

Pupil Premium Strategy Statement



St. Peter's
Catholic
Primary School

2025-2026

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026 to 2028/2029
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Catherine Young, Headteacher
Pupil premium lead	Catherine Young, Headteacher
Governor / Trustee lead	Rachel Reiff

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 51,989.80
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 51,989.80

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

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

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

Our approach will be responsive to common challenges and individual need, rooted in robust diagnostic assessment. It uses summative data, alongside formative assessments. It offers quality first teaching alongside bespoke intervention on an individual or small group basis.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set;
- act early to intervene at the point need is identified; and
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Limited communication, vocabulary and oracy levels (especially on entry to the school).
2	EYFS: Good Level of Development In 2024-25, there were 6 pupil premium pupils in EYFS. At the end of the year, 3 of these pupils (50%) achieved GLD. This compares with 70% of non-pupil premium pupils achieving GLD. There are 2 pupil premium pupil in the Reception class and a focus for the 2025-26 academic year is to ensure that the percentage of pupil premium pupils achieving GLD increases and is closer aligned with non-pupil premium pupils.

3	<p>Reading</p> <p>Four out of six pupil premium pupils (67%) achieved GLD in Word Reading compared with 83% of non-pupil premium pupils.</p> <p>Four out of six pupil premium pupils (67%) achieved GLD in Reading Comprehension compared with 71% of non-pupil premium pupils.</p> <p>There are now five pupil premium pupils in the Year 1 cohort. Three of these (60%) achieved GLD and two did not (40%). These pupils are being targeted for additional support so that they pass the PSC in Year 1 and achieve EXS in reading.</p> <p>Two of the three pupil premium pupils (67%) in Y1 passed the phonics screening check in 2024-25, compared with 73% of non-pupil premium pupils. This was in line with the national average of 67%. There are now three pupil premium pupils in Y2. The pupil who did not pass the PSC last year receives additional support to help him pass the PSC in Year 2 and close the gap with his peers.</p> <p>There were 2 pupil premium pupils who re-sat the PSC in Year 2. Both passed (100%)</p> <p>Two of the three pupil premium pupils (67%) achieved EXS+ in Reading in KS1 compared with 78% of non-pupil premium pupils. In the current Year 3 cohort, 14% (1/7) of the pupils who are not currently working within age related expectations are pupil premium.</p> <p>Three out of four 75% of pupil premium pupils achieved EXS+ in Reading in KS2 compared with 76% of non-pupil premium pupils. In addition, the average scaled score for pupil premium pupils was 105.3, compared with 105.7 for non-pupil premium pupils.</p> <p>1 pupil (25%) achieved Greater Depth in Reading with a scaled score of 113.</p> <p>Analysis of data for the current Year 6 cohort (2025-26) indicates that at present, pupil premium pupils are broadly working in line with their peers with 80% of both groups of pupils currently working within age related expectations. We want to ensure that this remains the case at year end.</p>
4	<p>Writing</p> <p>Four out of six pupil premium pupils (67%) achieved GLD in Writing compared with 79% of non-pupil premium pupils.</p> <p>67% of pupil premium pupils achieved EXS+ in Writing in KS1 which was in line with non-pupil premium pupils</p> <p>25% of pupil premium pupils achieved EXS+ in Writing in KS2 compared with 72% of non-pupil premium pupils.</p> <p>Analysis of data for the current Year 6 cohort (2024-25) indicates that at present, 60% of pupil premium pupils are working within age related expectations, compared with 71% of non-pupil premium children.</p>

5	<p>Mathematics</p> <p>Four out of six pupil premium pupils (67%) achieved GLD in Number compared with 79% of non-pupil premium pupils.</p> <p>100% of pupil premium pupils achieved EXS+ in Mathematics in KS1 compared with 70.4% of non-pupil premium pupils.</p> <p>No pupil premium pupils achieved the highest scores of 21-25 in the Y4 multiplication check compared with 10.5% of non-pupil premium pupils.</p> <p>50% of pupil premium pupils achieved EXS+ in Mathematics in KS2 compared with 68% of non-pupil premium pupils. In addition, the average scaled score for pupil premium pupils was 102.67, compared with 103.54 for non-pupil premium pupils.</p> <p>Analysis of data for the current Year 6 cohort (2025-26) indicates that at present, 80% of pupil premium pupils are working within age related expectations in Maths, compared with 87.5% of non-pupil premium pupils.</p>
6	<p>Reading, Writing and Maths combined</p> <p>In 2025, the percentage of pupils who achieved EXS+ IN Reading, Writing and Maths combined at the end of KS2 was 58.6%, a drop of 4.7% on the previous year.</p> <p>Only 25% of pupil premium pupils achieved EXS+ in Reading, Writing and Maths combined compared with 64% of non-pupil premium pupils.</p> <p>A focus during 2025-26 is a more rigorous tracking of combined attainment across school, so that outcomes for all pupils including pupil premium improve.</p>
7	<p>Attendance</p> <p>Analysis of attendance data for 2024- 25 indicates that the average attendance of pupil premium pupils (94,59%) was slightly below that of the whole school (96.37%). The attendance of a small number of pupil premium pupils is being monitored. Of the 15 pupils classed as persistent absentees (attendance below 90%) 4 (20%) were pupil premium.</p>
8	<p>Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage.</p>
9	<p>Some children in receipt of Pupil Premium do not read regularly at home and are not demonstrating a love of reading.</p>

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
To ensure that the number of pupil premium/disadvantaged children achieving GLD at the end of EYFS are at least in line with those of their peers.	75% of pupils in receipt of pupil premium will achieve GLD at the end of EYFS and will be in line with their peers.
To ensure that the number of pupil premium/disadvantaged children passing the Phonics screening check in Year 1 and Year 2 are at least in line with their peers.	100% pass rate in phonics for Year 1 and Year 2 PP children.
To ensure that the outcomes for pupils in receipt of pupil premium/disadvantaged pupils are at least in line with those of peers in Reading, Writing and Mathematics at the end of KS1 and KS2 through high quality first teaching and targeted interventions.	<p>Identified pupils are supported, tracked and monitored throughout the academic years to ensure they make accelerated progress or exceed prior attainment standards.</p> <p>Pupils who need to make accelerated progress, receive targeted high-quality interventions which are monitored by school leaders.</p> <p>Class teachers and support staff support learning effectively and identify and address learning gaps and misconceptions.</p> <p>Teachers and support staff are confident with a range of metacognition strategies, and these are used across lessons to support learning.</p> <p>KS1 and KS2 outcomes in 2028/29 show that more than 65% of disadvantaged pupils met the expected standard in Reading, Writing and Maths.</p>
To ensure all pupils in receipt of Pupil Premium, including those with SEND, make at least expected progress from their starting points.	<p>Identified pupils are supported, tracked and monitored throughout the year to ensure they make accelerated progress or exceed prior attainment standards.</p> <p>Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data.</p>
All pupils, including disadvantaged have access to an engaging, exciting, progressive, purposeful and relevant curriculum.	The school curriculum is rich and ambitious. Pupils love learning and have access to an engaging, broad and varied curriculum

	<p>All pupils are exposed to a wide range of experiences that enable them to contextualise their learning.</p> <p>The school curriculum will be carefully planned to allow for a progression of knowledge and skills as pupils move through school.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences.</p> <p>Teachers and support staff will plan a wide range of visits and experiences to inspire and enhance learning and make it memorable.</p> <p>There is a focus on Cultural Capital, equality and diversity within the curriculum.</p> <p>Teachers and support staff are confident with metacognition and retrieval strategies, and these are used across lessons within the curriculum</p>
<p>All pupils, particularly those who are disadvantaged have opportunities to contribute in curricular and extra-curricular activities.</p>	<p>All pupils are exposed to a wide range of experiences that enable them to contextualise their learning. Children will have access to a range of social, cultural, enrichment and sporting experiences.</p> <p>A pupil premium first approach is used; children in receipt of pupil premium funding are given priority for certain activities where numbers are restricted.</p> <p>The most vulnerable in children in school have the opportunity to play a musical instrument through Doncaster Music Service and Rocksteady.</p> <p>The Rock Steady music bands enable two children to play an instrument/vocals (two bursary places)</p> <p>Financial support provided to pupil premium families towards the cost of educational visits.</p>
<p>Ensure identified PP children have access to social and emotional support</p>	<p>The school has a complete commitment to the wellbeing of all of our pupils. School leaders, staff and Thrive practitioners ensure that the physical, mental and emotional wellbeing of the children in our care is cared for. This is a</p>

	<p>key part of our ethos. Thrive assessments are used to identify children in need of additional support and completed assessments show good progress from November baseline.</p> <p>Engage services of With Me in Mind to provide further support for identified pupils.</p>
--	---

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further professional development for all staff to embed the importance of language development across school. This will include the incorporation of high quality, purposeful talk in the classroom and the explicit teaching of vocabulary.</p> <p>This will involve participation in the Doncaster PINS project and ELKLAN Training during 2025-26.</p>	<p>EEF Guidance Document: Preparing for Literacy</p> <p>Key Recommendation 1: Prioritise the development of communication and language</p> <p>EEF Guidance Report: Improving Literacy in KS1</p> <p>Key Recommendation 1: Develop pupils' speaking and listening skills and wider understanding of language</p> <p>EEF Guidance Report: Improving Literacy in KS2</p> <p>Key Recommendation 1: Develop pupils' language capabilities</p>	1
<p>Professional development and support for CB and EYFS staff. This will involve attendance at Trust and LA EYFS networks and visits to other settings to observe best practice.</p>	<p>EEF Early Years Toolkit</p> <p>EEF Guidance Document: Preparing for Literacy</p> <p>EEF Guidance Report: Improving Mathematics in the Early Years and KS1:</p>	2

<p>Continue to embed a rigorous approach to the teaching of early reading and phonics through a validated systematic synthetic phonics programme (SSP) – Little Wandle Letters and Sounds.</p> <p>Ongoing professional development led by CB/HF and LA Literacy Consultants (if required) for all teaching assistants and EYFS/KS1 teachers. This will ensure that practice is of consistently high quality.</p>	<p>EEF Guidance Document: Preparing for Literacy</p> <p>Key Recommendation 2; Develop children’s early reading using a balanced approach.</p> <p>EEF Guidance Report: Improving Literacy in KS1:</p> <p>Key Recommendation 2: Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills</p> <p>Key Recommendation 3: Effectively implement a systematic phonics programme</p> <p>+ 5 months progress EEF Toolkit High impact/Low cost</p>	<p>2, 3</p>
<p>Continue to strengthen the teaching of reading in KS2. This will be achieved through continued CPD sessions for all staff, led by CY/ST alongside coaching and mentoring.</p> <p>As part of this, further CPD around promoting reading for pleasure will strengthen knowledge of alternative books to use within reading lessons.</p> <p>ST to participate in the LA Teacher Reading Group</p>	<p>EEF Guidance Report: Improving Literacy in KS2</p> <p>Key Recommendation 1: Develop pupils’ language capabilities (Extend pupils’ vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words)</p> <p>Key Recommendation 2: Support pupils to develop fluent reading capabilities</p> <p>Key Recommendation 3: Teach reading comprehension strategies through modelling and supported practice.</p>	<p>3, 6, 9</p>
<p>Continue to strengthen the teaching of Writing across school. This will be achieved through continued CPD sessions for all staff, led by CY/TD</p>	<p>EEF Guidance Report: Improving Literacy in KS1 and KS2</p> <p>The Writing Framework – DfE 2025</p>	<p>4, 6</p>

<p>alongside coaching and mentoring.</p> <p>TD will attend meetings of the Trust Writing Network – focus on implementing changes in line with The Writing Framework</p>		
<p>Continue to improve the quality first teaching of Mathematics. Professional development for all staff, especially around the development of mathematical reasoning and problem solving, use of manipulatives and developing mathematical talk</p> <p>Ongoing professional development led by DW and LA Maths Consultant for all teaching staff including Teaching Assistants. This will ensure that practice is improved and is of consistently high quality.</p> <p>Continued involvement in South Yorkshire Maths Hub - DW</p>	<p>EEF Guidance Report: Improving Mathematics in the Early Years and KS1: Key Recommendation 3: Use manipulatives and representations to develop understanding.</p> <p>EEF Guidance Report: Improving Mathematics in KS2 and 3: Key Recommendation 2: Use manipulatives and representations Key Recommendation 3: Teach pupils strategies for solving problems</p> <p>EEF Toolkit – Mastery Learning High impact/low cost + 5 months progress</p>	5
<p>Professional development for all staff on the use of metacognition and self-regulation approaches.</p>	<p>EEF research indicates that this is a high impact, low cost approach with +7 months gains.</p> <p>Evidence shows that 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,</p>	1-5

	<p>monitoring, and evaluating their learning. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	
<p>Purchase and use of standardised NFER testing resources</p> <p>Analysis of summative assessment data and identification of the children who require catch up and more targeted intervention.</p> <p>Pupil progress meetings termly</p> <p>Regular monitoring of targeted interventions</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	3-5

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELKLAN Training as part of PINS project – recognition as a Communication Friendly School	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/communication-friendly-settings-2023-24-trial	1
Daily ‘keep up’ phonics support for any child in EYFS/Y1 who needs additional phonics practice	EEF Guidance Document: Preparing for Literacy Key Recommendation 7: Use high quality targeted support to help struggling children	2, 3

<p>through the Little Wandle scheme</p>	<p>EEF Guidance Report: Improving Literacy in KS1: Key Recommendation 8: Use high quality structured interventions to help pupils who are struggling with their literacy</p>	
<p>Rapid phonics 'catch-up' sessions for identified KS2 children to address specific reading/writing gaps. These short, sharp sessions last 10 minutes and take place at least three times a week.</p>	<p>EEF Guidance Document: Preparing for Literacy Key Recommendation 7: Use high quality targeted support to help struggling children</p> <p>EEF Guidance Report: Improving Literacy in KS1: Key Recommendation 8: Use high quality structured interventions to help pupils who are struggling with their literacy</p>	3
<p>Implementation of high-quality reading interventions to include PP pupils (eg Fluency, Reciprocal Reading)</p>	<p>EEF Guidance Report: Improving Literacy in KS2 Key Recommendation 2: Support pupils to develop fluent reading capabilities Key Recommendation 3: Teach reading comprehension strategies through modelling and supported practice. Key recommendation 7: Use high quality intervention to help pupils who are struggling with their reading.</p>	3
<p>Effective deployment of TAs to help improve quality first teaching and provide directed support to PP children during all lessons. The school will engage further with EEF guidance to ensure that best use is being made of our teaching assistants</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p>	1 - 5

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
1:1 reading time with TA for all PP children	There is a wide range of research to support the impact of regular reading with an adult and the benefits of reading pleasure, not just on their reading ability, but also on emotional wellbeing.	9

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

Budgeted cost: £ 6989.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school focus on promoting reading for pleasure.</p> <p>CPD sessions led by CY/ST to increase staff knowledge, understanding and awareness.</p> <p>Participation in the Doncaster Teacher Reading Group and other events run by the National Literacy Trust in Doncaster.</p>	<p>There is a wide range of evidence to support the benefits of reading for pleasure, including:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>https://ourfp.org/</p>	9
<p>Continue to engage the services of an Educational Welfare Officer through the Attendance Team at Doncaster Council to provide further support especially around monitoring and supporting families of persistent absentees.</p>	<p>Persistent absence is an immediate issue facing schools across the country. These pupils are disproportionately more like to come from socio-economically disadvantaged backgrounds; tackling persistent absence is an important part of improving education outcomes for this group.</p> <p>https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</p>	6
<p>Subsidise educational visits and enrichment opportunities. to provide guaranteed</p>	<p>EEF Arts participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	7

wider experiences and cultural capital.		
Targeted support available for all identified PP vulnerable children to support and develop behavioural, social and emotional skills (Thrive, With me in Mind).	Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life EEF: Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1 - 9

Total budgeted cost: £ 51,989.80

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1: Limited communication, vocabulary and oracy levels (especially on entry to the school).

Nuffield Early Language Intervention (NELI) continues to take place in EYFS and Y1. This has had a positive impact on both pupil premium and non-pupil premium pupils taking part, in terms of developing their expressive and receptive language.

During 2025-26, the school is involved in the PINS project (Partnership for Inclusion of Neurodiversity in Schools) with the Local Authority. The project works with schools to move away from an emphasis on individual interventions and instead work towards approaches to teaching and learning that work for the whole cohort. As part of our involvement with the PINS project, we are embedding ELKLAN communication training with the aim of becoming a 'Communication friendly' setting.

The school continues to promote high levels of oracy and purposeful talk in the classroom, and further CPD on this will continue in 2025-26 in line with the guidance of the Writing Framework. This will include introducing an assessment and progression tool for speaking and listening using the 'Communicating the Curriculum' Guidance statements.

Challenge 2: EYFS: Good Level of Development

In 2024-25, there were 6 pupil premium pupils in EYFS. At the end of the year, 3 of these pupils (50%) achieved GLD. This compares with 70% of non-pupil premium pupils achieving GLD.

There are 2 pupil premium pupils in the Reception class and a focus for the 2025-26 academic year is to ensure that the percentage of pupil premium pupils achieving GLD increases and is closer aligned with non-pupil premium pupils.

Challenge 3: Reading

Four out of six pupil premium pupils (67%) achieved GLD in Word Reading compared with 83% of non-pupil premium pupils.

Four out of six pupil premium pupils (67%) achieved GLD in Reading Comprehension compared with 71% of non-pupil premium pupils.

Two of the three pupil premium pupils (67%) in Y1 passed the phonics screening check in 2024-25, compared with 73% of non-pupil premium pupils. This was in line with the national average of 67%.

There were 2 pupil premium pupils who re-sat the PSC in Year 2. Both passed (100%)

Two of the three pupil premium pupils (67%) achieved EXS+ in Reading in KS1 compared with 78% of non-pupil premium pupils. In the current Year 3 cohort, 14% (1/7) of the pupils who are not currently working within age related expectations are pupil premium.

Three out of four 75% of pupil premium pupils achieved EXS+ in Reading in KS2 compared with 76% of non-pupil premium pupils. In addition, the average scaled score for pupil premium pupils was 105.3, compared with 105.7 for non-pupil premium pupils.

1 pupil (25%) achieved Greater Depth in Reading with a scaled score of 113.

Analysis of data for the current Year 6 cohort (2025-26) indicates that at present, pupil premium pupils are working in line with their peers with 75% of both groups of pupils currently working within age related expectations. We want to ensure that this remains the case at year end.

Challenge 4: Writing

Four out of six pupil premium pupils (67%) achieved GLD in Writing compared with 79% of non-pupil premium pupils.

67% of pupil premium pupils achieved EXS+ in Writing in KS1 which was in line with non-pupil premium pupils

25% of pupil premium pupils achieved EXS+ in Writing in KS2 compared with 72% of non-pupil premium pupils.

Challenge 5: Mathematics

Four out of six pupil premium pupils (67%) achieved GLD in Number compared with 79% of non-pupil premium pupils.

67% of pupil premium pupils achieved EXS+ in Mathematics in KS1 compared with 77.4% of non-pupil premium pupils.

No pupil premium pupils achieved the highest scores of 21-25 in the Y4 multiplication check compared with 10.5% of non-pupil premium pupils.

50% of pupil premium pupils achieved EXS+ in Mathematics in KS2 compared with 68% of non-pupil premium pupils. In addition, the average scaled score for pupil premium pupils was 102.67, compared with 103.54 for non-pupil premium pupils.

Challenge 6: Grammar, Punctuation and Spelling

In 2025, 75% of pupil premium pupils achieved EXS+ in GPS in KS2 compared with 68% of non-pupil premium pupils. No pupil premium pupils achieved greater depth in GPS, compared with 24% of non pupil premium pupils. the average scaled score for pupil premium pupils was 102.33, compared with 103.46 for non-pupil premium pupils.

Challenge 7: Attendance

In 2024-25, the average attendance of pupil premium pupils was 94.59% compared with 96.37% of non-pupil premium pupils. 26.6% of persistent absentees (attendance below 90%) were pupil premium, with 74% being non- pupil premium. The attendance of a small number of pupil premium pupils is being monitored, and support is being provided. Of the 15 pupils currently classed as persistent absentees (attendance below 90%) 4 (23%) are pupil premium, with 77% of persistent absentees being non-pupil premium.

Challenge 8: Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a ‘cultural capital’ disadvantage.

Teachers plan a range of first hand experiences as part of their curriculum planning. These include visits to theatres, museums, visitors to school, virtual author events and other offsite educational workshops. These often provide a ‘hook; into purposeful writing opportunities, as part of the writing sequence here at St. Peter’s. During 2024-25, a number of enrichment opportunities were provided for all pupils. These included:

- History workshops;
- Thrive (Personal Development/wellbeing)
- Music enrichment (Doncaster Music Service, Rocksteady, National Schools Singing Programme)
- Online author visits/workshops
- Doncaster Storytelling Festival
- Young Voices
- Trust Pentecost Celebration at St. Bernard’s, Rotherham
- After school clubs (Art, Crafts, Sports, Dance, Ballet, Creative Writing)

The school ensures that no pupil premium children are disadvantaged and will use pupil premium funding to cover the cost of these where necessary.

Challenge 9: Some children in receipt of Pupil Premium do not read regularly at home and are not demonstrating a love of reading (Teaching and Learning Review December 2022).

Recent pupil voice activities including pupil premium children demonstrate a developing love of reading and this remains a school priority for the coming year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Thrive	Thrive
With Me in Mind	NHS

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Ongoing work around the development of our curriculum, especially in foundation subjects (including a personal development curriculum) and the development of subject leaders.
- Ongoing work around the development of the Catholic life of the school.
- Continuing to develop and embed effective practice around assessment and feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.
- The development of a behaviour policy based on relational practice.
- Our focus on improving outcomes for SEND pupils.

The St Francis CMAT are commissioning a pupil premium review for this academic year to ensure that we are achieving the best possible provision for our pupils.

With this in mind, we will have a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.