St. Peter's Catholic Primary School

Loving and learning together, with Jesus

Pupil Premium Strategy
2026-2027

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Peter's Catholic Primary School, Billericay
Number of pupils in school	421
Proportion of pupil premium eligible pupils	22 (5.2%) including 2 PLAC
Academic year/years that our current pupil premium strategy plan covers	2026 - 2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mrs Hannah Walker
Pupil premium lead	Miss Kiera Tucker
Governor / Trustee lead	Mr Dominic Ludden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,170
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	£42,170

St. Peter's Catholic Primary School

Pupil premium strategy plan

Statement of intent

St. Peter's Catholic Primary School's mission statement is Loving and Learning together, with Jesus. We have 421 pupils on roll, including 22 pupils eligible for pupil premium and 2 previously looked-after children (PLAC). We have had 2 recent LAC pupils join us and although we will not access their funding yet, we will continue to support their needs. Although the number of pupils eligible for pupil premium is relatively small, each pupil's circumstances, strengths and barriers are individual and significant. The school will therefore use a precise, needs-led approach rather than assuming that a small cohort requires a reduced level of strategic attention.

St. Peter's will use pupil premium funding as part of a wider whole-school commitment to removing barriers to achievement. Funding will not be used to create a separate or lower-expectation curriculum for disadvantaged pupils. Instead, it will support excellent teaching, carefully targeted academic provision and wider pastoral, attendance, wellbeing, and family-support strategies.

St. Peter's already has a strong foundation for this strategy. Existing practice includes:

- needs-based LSA rotation, including focused interventions;
- rigorous pupil tracking using a range of disadvantaged markers by phase group;
- quality-first teaching supported by CPD, external consultants and peer review;
- support for low-income families with trips, clubs and uniform;
- a trauma-perceptive school approach
- counselling support and wider offer from Brentwood Catholic Children's Society;
- systematic assessment, data drops and collaborative, pupil-focused progress meeting

This strategy does not present the above as new activities. Instead, it will:

- build on and formalise the use of LSA deployment by ensuring that provision maps, intervention entry and exit criteria, teacher–LSA communication and impact reviews are consistently recorded;
- extend existing tracking by bringing academic, attendance, behaviour, SEND, SEMH, participation and family-engagement information together in a concise disadvantaged-pupil profile;
- embed existing quality-first teaching and CPD through a sharper focus on

adaptive teaching, executive function, language, emotional regulation and inclusive practice;
• strengthen current pastoral provision by integrating the trauma-perceptive approach, counselling and behaviour support into individual plans and review cycles;
• retain existing financial assistance while improving how the school identifies pupils who may not access enrichment because of cost, transport, equipment or family time pressures;
• use existing data drops and progress meetings to evaluate the impact of this strategy and adjust provision rapidly.

The strategy is therefore one of refinement, coherence and targeted extension, rather than a collection of disconnected new initiatives.

Challenges

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

Challenge number	Detail of challenge
1	**Working families, time commitments and parental engagement.** Some parents and carers may have limited availability for meetings, workshops, home-learning support or school activities because of employment and family commitments. This may reduce opportunities for regular two-way communication, shared learning routines and early discussion of emerging concerns.
2	**Overlap with SEND and complexity of need.** Some disadvantaged pupils also have SEND or emerging additional needs. The interaction between disadvantage, learning needs, communication difficulties, attendance, family circumstances and access to the curriculum may make it difficult to identify a single cause of underachievement. Provision must be precise, inclusive and coordinated rather than relying on generic interventions.
3	**Overlap with SEMH, behaviour and emotional difficulties.** Some disadvantaged pupils experience trauma, anxiety, low self-regulation, emotional distress or behaviour difficulties. These may affect attendance, readiness to learn, relationships, concentration, perseverance and access to teaching. Support needs to be relational, trauma-perceptive, consistent and connected to learning.

St. Peter's Catholic Primary School

Intended Outcomes for this academic year

1. Improved partnership with parents and carers.	Every disadvantaged pupil has an identified communication approach that reflects family circumstances. Parent/carer contact is recorded and reviewed. Attendance at or engagement with key conversations improves. Parents report that communication is accessible, respectful and useful. Families receive short, practical information about how to support learning at home without requiring attendance at lengthy meetings.
2. Disadvantaged pupils make strong academic progress from their individual starting points.	Progress is reviewed at each data drop and progress meeting. The attainment and progress gap between disadvantaged pupils and other pupils reduces where a gap exists. Pupils receiving targeted support demonstrate measurable improvement against baseline assessments and individual learning goals. Interventions are stopped and adapted when evidence indicates that they are not sufficiently effective.
3. Teaching is consistently adaptive and inclusive for disadvantaged pupils with SEND or complex needs.	Classroom observations, book scrutiny and pupil discussions show that disadvantaged pupils with SEND routinely access ambitious learning. Teachers use agreed scaffolding, explicit instruction, modelling, vocabulary development, flexible grouping and metacognitive support. Pupils spend appropriate time in high-quality classroom teaching and are not unnecessarily separated from peers.
4. LSA support and targeted interventions are well matched to need and improve independence.	LSA deployment remains needs based but is supported by consistent provision maps, teacher briefing and review arrangements. LSAs supplement rather than replace the class teacher. Intervention records show clear objectives, baseline information, attendance, delivery fidelity, progress and exit decisions. Pupils increasingly attempt tasks independently and do not become dependent on adult prompting.
5. Full access to enrichment and wider school life.	No disadvantaged pupil is prevented from participating in trips, clubs, music, sports, residential opportunities or wider enrichment because of cost, uniform, equipment or other identified barriers. Participation is monitored by pupil group and leaders take action where participation is lower than expected

St. Peter's Catholic Primary School

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.

Tier I: Teaching

Budgeted cost: £11,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Formalise a disadvantaged-pupil adaptive teaching entitlement. Building on the school's existing quality-first teaching, CPD, and external consultant support, leaders will identify a small number of consistently applied classroom practises. These will be reflected in planning, lesson visits, book scrutiny and pupil voice.	• The EEF identifies high-quality teaching as the most powerful school-based approach for improving outcomes, particularly for disadvantaged pupils.	• 2,3
• Develop a precise 'pupil profile' for each disadvantaged pupil. It will be reviewed at data drops and progress meetings.	• The EEF recommends building an ongoing, holistic understanding of pupils' needs and using an assess-plan-do-review cycle.	• 2,3
• Further strengthen teacher-LSA planning and feedback. Building on needs-based LSA rotation, each LSA-supported lesson or intervention will have a clear teacher-defined learning purpose. LSAs will feed back on pupil independence, misconceptions and emotional readiness.	• EEF guidance recommends that teaching assistants supplement rather than replace teachers, support pupils to develop independence and deliver structured interventions where appropriate.	• 2,3
• Protect ambitious curriculum access. Subject and phase leaders will check that disadvantaged pupils are not routinely missing high-quality curriculum learning because of repeated withdrawal, unnecessary adult dependence or poorly coordinated intervention timetables.	• The EEF warns that targeted support should not replace high-quality teaching or prevent pupils from accessing the wider curriculum.	• 2,3

Tier 2: Targeted academic support

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Maintain a consistent intervention quality cycle. Provision will be stopped or changed where progress is insufficient.	• The EEF states that small-group and one-to-one interventions are most effective when they are carefully targeted, additional to normal lessons, explicitly linked to classroom teaching and delivered by trained staff.	• 2,3
• Create a structured transition and continuity record for disadvantaged pupils with SEND or complex needs. Building on existing assessment and collaborative progress meetings, the school will ensure that key information is passed between classes and phases.	• The EEF recommends a holistic understanding of pupils, collaboration with families and professionals, and continuity of support through transitions.	• 2,3
• Provide targeted literacy, numeracy and language support matched to precise gaps. Existing LSA interventions will be audited so that support is selected according to the specific difficulty, for example, phonological awareness, decoding, fluency, vocabulary, comprehension, spelling, number sense, calculation fluency, mathematical language or reasoning. Provision will avoid generic 'low-attainment' grouping.	• The EEF's Menu of Approaches identifies targeted interventions for language, literacy and numeracy as Tier 2 approaches, provided that they are linked to classroom teaching and matched to individual need.	• 2,3
• Use teacher-led or appropriately trained small-group/one-to-one tuition for priority gaps. Where existing interventions and classroom adaptations have not been sufficient, the school will provide short blocks of additional tuition, prioritising foundational reading, writing, mathematics and language. Sessions will be delivered by the most appropriately trained member of staff available, with teacher oversight and explicit links to current class teaching.	• The EEF identifies one-to-one and small-group tuition as potentially effective when it is intensive, additional to normal lessons, based on assessment, delivered by trained staff and linked to curriculum content.	• 2

Tier 3: Wider strategies

Budgeted cost: £11,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Monitor participation in enrichment and remove practical barriers. Support will include confidential financial assistance, uniform or equipment support, help with forms and deadlines, and sensitive communication so that pupils are not identified or stigmatised.	• The DfE Menu of Approaches includes extracurricular activities, including trips, sport, arts and culture, as a Tier 3 wider strategy.	• 1, 2, 3
• Further strengthen pupil voice and belonging for disadvantaged pupils. Each disadvantaged pupil will have structured opportunities to discuss what helps them learn, what makes school difficult, which adults they trust and which activities they would like to access. This information will inform pupil profiles, pastoral plans, intervention reviews and enrichment planning.	• The EEF's SEND guidance recommends gathering information from pupils, families, teachers and professionals to develop a holistic understanding of need.	• 2, 3
• Consider an accessible, flexible family-engagement protocol. This is an extension of existing communication and family support, not a new expectation that parents attend additional meetings.	• The EEF recommends critically reviewing current parental engagement, tailoring communication, providing practical strategies and offering more intensive support where needed.	• 1, 2, 3
• Use a clear referral and review pathway for complex cases. Where disadvantage overlaps with SEND, SEMH, safeguarding, attendance or family difficulty, the school will identify a lead professional, coordinate agencies and set review dates. The pathway will include the SENCo, pastoral staff, attendance lead, class teacher, family and relevant external services.	• The EEF's SEND guidance emphasises that complex needs require coordination across school, family and specialist services.	• 2, 3

Total budgeted cost: £42,170

St. Peter's Catholic Primary School

Part B: Review of outcomes in the previous academic year

School overview (2025-2026)

Detail	Data
School name	St Peter's Catholic Primary School
Number of pupils in school	419
Proportion of pupil premium eligible pupils	27 (6.4%) including 3 PLAC
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date previous statement was published	September 2025
Date on which to be reviewed	September 2026
Statement authorised by	Mrs Walker
Pupil premium lead	Miss Tucker
Governor / Trustee lead	Dominic Ludden

Funding overview

Detail	Amount
Pupil premium funding allocation for 25-26 academic year	£44,710
Recovery premium funding allocation 25-26 academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for 2025-2026	£44,710

Data Outcomes

Key Stage 1

All children (60 pupils)

	Reading		Writing		Maths		Combined	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Targets	92%	40%	92%	40%	93%	45%	85%	33%
Outcomes	**93%**	**42%**	**92%**	**38%**	**90%**	**38%**	**90%**	**30%**

Key Stage 1 Pupil Premium (4 pupils)

Reading		Writing		Maths	
EXS	GDS	EXS	GDS	EXS	GDS
50%	**25%**	**50%**	**25%**	**75%**	**40%**

Key Stage 1 SEND (8 pupils)

Reading		Writing		Maths	
EXS	GDS	EXS	GDS	EXS	GDS
80%	**20%**	**80%**	**20%**	**60%**	**40%**

Key Stage 2

All pupils (58 pupils)

	Reading		Writing		Maths		GPS		Combined	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Targets	97%	63%	97%	61%	97%	59%	97%	61%	85%	40%
Outcomes	**98%**	**74%**	**100%**	**61%**	**98%**	**71%**	**100%**	**78%**	**97%**	**57%**

Key Stage 2 Pupil Premium (6 pupils)

Reading		Writing		Maths		GPS	
EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
83%	**50%**	**100%**	**33%**	**83%**	**33%**	**100%**	**83%**

Key Stage 2 SEND (11 pupils)

Reading		Writing		Maths		GPS	
EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
100%	**45%**	**100%**	**36%**	**91%**	**55%**	**100%**	**45%**