0	3	4
At	0	0	2



Year 0	EYFS Schemes - ELG08 - Comprehension - 2024/2025 Summer		
	Well below	Below	At
EYFS Schemes - ELG08 - Comprehension - 2024/2025 Baseline			
Below	0	2	4
At	0	0	4



Year 0	EYFS Schemes - ELG11 - Number - 2024/2025 Summer		
	Well below	Below	At
EYFS Schemes - ELG11 - Number - 2024/2025 Baseline			
Well below	0	0	1
Below	0	3	2
At	0	0	4

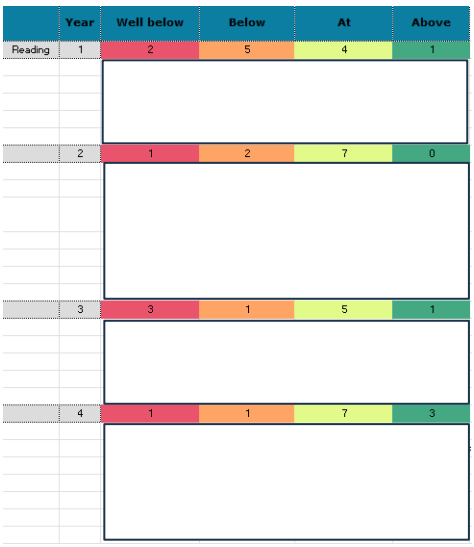


Year 0	EYFS Schemes - ELG12 - Numerical Patterns - 2024/2025 Summer		
	Well below	Below	At
EYFS Schemes - ELG12 - Numerical Patterns - 2024/2025 Baseline			
Below	0	4	6

Individual pupil details have been removed for GDPR compliance.

Children who remain below/well below have SEND markers, notably speech and language, and have received external professional support and school based intervention. EHCP needs assessment request has been initiated for 1 x pupil assessed as well below in reading and writing, following educational psychology and SALT assessment. Word reading and writing are areas of focus.

Reading



	Year	Well below	Below	At	Above
Reading	1	2	5	4	1
	2	1	2	7	0
	3	3	1	5	1
	4	1	1	7	3

Subject	Year	Pupil Premium	Well below	Below	At	Above	
Reading	1	N	4.17%	8.33%	58.33%	29.17%	88%
		Y	16.67%	41.67%	33.33%	8.33%	42%
	2	N	4%	8%	56%	32%	88%
		Y	10%	20%	70%	0	70%
	3	N	5%	10%	55%	30%	85%
		Y	30%	10%	50%	10%	60%
	4	N	1.28%	11.54%	50%	37.18%	87%
		Y	8.33%	8.33%	58.33%	25%	83%

Individual pupil details have been removed for GDPR compliance.

In reading the attainment gap between PP and non-PP is being closed in years 2 to 4.

St Peter's Droitwich C of E Academy Pupil premium strategy statement

Year 1:

- 7 children are identified as below/well below
- 5 children have SEND markers
- 1 x EHCP to be completed Autumn 2025 (**)
- Further investigation needed to understand barriers for ** & ** (in addition to attendance for **)
- Attendance concerns for x 3 pupils, 1 pupil attending on reduced timetable as detailed in the PSP

Year 2:

- 3 children are identified as below/well below
- 1 x EHCP NA to be completed (**)
- 1 X EHCP assessment completed – currently non-attending
- 3 children have SEND markers
- Further investigation needed to understand barriers for **
- 2 x pupils CLA are age expected in reading.

Year 3

- 4 x children below/well below
- 3 x pupils with SEND including 1 x EHCP
- Further investigation needed to understand barriers for **.

Year 4

- 2 x children below/well below
- 1 x late joiner (**)
- 1 x pupil with SEND, external professional involvement included SALT and LST (**)

Reading summary:

The longer children are in school, the increasing number of PP children are attaining in line with non-PP peers, although attainment is cohort specific overall. The overall trend is for the gap between PP and non PP attainment in reading to decrease and children to be more likely to be working at ARE+ the longer they are in school. This can also be attributed to the targeted reading intervention provided by Mrs Hardisty, designated PP teacher.

Year 1 Phonics assessment

Percentage of children working at the expected standard:

2023-24: PP eligible was 66.67% non-PP eligible was 96.05%

2024-25: PP eligible was 58% non-PP eligible was 93%

5/12 pp eligible pupils are working at the expected standard.

Continued intervention will be required for: *******

St Peter's Droitwich C of E Academy Pupil premium strategy statement

Writing

Subject	Year	Pupil Premium	Well below	Below	At	Above	
Writing	1	N	5.48%	10.96%	73.97%	9.59%	84%
		Y	25%	41.67%	33.33%	0	33%
	2	N	5.33%	8%	68%	18.67%	87%
		Y	0	30%	70%	0	70%
	3	N	6.25%	10%	72.5%	11.25%	84%
		Y	30%	40%	20%	10%	30%
	4	N	5.13%	14.1%	64.1%	16.67%	81%
		Y	8.33%	25%	66.67%	0	67%

Individual pupil details have been removed for GDPR compliance.

Subject	Year	Well below	Below	At	Above
Writing	1	3	5	4	0
	2	0	3	7	0
	3	3	4	2	1
	4	1	3	8	0

Year 1

- 8 children assessed as below/well below
- 1 x EHCP NA required following educational psychology and SALT assessment
- Further investigation needed to understand barriers for **& ** (in addition to attendance for **)

Year 2

- 3 children are below/well below including 1 x EHCP (non-attending)
- Further investigation needed to understand barriers for **

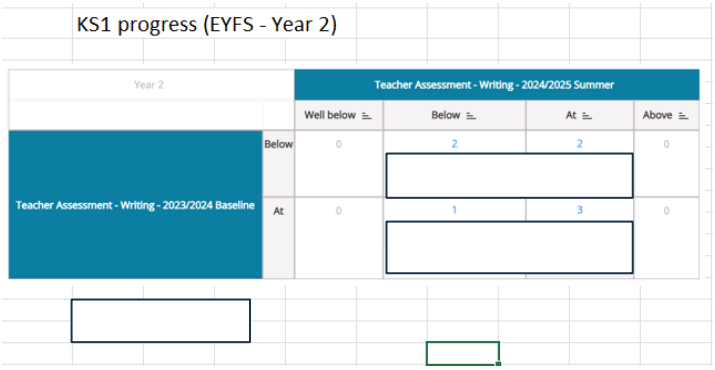
Year 3

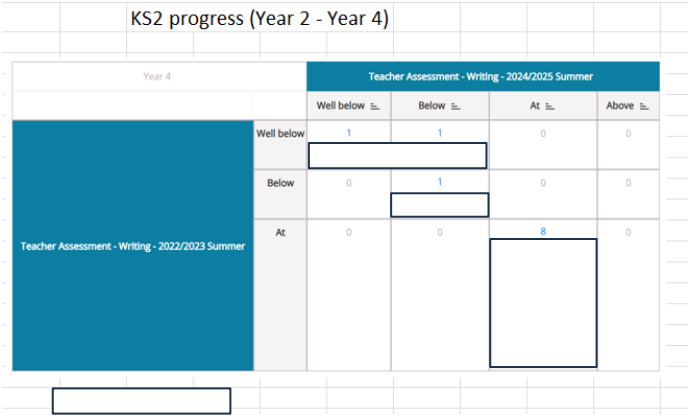
- 7 children attaining below/well below including x 1 EHCP
- Year 3 shows greatest gap in attainment between PP and non-PP
- 1 x pupil has demonstrated improved attendance following significant PA
- Further investigation needed to understand barriers for **, **, **, ** – focus for intervention

Year 4

- 3 x pupils attaining below, 1 x well below
- Identified SEND barriers for x 2 pupils, ** is a late joiner
- Greatest number of PP eligible pupils attaining age expected

St Peter's Droitwich C of E Academy Pupil premium strategy statement





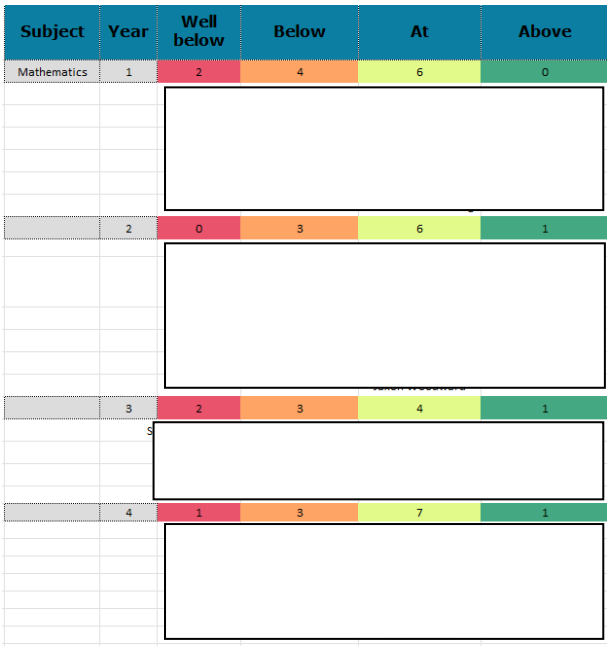
Writing summary:

1 x pupil who moved from at expected l to below has significant SEMH needs and is currently non-attending, EHCP is now in place and AP organised with the support of the Local Authority. A re-integration plan is in place. Writing remains an area of focus for 2025-26 due to the attainment difference between pp and non-pp eligible pupils, however, data shows that as children progress through school, they are more likely to attain ARE+ in writing, albeit year 3 is an anomaly due to the significant SEND needs identified.

Mathematics

Subject	Year	Pupil Premium	Well below	Below	At	Above
Mathematics	1	N	1.37%	8.22%	69.86%	20.55%
		Y	16.67%	33.33%	50%	0
	2	N	4%	8%	69.33%	18.67%
		Y	0	30%	60%	10%
	3	N	2.5%	8.75%	68.75%	20%
		Y	20%	30%	40%	10%
	4	N	6.41%	6.41%	62.82%	24.36%
		Y	8.33%	25%	58.33%	8.33%

Individual pupil details have been removed for GDPR compliance.



Year 1:

- Identified SEND needs for 5/6 pupils attaining below or well below typical
- Further attention to be given to understanding barriers for **, including attendance

Year 2:

- Identified SEND needs for 3/3 children who are attaining below typical
- ** – previously SALT so further consideration to other possible barriers

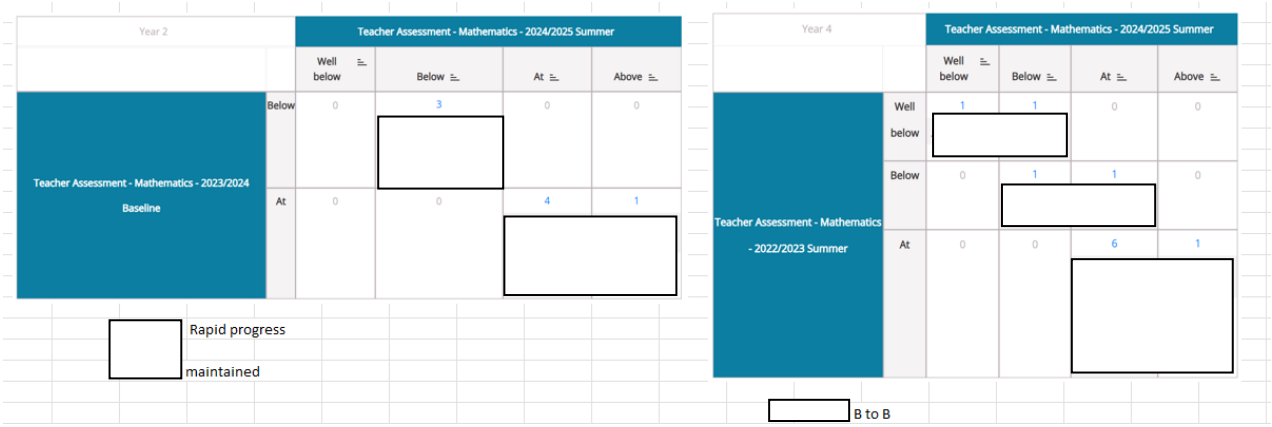
- ** (CLA) has demonstrated excellent progress from her starting point

Year 3:

- 3/5 pupils identified as below or well below typical have identified SEND needs, remaining pupils were previously identified for SALT intervention and discharged.
- ** (CLA) has demonstrated excellent progress from her starting point

Year 4:

- 2/4 pupils identified as below or well below typical have identified SEND needs and have accessed external agency assessment and intervention. One of these pupils noted has converted from well below to below typical.
- ** – late joiner



Mathematics summary:

More children are attaining above typical in mathematics, than in reading and writing. 2 conversions from ARE to above ARE were achieved, one in each key stage. Additionally, one pupil moved from below ARE to ARE.

Multiplication check (year 4):

2023-24: Average score for Pupil Premium eligible pupils was 21, non-PP eligible was 22.

2024-25:: Average score for Pupil Premium eligible pupils was 20, non-PP eligible was 23.

Attendance:

Attendance:

	22/23	23/24	2024/25
Whole school attendance	94.95	95.24	95.78%
PP attendance	89.94	91.21	90.86%
non-pp attendance	95.58	95.77	96.51%
	22/23	23/24	2024/25
Whole school PA	12	9.62	9.53%
PP PA	36.36	29.63	33.33%
non-PP PA	8.61	6.87	5.88%

St Peter's Droitwich C of E Academy Pupil premium strategy statement

Attendance of PP eligible pupils has not improved in line with non-PP eligible pupils and remains cohort specific. The school continues to work proactively to address attendance with individual pupils and families, with success e.g. year 3 pupil accessing PP funded wrap around provision enabled parent to ensure improved attendance and punctuality for their child. However, we continue to work with families of pupils for whom attendance remains a persistent concern.

Clubs:

2023-34: Approximately 25% of pupils attending clubs, both teacher led and externally provided, are PP eligible.

PP Club Attendance Data 2024/2025

	No. of spaces available	No. of pp children attended	%	No. of non pp children attended	%
Autumn Term					
Free Clubs	113	18	16%	95	84%
Paid Clubs	170	9	6%	161	94%
Spring Term					
Paid Clubs	170	7	4%	163	96%
Summer Term					
Free clubs	120	6	5%	114	95%
Paid clubs	170	7	4%	163	96%

- Total number of spaces available: 743
- Spaces allocated to PP eligible pupils: 47 (6% 0f spaces)
- Spaces allocated to non-PP eligible pupils: 696 (94% of spaces)

A significantly greater percentage of spaces available in after school clubs are accessed by non-PP eligible pupils, whilst individual parents/carers are approached to ensure awareness of availability. This remains an area of focus for 2025-26.

Summary

Due to the relatively small number of PP eligible pupils compared to non-PP, data can create significant differences in terms of percentages e.g. in progress charts.

Pupil progress meetings, and further opportunities to scrutinise data at the year group and individual level provide very important data for informing action. It is key to summarise that the longer children remain in school at St Peter's, the more likely they are to achieve age related expectations in reading, writing and maths. Children not working at ARE are more likely to have an identified special educational need which creates a significant barrier to learning. All children with an identified SEND have received professional agency assessment prior to leaving St Peter's.

PP intervention teacher has worked forensically to assess and respond with precision teaching in reading. Individual children have made significant progress from their starting points.

St Peter's Droitwich C of E Academy Pupil premium strategy statement

Our evaluation of the approaches delivered last academic year indicates that we would highlight aspects of their strategy that our analysis found to be particularly effective/less effective during the previous academic year. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Alternative Provision for Y2 pupil - non attending due to EBSA. This provision is funded directly via the LA. (EHCP).	Access Education Provision Ltd.

Service pupil premium funding (optional)

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

Measure	Details

Further information (optional)
