Peterhouse Church of England Primary Academy

The rock for our community

Pupil Premium Strategy Statement
2024 – 2027

Vision Statement

St. Peter, after whom Peterhouse is named, was a close friend and follower of Jesus. Originally a fisherman, Peter's name means "rock" and Jesus told Peter that he would be the rock upon which the church (referring to all people who followed Jesus) would be built. Peter demonstrated trust in Jesus, even stepping out of a boat and onto water. But Peter also made mistakes. He sometimes misunderstood Jesus and famously said he didn't even know him three times after Jesus had been arrested. Yet, after Jesus' resurrection, Peter was restored and appointed a leader in the early church.
Inspired by this story, it is our vision that Peterhouse Church of England Primary Academy will:

- Be a community built on **compassion**, offering safety and security for the families that we serve, much like St. Peter was the rock for the church.
- Meet the academic and spiritual needs of all learners through a curriculum that inspires children to be naturally curious about God's creation, building a sense of **belief** in themselves, others and God.
- Be a place where all can flourish, regardless of background or ability because, like St. Peter, everyone should experience **forgiveness** and have the opportunity of a fresh start.
- Empower children to take responsibility within their communities and have the **courage** to be advocates for change.

Aims

By the time a child leaves Peterhouse they will have had the opportunity to:

- Become a valued member of a community where they are loved and cared for
- Experience a rich, varied and exciting curriculum
- Be the best that they can be
- Make the most of their God given talents
- Celebrate success and know what it feels like to be celebrated
- Develop a curiosity for God's creation

Values

- Compassion
- Courage
- Forgiveness
- Belief

School Overview

School name	Peterhouse CofE Primary Academy
Pupils in school	405
Proportion of disadvantaged pupils	53.82 (based on 393 children)
Pupil premium allocation this academic year	£322 640
Academic year or years covered by statement	2025 - 2027
Publish date	November 2024
Review date	December 2027
Statement authorised by	Mr Ryan Freeman (Headteacher)
Pupil premium lead	Mr Ryan Freeman (Headteacher)
Governor lead	Matthew Price

Our Philosophy

The children of Peterhouse Church of England Primary Academy face a greater number of barriers to their learning than many of their peers nationally, and due to this they find that their opportunities in life are limited. Driven by the Academy's Christian vision, we have designed a curriculum to offer chances, widen horizons and break down barriers to learning. A curriculum that by design makes the Academy 'a place where all can flourish, regardless of background or ability.'

The curriculum drives all that the Academy offers, ensuring that children develop the skills and knowledge needed to become the best version of themselves and to find fulfilment in their school life. The curriculum is more than the academic content delivered in lessons; it is every lived experience given to a Peterhouse child during their time in our family. It is our vision that Pupil Premium funding is used carefully and strategically to ensure that this can take place, and that no child is left behind. Our aim is to diminish any differences in attainment between disadvantaged children and others in our school and that although barriers to learning cannot be removed, a well-planned and considered diet of learning experiences can fill gaps and enrich lives.

Our Aims

Setting priorities is key to making the most effective use of the funding. Our priorities are as follows:

- Ensuring that all students have access to High Quality Teaching and Learning in every lesson;
- Closing the attainment gap between disadvantaged children and their peers
- Providing targeted academic support for children who are not making the expected progress
- Providing targeted intervention to challenge non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences / trauma

- Ensuring that economic support is in place for the children and their families to broaden the opportunities available

Research

We have based our approaches on research by the Education Endowment Foundation (EEF). Much of our work focuses around the following areas:

Small group tuition and 1:1 intervention

'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.'

Teaching Assistant Interventions

'The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.'

'Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.'

Metacognition and Self-Regulation (through pastoral support)

'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.'

'The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), 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.'

Feedback

'Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.'

'It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self -regulation strategies.'

Arts Appreciation

'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.'

'Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.'

Behaviour Intervention

'Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.'

Implementation

In line with the EEF's (Education Endowment Fund's) Guide to Implementation, we select a small number of priorities, endeavouring to achieve a higher success rate in meeting the needs of our children. We will:

Explore:

- Specify an area of focus for improvement that is amenable to change;
- Determine a programme of activity based on existing evidence of what has - and hasn't - worked before;
- Examine the fit and feasibility of possible interventions for the school context.

Prepare:

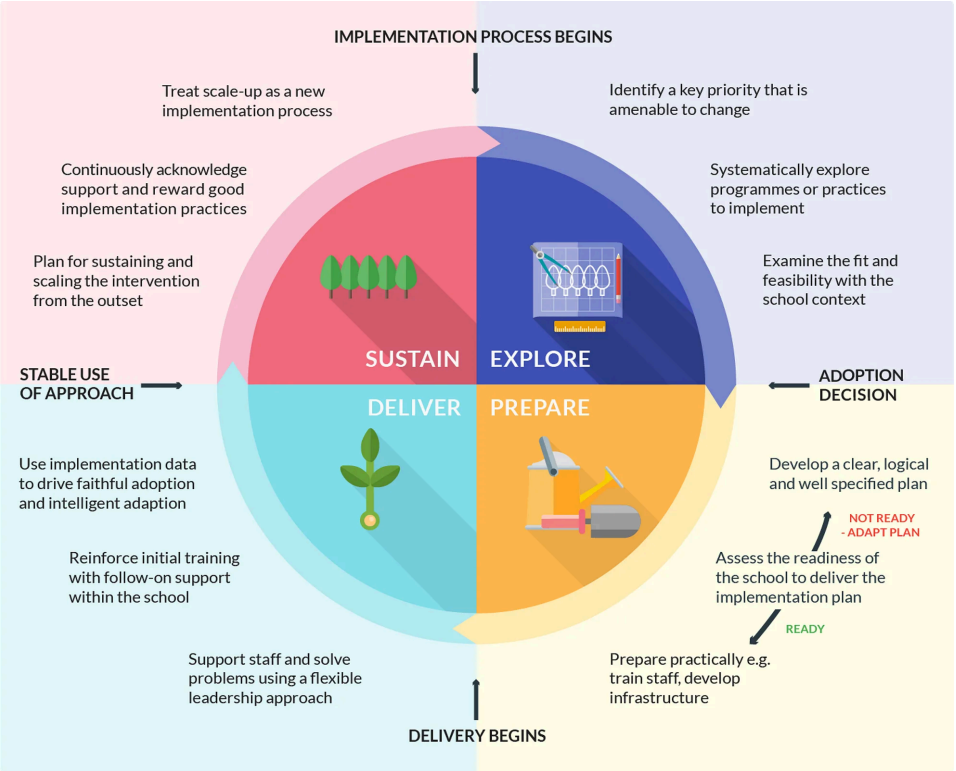
- Develop and clear, logical and well-specified plan;
- Assess the readiness of the school to deliver the plan;
- Make practical preparations for the plan to be delivered.

Deliver:

- Support staff and solve any problems using a flexible leadership approach;
- Reinforce initial training with follow-on support;
- Use data to review the delivery and inform next steps.

Sustain:

- Ensure it remains fit-for-purpose;
- Continually acknowledge, support and reward good implementation practices;
- Treat scale-up as a new implementation process.



Tiered Approach

We endeavour to make appropriate provision for children who belong to vulnerable groups which includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.

In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals.The Pupil Premium Grant can therefore be allocated to support any child or groups of children the school identifies as being socially disadvantaged.

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises of three categories:

Tier 1: High Quality Teaching and Learning

For example:

- Support for high quality teaching through consultancy or training
- Curriculum and Assessment.
- An evidence informed Continued Professional Development programme of support which develops teachers' subject knowledge
- Provision of extra support in classrooms to assist with delivery, interventions etc.

Tier 2: Targeted Support

For example:

- Structured interventions: small group tuition, including targeted group work in reading, writing and maths; one to one support; additional teaching and learning opportunities using additional adult support.
- Using qualified teachers and SENCO to deliver one to one or small group support.
- Targeted pastoral support.

Tier 3: Wider Strategies

For example:

- Access to music lessons
- A full and varied programme of additional educational experiences, such as school visits and extra-curricular clubs.
- Improving attendance percentages among PP children.
- Access to counselling from external qualified children's counsellor.

Review Process

Reviewing, introducing and implementing a pupil premium plan every year could be deemed as time-costly and ineffective. Through a three year approach, with interim reviews, we are able to maintain a long-term vision whilst evaluating impact and making necessary changes as appropriate.

During an interim, annual review, the success of each intervention is evaluated, based on evidence gathered. From this we will determine the most effective approach moving forwards - adapting, extending or ceasing the intervention as required.

The progress and attainment of children in receipt of the PPG is scrutinised by class teachers and SLT across all year groups aligned to our assessment calendar. “Ultimately it does not matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day to day work of people in schools.” (EEF, 2018)

The cycle of implementation is therefore ongoing and developed in light of the lessons learned and with regard to any new guidance and evidence of best practice that becomes available. The Headteacher and Pupil Premium Lead are responsible for ensuring that a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The academy is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions. The academy publishes its strategy for using the pupil premium on the school website.

2023-24		
	School	National
Attendance	94%	
EYFS GLD (%)	75	68
Year 1 Phonics (% at expected)	96	80
Key Stage 2 RWM Combined	58	61
Key Stage 2 Reading attainment - % Expected Standard +	73	74
Key Stage 2 Writing attainment - % Expected Standard +	71	72
Key Stage 2 Maths attainment - % Expected Standard +	64	73

Funding

Summary of funding 2024-2025 (Year 1)	
Total number of pupils	405
Number of pupils eligible for PPG	218
Funding as advised in school budget statement	£322 640
Summary of Funding 2025 – 2026 (Year 2)	
Estimated number of pupils	393
Estimated number of pupils eligible for PPG	202
Estimated Funding	£306 030
Estimated Funding 2026 – 2027 (Year 3)	
Estimated number of pupils	393
Estimated number of pupils eligible for PPG	202
Estimated Funding	£306 030

Priorities for Disadvantaged Pupils

Priority	Tier	Target Date	Year 1 Costs	Year 2 Costs	Year 3 Costs
1. Improve outcomes in mathematics across all year groups.	1				
2. Improve outcomes in writing across all year groups.	**1**				
3. To improve outcomes for PP children in the EYFS, with particular focus on communication and language.	**1**				
4. To improve outcomes in phonics for PP children by the end of Key Stage 1	**1**				
5. Improve attendance and behaviour for PP children across the school.	2				
6. To ensure that PP children have access to a broad and balanced curriculum through the delivery of a variety of cultural opportunities.	3				

Action Planning

Priority 1	Improve outcomes in mathematics across all year groups	**Tier Category: 1**	High quality teaching and learning
Intended Outcomes	PP children in both key stages will improve their mathematics outcomes to be in line with 'all' children nationally.	**Success Criteria**	Maths outcomes will improve through the year and the gap to 'all' will diminish. Children will show improved reasoning skills.
Implementation	**Year 1**	**Year 2**	**Year 3**
	How we will implement this intervention in Year 1: HoS to lead on maths across the school, coaching teachers to improve pedagogy Maths Hub - Partner school, including research projects White Rose subscription and training to support delivery Catch up plan in place with daily intervention. Use of Mathletics in all year groups. Marking and feedback in maths will result in improved outcomes and better planning.	**How we will implement this intervention in Year 2 (in light of the Year 1 annual review):** HoS to lead on maths across the school, coaching teachers to improve pedagogy Maths Hub - Partner school, including research projects White Rose subscription and training to support delivery Catch up plan in place with daily intervention. Use of Mathletics in all year groups. Marking and feedback in maths will result in improved outcomes and better planning.	**How we will implement this intervention in Year 3 (in light of the Year 2 annual review):**
Interim Review Notes			
Interim Assessment (RAG)			
Anticipated Costings	£20 000 TAs to run interventions and support in lessons £20 000 Contribution to HoS salary £2000 Pixl Subscription contribution £2,500 White Rose Subscription and resources £1,000 Training contribution £2500 Mathletics Subscription £500 TT Rockstars subscription	£20 000 TAs to run interventions and support in lessons £20 000 Contribution to HoS salary £2000 Pixl Subscription contribution £2,500 White Rose Subscription and resources £1,000 Training contribution £2500 Mathletics Subscription £500 TT Rockstars subscription	

Final Costings	£46 500	£46 500	
Priority 2	Improve outcomes in writing across all year groups	**Tier Category: 1**	High quality teaching and learning
Intended Outcomes	PP children in both key stages will improve their writing outcomes to be in line with 'all' children nationally.	**Success Criteria**	Writing outcomes will improve through the year and the gap to 'all' will diminish.
Implementation	**Year 1**	**Year 2**	**Year 3**
	How we will implement this intervention in Year 1: English lead role split to enable one colleague to focus on developing writing across the school, coaching teachers to improve pedagogy DNEAT training and HFL - including research projects PIXL subscription to support analysis and plans for intervention *RSL training and release time to support Catch up plan in place with daily intervention. Marking and feedback in writing will result in improved outcomes and better planning.	**How we will implement this intervention in Year 2 (in light of the Year 1 annual review):** HoS to lead on maths across the school, coaching teachers to improve pedagogy Maths Hub - Partner school, including research projects White Rose subscription and training to support delivery Catch up plan in place with daily intervention. Use of Mathletics in all year groups. Marking and feedback in maths will result in improved outcomes and better planning.	**How we will implement this intervention in Year 3 (in light of the Year 2 annual review):**
Interim Review Notes			
Interim Assessment (RAG)			
Anticipated Costings	£20 000 TAs to run interventions and support in lessons £4000 English lead/release time £2000 RSL training and release time £2,500 Pixl Subscription contribution £1,000 Training contribution £1000 Resources	£20 000 TAs to run interventions and support in lessons £4000 English lead/release time £2000 RSL training and release time £2,500 Pixl Subscription contribution £1,000 Training contribution £1000 Resources	

Final Costings	£30 500	£30 500	

Priority 3	To improve outcomes for PP children in the **EYFS**, with particular focus on communication and language.	**Tier Category: 1**	High quality teaching and learning
Intended Outcomes	PP children in EYFS will improve communication and language outcomes to sit in line with all pupils and to close the gap to national averages.	**Success Criteria**	CL outcomes raised to be inline with all pupils. Children speak with confidence and enthusiasm. The vocabulary used by PP children improves.
Implementation	**Year 1**	**Year 2**	**Year 3**
	How we will implement this intervention in Year 1: Specific curriculum resources for communication and language Communication and language training for the EYFS team - both teachers and Tas EYFS Lead time for coaching and support. Increased adult support to ensure a good adult ratio - adults to model rich vocabulary and conversational skills. Daily opportunity for children to speak with an adult about things that interest them.	**How we will implement this intervention in Year 2 (in light of the Year 1 annual review):** Specific curriculum resources for communication and language Communication and language training for the EYFS team - both teachers and Tas EYFS lead time for coaching and support. Increased adult support to ensure a good adult ratio - adults to model rich vocabulary and conversational skills. Daily opportunity for children to speak with an adult about things that interest them.	**How we will implement this intervention in Year 3 (in light of the Year 2 annual review):**
Interim Review Notes			
Interim Assessment (RAG)			
Anticipated Costings	£2000 Resources - C+L £20,000 Additional TA support £2000 EYFS lead release time £1000 Training contribution	£2000 Resources - C+L £20,000 Additional TA support £2000 EYFS lead release time £1000 Training contribution	
Final Costings	£25 000	£25 000	

Priority 4	To improve outcomes in phonics for PP children by the end of Key Stage 1	**Tier Category: 1**	High quality teaching and learning
Intended Outcomes	PP children in KS1 will have phonics outcomes closer to all pupils and will narrow the gap to national.	**Success Criteria**	All phonics provision will be high quality. Phonics outcomes will have risen Children's reading will have improved due to improved phonics outcomes.
Implementation	**Year 1**	**Year 2**	**Year 3**
	How we will implement this intervention in Year 1: Wensum Hub partner school. Coaching and training by Reading lead. 1:1 sessions for children to continue - run by TA and Teachers. Improved quality of reading material for lower and higher readers - wordless books and books for ch. in Y3-6 Catch up plan in place for KS1 children with daily intervention. Increased number of RWI groups taking place to ensure small numbers in each.	**How we will implement this intervention in Year 2 (in light of the Year 1 annual review):** Wensum Hub partner school. Coaching and training by Reading lead 1:1 sessions for children to continue - run by TA and Teachers. Improved quality of reading material for lower and higher readers - wordless books and books for ch. in Y3-6 Catch up plan in place for KS1 children with daily intervention. Increased number of RWI groups taking place to ensure small numbers in each.	**How we will implement this intervention in Year 3 (in light of the Year 2 annual review):**
Interim Review Notes			
Interim Assessment (RAG)			
Anticipated Costings	£2000 RWI Subscription – including portal £16,000 TA support to run RWI sessions and interventions £500 Resources/reading material for phonics. £4000 Reading lead/Release time	£2000 RWI Subscription – including portal £16,000 TA support to run RWI sessions and interventions £500 Resources/reading material for phonics. £4000 Reading lead/Release time	
Final Costings	£22 500	£22 500	

Priority 5	Improve attendance and behaviour for PP children across the school.	**Tier Category: 2**	Targeted Support
Intended Outcomes	The attendance and behaviour of PP children will improve as the year progresses.	**Success Criteria**	Children will have access to pastoral support. Attendance will improve for PP children Behaviour incidents will reduce for PP children Families will say that they feel supported by the school.
Implementation	**Year 1**	**Year 2**	**Year 3**
	How we will implement this intervention in Year 1: Attendance monitoring to be in place, including regular meetings and communications with parents through federation Attendance Officer. PSA to head up pastoral provision PSA to formalise provision and ensure a clear referral and assessment system Counselling in place for vulnerable children Attendance officer in place to improve the attendance of vulnerable children working alongside the full time safeguarding officer. Attendance incentives to be run half termly Attendance training for HoS and Attendance Officer Home visits where needed using Federation transport Lunch club to run daily to provide pastoral support. Lunch club resources	**How we will implement this intervention in Year 1:** Attendance monitoring to be in place, including regular meetings and communications with parents through federation Attendance Officer. PSA to head up pastoral provision PSA to formalise provision and ensure a clear referral and assessment system Counselling in place for vulnerable children Attendance officer in place to improve the attendance of vulnerable children working alongside the full time safeguarding officer. Attendance incentives to be run half termly Attendance training for HoS and Attendance Officer Home visits where needed using Federation transport Lunch club to run daily to provide pastoral support. Lunch club resources	**How we will implement this intervention in Year 3 (in light of the Year 2 annual review):**
Interim Review Notes			
Interim Assessment (RAG)			
Anticipated Costings	£23000 PSA £18000 Contribution to HOS salary £40,000 Attendance Officer £36 000 Safeguarding Officer £1000 Lunch club and pastoral resources	£23000 PSA £18,000 Contribution to HoS salary £40,000 Attendance Officer £36 000 Safeguarding Officer £1000 Lunch club and pastoral resources	

Final Costings	£118,000	£118,000	

Priority 6	To ensure that PP children have access to a broad and balanced curriculum through the delivery of a variety of cultural opportunities.	**Tier Category: 3**	Wider Support
Intended Outcomes	PP children will have access to all of the same opportunities to their peers and families will feel supported.	**Success Criteria**	The % of PP children accessing after school clubs and trips will be in line with 'all children'.
Implementation	**Year 1**	**Year 2**	**Year 3**
	How we will implement this intervention in Year 1: The Peterhouse Personal Development Plan including: ● Music tuition ● Trips ● Residentials (Year 6 only) ● Theatre trips and productions ● Access to fresh fruit daily ● Increased outdoor provision ● Curriculum based wall displays Access to the above will be monitored and reviewed regularly	**How we will implement this intervention in Year 2 (in light of the Year 1 annual review):** The Peterhouse Personal Development Plan including: ● Music tuition ● Trips ● Residentials (Year 6 only) ● Theatre trips and productions ● Access to fresh fruit daily ● Increased outdoor provision ● Curriculum based wall displays Access to the above will be monitored and reviewed regularly	**How we will implement this intervention in Year 3 (in light of the Year 2 annual review):**
Interim Review Notes			
Interim Assessment (RAG)			
Clubs Fund	£9,000 Trip contributions £1000 Theatre productions £8, 200 Year 6 residential £8,500 Music Services - whole class tuition £6,500 Fruit costs £2 500 Art resources £10000 Sports clubs and resources	£9,000 Trip contributions £1000 Theatre productions £8 200 Year 6 residential £8,500 Music Services - whole class tuition £6,500 Fruit costs £2 500 Art resources £10000 Sports clubs and resources	
Final Costings	£45 500	£45 500	