

Peters Hill Primary School



Pupil premium strategy statement

This statement details our school's use of pupil premium (2025 to 2026 academic year) 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.

"Every Child deserves to Fly high: Flourish and Fulfil"

"Every Child deserves Ambition, Belief, Compassion, Pride, Respect"

School overview

Detail	Data
School name	Peters Hill Primary
Number of pupils in school	722
Proportion (%) of pupil premium eligible pupils	17% 123 Pupil
Academic year/years that our current pupil premium strategy plan covers	2025-26 to 2027-28 (Year 1 of 3 Year Plan)
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Mr S Duncan, Headteacher
Pupil premium leads	Mr S Duncan, HT Mrs K Adams and Miss A Currier (RADY leads)
Governor / Trustee lead	Mrs J Belcher, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,640
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	£ 174,640

Part A – Statement of Intent

Introduction - At Peters Hill Primary School, we are passionately committed to ensuring every pupil, regardless of their background, has the opportunity to thrive academically, socially, and emotionally. We recognise that pupils eligible for Pupil Premium funding may face unique challenges that can hinder their progress. This Pupil Premium Strategy outlines our commitment to using this funding effectively to overcome these barriers and ensure these pupils achieve their full potential.

Principles - Our Pupil Premium strategy is underpinned by the following core principles:

High Expectations for All - We believe that all pupils, regardless of their background, are capable of achieving high standards.

Evidence-Based Practice - We are committed to using evidence-based strategies that have been proven to be effective in improving outcomes for disadvantaged pupils.

Personalised Support - We recognise that each pupil is an individual with unique needs and strengths. We will provide personalised support tailored to meet their specific needs.

Early Intervention - We believe that early intervention is crucial to preventing pupils from falling behind. We will prioritise early identification and support for pupils at risk of underachievement.

Collaboration - We will work closely with parents, carers, and other stakeholders to ensure that our Pupil Premium strategy is effective and sustainable.

Key Priorities - Our Pupil Premium strategy will focus on the following key priorities:

Improving the Quality of Teaching - We will invest in high-quality professional development for teachers to ensure that they are equipped to meet the needs of all pupils, particularly those eligible for Pupil Premium funding.

Targeted Academic Support - We will provide targeted academic support to pupils who are falling behind, including small group tuition, one-to-one mentoring, and access to high-quality resources.

Addressing Non-Academic Barriers - We will address non-academic barriers to learning, such as attendance, behaviour, and social-emotional well-being. This will include working closely with families to provide support and guidance.

Enhancing Enrichment Opportunities - We will provide pupils with access to a wide range of enrichment opportunities, such as educational visits, extracurricular activities, and cultural experiences, to broaden their horizons and enhance their learning.

Success Measures - The success of our Pupil Premium strategy will be measured by:

Improved attainment and progress for pupils eligible for Pupil Premium funding, as measured by internal assessments and national assessments.

Reduced attainment gap between pupils eligible for Pupil Premium funding and their peers.

Improved attendance and behaviour for pupils eligible for Pupil Premium funding.

Increased engagement of parents and carers in their children's education.

Positive feedback from pupils, parents, and staff.

Review and Evaluation - This Pupil Premium Strategy will be reviewed and evaluated annually to ensure that it remains effective and aligned with the needs of our pupils. The review will involve input from all stakeholders, including pupils, parents, staff, and governors.

Commitment - Peters Hill Primary School is fully committed to using Pupil Premium funding to make a real difference to the lives of our disadvantaged pupils. We believe that every child has the potential to succeed, and we will do everything we can to help them achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	1. Language and Communication Skills: Challenge: Limited vocabulary and communication skills upon entry to school, impacting early literacy and overall academic progress. This may be linked to limited access to books, conversations, and enriching language experiences at home. Impact: Difficulties in accessing the curriculum, expressing themselves effectively, and developing strong reading and writing skills.
2	2. Attendance and Punctuality: Challenge: Irregular attendance and persistent lateness, often due to family circumstances, health issues, or lack of routines at home. Impact: Missed learning opportunities, disruption to classroom routines, and difficulty in building strong relationships with peers and teachers.
3	3. Social and Emotional Wellbeing: Challenge: Increased vulnerability to social and emotional challenges, such as anxiety, low self-esteem, and difficulties in managing emotions. This may be linked to adverse childhood experiences or difficult home lives. Impact: Reduced engagement in learning, difficulty in building positive relationships, and increased risk of behavioural issues.
4	4. Limited Access to Enrichment Opportunities: Challenge: Lack of access to enriching experiences outside of school, such as educational visits, extracurricular activities, and cultural events, due to financial constraints or lack of parental support. Impact: Narrowed horizons, limited opportunities to develop interests and talents, and reduced cultural capital.
5	5. Parental Engagement and Support: Challenge: Limited parental engagement and support with learning at home, often due to parents' own educational experiences, language barriers, or work commitments. Impact: Lack of reinforcement of learning at home, limited access to resources and support, and reduced motivation to succeed in school.

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. Language and Communication Skills • Challenge: Limited vocabulary and communication skills upon entry to school, impacting early literacy and overall academic progress. • Intended Outcome (End of Year 3): Disadvantaged pupils will demonstrate age-appropriate language and communication skills, enabling them to access the curriculum effectively and confidently express themselves.	Success Criteria (End of Year 3): A significant increase in the percentage of disadvantaged pupils achieving expected standards in phonics screening check and Key Stage 1 and 2 English assessments. Aim for closing the gap with non-disadvantaged peers by a significant % in each assessment from baselines. Improved teacher assessments of pupils' communication and language skills, with a reduction in the number of pupils identified as having significant communication difficulties. Increased pupil participation in class discussions and activities, evidenced by teacher observations and feedback.
2. Attendance and Punctuality • Challenge: Irregular attendance and persistent lateness, often due to family circumstances, health issues, or lack of routines at home. • Intended Outcome (End of Year 3): Improved attendance and punctuality rates for disadvantaged pupils, ensuring they have consistent access to learning opportunities.	Success Criteria (End of Year 3): A reduction in the overall absence rate for disadvantaged pupils. A reduction in persistent absenteeism (pupils missing 10% or more of school) among disadvantaged pupils. Improved punctuality rates for disadvantaged pupils, with a reduction in the number of late arrivals. Positive feedback from parents regarding increased support and engagement with attendance initiatives.

3. Social and Emotional Wellbeing • Challenge: Increased vulnerability to social and emotional challenges, such as anxiety, low self-esteem, and difficulties in managing emotions. • Intended Outcome (End of Year 3): Improved social and emotional wellbeing for disadvantaged pupils, enabling them to engage positively with learning and build strong relationships.	Success Criteria (End of Year 3): Reduced incidents of behavioural issues among disadvantaged pupils, evidenced by school behaviour logs. Increased pupil participation in social and emotional learning (SEL) programs and activities. Improved pupil self-esteem and confidence, as measured by validated questionnaires and teacher observations. Positive feedback from parents and pupils regarding the impact of wellbeing support programs.
4. Limited Access to Enrichment Opportunities • Challenge: Lack of access to enriching experiences outside of school, such as educational visits, extracurricular activities, and cultural events, due to financial constraints or lack of parental support. • Intended Outcome (End of Year 3): Increased access to enriching experiences for disadvantaged pupils, broadening their horizons and enhancing their learning.	Success Criteria (End of Year 3): Increased participation of disadvantaged pupils in extracurricular activities, with at least 50% regularly attending one or more clubs. All disadvantaged pupils will have participated in at least two educational visits/enrichment activities per year. Positive feedback from pupils regarding the impact of enrichment activities on their learning and personal development. Increased parental involvement in supporting pupils' participation in enrichment opportunities.
5. Parental Engagement and Support • Challenge: Limited parental engagement and support with learning at home, often due to parents' own educational experiences, language barriers, or work commitments. • Intended Outcome (End of Year 3): Increased parental engagement and support for disadvantaged pupils' learning at home, creating a more supportive learning environment.	Success Criteria (End of Year 3): Increased attendance of parents at school events and meetings, particularly those specifically designed to support disadvantaged families. Increased parental involvement in supporting pupils' learning at home, as evidenced by completion of homework tasks and participation in learning activities. Positive feedback from parents regarding the support and guidance they receive from the school. Improved communication between school and home, with increased use of communication platforms and regular updates on pupils' progress.

Activity in this academic year (25-26)

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Activity, Evidence that supports this approach and the Challenge addressed
Proposed Actions To address Challenge 1: Language and Communication Skills, we will implement a whole-school approach to vocabulary instruction, focusing on explicitly teaching Tier 2 and Tier 3 vocabulary across all subjects. This strategy is supported by the work of Beck, McKeown, and Kucan, which emphasises explicit teaching, multiple exposures, and contextual understanding. Activities include a "Word of the Week" initiative where teachers introduce a new word each week, exploring its definition and usage, and vocabulary-building lesson starters that incorporate quick definition matches and synonym hunts. Furthermore, we will incorporate more oracy-focused activities into lessons, informed by EEF research on the positive impact of oracy interventions. These activities will involve regular use of talk partners with structured sentence stems to guide discussions, think-pair-share exercises, and opportunities for pupils to present their ideas to the class. In addressing Challenge 3: Social and Emotional Wellbeing, we will create a positive and engaging classroom environment informed by research on school climate and engagement and integrate social and emotional learning (SEL) into the curriculum, as supported by CASEL research. Activities include positive behaviour management strategies, active learning approaches, and celebrations of achievements, as well as circle time, mindfulness exercises, and instruction on strategies for managing emotions. These will be reinforced through whole staff training on Restorative Approaches and Psychologically safe classrooms. Proposed Budget Allocation Teaching: Approximately £55,000 (Approximately 32%) Rationale: Investing in high-quality teaching practices benefits all pupils, including those eligible for Pupil Premium. This allocation will fund professional development, resources, and initiatives that improve classroom instruction and create a positive learning environment.

Targeted Academic Support

Activity, Evidence that supports this approach and the Challenge addressed

Proposed Actions

To tackle Challenge 1: Language and Communication Skills, we will provide targeted small group interventions focusing on phonics and early literacy skills, based on the EEF Teaching and Learning Toolkit. These interventions will identify pupils at risk using regular assessments and provide daily small group sessions using a structured synthetic phonics program (Little Wandle). We will also implement a reading buddy program, supported by research on peer tutoring. This program will involve training older pupils as reading buddies and providing structured activities for shared reading and comprehension.

Addressing Challenge 2: Attendance and Punctuality, a mentoring program for pupils at risk of persistent absenteeism will be established, based on research indicating its effectiveness. This will involve identifying at-risk pupils, training mentors, and closely monitoring the program's impact. The Attendance lead will develop whole school approaches including strategies to support and challenge families through regular meetings.

To further support pupils' wellbeing as it relates to Challenge 3: Social and Emotional Wellbeing, we will provide access to counselling and therapy services through our Safeguarding Officer, backed by research demonstrating its benefits. Partnerships with local mental health providers will be established, and referral pathways will be developed. We will introduce the 'Drawing and Talking' strategy as a therapeutic intervention across the school.

Proposed Budget Allocation

Targeted Academic Support: Approximately £75,000 (Approximately 44%)

Rationale: Targeted support is crucial for addressing the specific academic needs of disadvantaged pupils. This allocation will fund small group interventions, tutoring programs, mentoring, and specialised resources.

Activity, Evidence that supports this approach and Challenge addressed

Proposed Actions

To address Challenge 2: Attendance and Punctuality, we will establish partnerships with local community organisations and develop our home visit program, both of which have research support for improving attendance. This will involve identifying community organisations that can provide support to families, developing referral pathways, and training staff to conduct home visits and contacts.

We aim to tackle Challenge 4: Limited Access to Enrichment Opportunities by providing financial assistance for extracurricular activities and visits and establishing partnerships with local businesses and organisations. These actions are supported by research showing the impact of financial barriers on enrichment opportunities and the benefits of community partnerships. Activities will include creating a dedicated fund, reaching out to local businesses, and organising visits/visitors to cultural institutions/activities. We will also enhance the number of staff led extra-curricular activities and the times that these take place e.g. additional lunch time clubs.

In relation to Challenge 5: Parental Engagement and Support we will enhance communication through the use of the website, social media, and regular accessible newsletters. We will also offer one-on-one meetings with teachers to discuss pupil progress and provide parents with training and support on how to aid their children's learning, informed by research supporting parental involvement. We will develop the use of Microsoft forms to gather parent feedback and we will create a new Parental Involvement Subject Advocate to strengthen the strategies in place.

To encourage increased home reading related to Challenge 1: Language and Communication Skills, home-school lending library sessions will be established, and support will be provided to parents on selecting books and creating a reading-friendly environment. All classroom reading environments will be reviewed to ensure children feel comfortable and confident to access them.

Proposed Budget Allocation

Wider Strategies: Approximately £40,000 (Approximately 24%)

Rationale: Addressing wider barriers to learning, such as attendance, parental engagement, and access to enrichment opportunities, is essential for supporting the holistic development of disadvantaged pupils. This allocation will fund initiatives that engage families, provide access to enrichment activities, and remove barriers to participation.

Monitoring and the role of the Governing Body

Governors thoroughly understand the Pupil Premium strategy, including its objectives, funding allocations, and intended outcomes. This foundational knowledge enables them to provide meaningful oversight and support.

Governors play a crucial role in collaborating with school leaders to set specific, measurable goals related to the Pupil Premium strategy. They ensure that these goals align with the overall school improvement plan and address the needs of disadvantaged pupils.

Regular monitoring is essential. Governors receive updates on the implementation of the PP strategy, including the effectiveness of interventions and support mechanisms. They review key performance indicators and data regularly to assess progress towards goals.

Evaluation of the impact of Pupil Premium spending is a critical responsibility. Governors scrutinise the evidence supporting whether interventions are having the desired effect on pupil attainment, engagement, attendance, and well-being. This includes analysing data regarding academic performance and social factors.

Governors actively engage with staff, parents, and pupils to gather feedback on the effectiveness of the strategies in place. This participate in meetings, surveys, or focus groups to gauge perceptions and experiences related to Pupil Premium support.

As critical friends, governors challenge school leaders on their decisions regarding the deployment of Pupil Premium funding. They ensure that resource allocation is justified and aligns with best practices. At the same time, governors provide support by sharing insights and encouraging innovative approaches.

Governors are responsible for ensuring transparency and accountability in the use of Pupil Premium funding. They ensure that the school publishes its Pupil Premium strategy and impact reports, making this information accessible to stakeholders and the wider community.

To effectively monitor and support the Pupil Premium strategy, governors engage in ongoing professional development. This includes attending training sessions, workshops, or relevant conferences to stay informed about best practices in supporting disadvantaged pupils.

Lastly, governors regularly assess their own effectiveness in monitoring the Pupil Premium strategy. This reflection identifies areas for improvement in their governance practices, leading to better outcomes for disadvantaged pupils.

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 to 2025 academic year.

Overall Outcomes

Good Progress		Average Progress		Minimal Progress	
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Teaching Outcomes

Good Progress		Average Progress		Minimal Progress	
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Designed planning that addressed diverse learning styles, leading to improved engagement and retention. Incorporating interactive tasks in most lessons significantly boosted participation, resulting in notable progress in understanding. Connecting lessons to real-world examples made content more memorable, especially enhancing retention for low/middle attainers. Routinely tracking engagement allowed us to adapt strategies quickly, contributing to increased class participation. Facilitating inclusive discussions increased pupils’ confidence and understanding, while promoting growth in collaborative skills. Regular feedback collection helped us refine lessons, leading to continuous progress throughout the summer term. Kept thorough records of interactions to assess impact, resulting in improvements in personal learning outcomes. Used formative assessments to inform and guide teaching approaches. Flexibility in responding to feedback further boosted performance. Peer-supported groups and collaborative discussions fostered communication skills and teamwork. Employed varied vocabulary in texts, games, and dialogue, accelerating vocabulary development. Reflection and refinement of assessments enhanced overall understanding. High-quality CPD contributed to ongoing progress. Engaged families in these initiatives, amplifying pupils’ learning and promoting additional growth. Overall, these strategies created a positive ripple effect across engagement, knowledge, and social skills, helping to secure strong academic outcomes.

Data Outcomes –

Reception (EYFS Good Level of Development)

Pupil group	Difference with local authority averages	Difference with regional averages	Difference with national averages
FSM	+19.2ppt	+13.1ppt	+15.4ppt

Key Stage 2 (SATs 3 Year Averages)

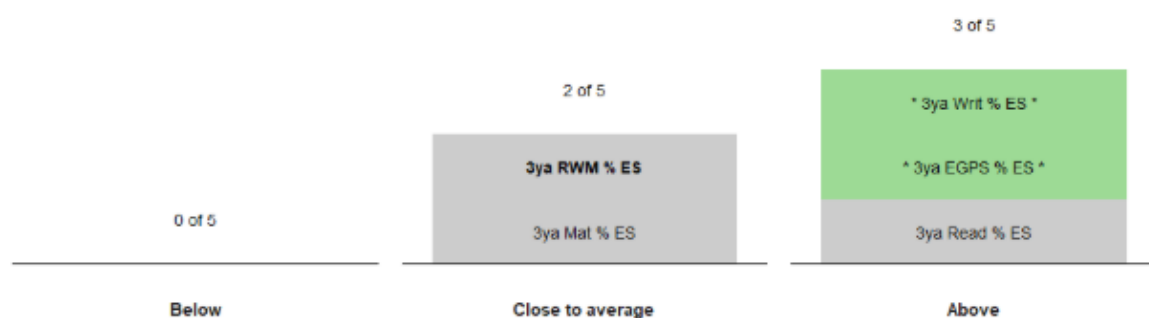
Disadvantaged

Multi-year average

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all attainment measures in this report. The school's measures are grouped by the relative performance of their multi-year average for each measure, where available.

The chart is accompanied by a table which provides some information about cohort size for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for reading, writing and mathematics. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6) cohort	MTC (Year 4) cohort	Phonics (Year 1) cohort
2025, 2024, 2023	81	-	-



Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	81	49%	46%	Close to average (non-sig)	68%	-18	Not applicable	Not applicable
2025	27	52%	47%	Close to average (non-sig)	69%	-17	Widening	-
2024	25	64%	46%	Above (non-sig)	67%	-3	Narrowing	-
2023	29	34%	44%	Close to average (non-sig)	66%	-32	Not available	-

Targeted Academic Support Outcomes

Good Progress		Average Progress		Minimal Progress	
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Implemented a structured programme centred on social and emotional wellbeing, which enhanced academic engagement. Regular check-ins with pupils boosted emotional stability and reduced absenteeism. Providing access to counselling helped pupils better manage emotional issues, strengthening resilience but needs developing further for more pupils. Integrating mindfulness into daily lessons improved focus and reduced anxiety for some, again, this work needs developing further. Ensuring all pupils participated in weekly SEL sessions significantly increased engagement and boosted academic performance, this was more evident in certain year groups. Activities encouraging active participation decreased disruptive behaviour, creating a calmer classroom environment for all. Monitoring behaviour showed a reduction in conflicts, supporting a more positive atmosphere. Creating a safe space for pupils to express feelings enhanced communication and participation. Focusing on activities that built self-esteem and belonging strengthened motivation. Teaching techniques for managing anxiety and distress improved emotional health and academic outcomes. Overall, these strategies fostered a more emotionally resilient and engaged school community but need further development and focus over time to demonstrate significant impact.

Wider Strategies Outcomes

Good Progress		Average Progress		Minimal Progress	
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Introduced at least three new clubs or experiences each term, boosting engagement and personal development. A larger percentage of disadvantaged pupils need to attend these over time for impact. Collaborated with local organisations for workshops, expanding learning opportunities and social skills development for some. Tailored activities to diverse interests and backgrounds, increasing participation and supporting academic progress. Collected feedback after each term on enjoyment and value, helping refine our approach and improve engagement. Used pupil reflections and teacher assessments to track personal growth, recognising significant gains. Aimed for a 60% continuation rate into the next term; sustained involvement strengthened skills retention. Achieved just under this figure. Focused workshops on social skills made a notable impact on development. Promoting extra-curricular opportunities increased participation, while fostering leadership within clubs boosted confidence. Established clear criteria to measure social and personal skill improvements, resulting in targeted growth.

Attendance - Maintained frequent contact with families to strengthen home-school connections, contributing to approximately four months' progress. Implemented reward schemes for good attendance, reducing absence rates by up to 15%. Held at least three family engagement sessions/meetings each term, reinforcing attendance and leading to five months' progress, especially when parents supported awareness activities. Provided tailored support for pupils with chronic absenteeism, resulting in three to four months' improvement in learning outcomes. Conducted regular half-termly reviews of attendance data, enabling swift intervention and supporting around three months' progress. Monitored participation in support sessions for three-quarters of chronic absentees, increasing engagement and yielding comparable improvements. Used peer mentoring initiatives to further boost attendance, adding about four months' progress. Collected feedback from pupils involved in support programmes to make responsive adjustments, improving satisfaction and attendance. Established an effective monitoring system to identify attendance trends early, supporting up to five months' improvement through targeted responses. Collaborated with local organisations to support families, leading to a measurable reduction in absences and potentially improving overall outcomes by five months. These combined efforts fostered a cohesive, proactive approach that significantly enhanced participation and attendance, underpinning better learning and wider development.