

Pupil premium strategy statement – St Peter’s Collegiate Academy 2025-2028

This statement details our school’s use of pupil premium (and recovery 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	1392
Proportion (%) of pupil premium eligible pupils	421 (30.2%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026 June 2027
Statement authorised by	Mr. T. Mullen-Furness
Pupil premium lead	Mr. L. Gardner
Governor / Trustee lead	Mr. M. Jevons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£472745
Additional funding* <ul style="list-style-type: none"> Recovery funding grant was withdrawn in 2024 	£0
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>	£472745

Part A: Pupil premium strategy plan

Statement of intent

The aim of our Pupil Premium strategy is to identify and implement strategies that help to increase social mobility and reduce the attainment gap between the most and least disadvantaged students. Throughout the year, we will focus on the key challenges that are preventing students from high attainment. The approach will be responsive to both common challenges and our students' individual needs, rather than assumptions about the impact of disadvantage.

At St Peter's, we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have the highest expectations of what all students can achieve. All students will be able to access powerful knowledge through our broad and balanced curriculum, irrespective of their background. No student's learning will be capped due to the challenges to learning they might have, such as a vocabulary deficit and reading comprehension. As well as this, the enrichment and enhancement programmes will be running; this will support our students in building their cultural capital through planned trips and visits; having speakers and guest visitors in school and continuing activities such as the Duke of Edinburgh award.

High quality teaching is proven to have the greatest impact on closing the attainment gap and remains at the heart of our approach, by increasing staffing capacity and having high-quality CPD. Furthermore, improved student well-being and behaviour is demonstrated in and around the academy, through mentoring and personal support. Our strategy is also integral to wider school plans for students' educational progress, including targeted support delivered through tutoring programmes for those pupils most affected.

The key principles of our strategy includes drawing evidence from previous success and student voice in determining a plan that meets the academic and personal needs of our students. In addition, we have drawn evidence from the EEF (Education Endowment Foundation) and Sutton Trust to identify high impact/low-cost interventions to maximise the opportunities that the funding allows. This means that we can provide a bespoke individual package of support for our students depending on their area of need. Through half termly internal reviews, we ensure that students are continuing to make the required progress and engage well with the opportunities available.

Challenges

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

	<p>Detail of challenge</p> <p>A report from the Education Policy Institute has found that by the end of secondary schools disadvantaged pupils are 19.2 months behind their peers. At the same time figures from the DfE the gap between university entry rates for disadvantaged students and their peers in England has reached its highest level since records began in 2005. With the impact of Covid still being felt, the increasing challenges of the cost-of-living crisis and huge concerns about school attendance rates, the disadvantage gap looks set to continue rising.(2025)</p>
1	<p>Multi-faceted social deprivation. Some of our children live in areas where poverty and overcrowded accommodation are common, rates of food insecurity are high, and crime rates, including gang crime, are above average. All of these factors are known inhibitors of educational attainment and affect our more disadvantaged children. For some families this deprivation makes it difficult for parents to support their children academically, e.g. with homework and reading at home.</p>

2	Lack of Cultural Capital. Many of our disadvantaged children have low levels of cultural capital, often stemming from a narrower than average range of experiences outside school. This narrow range of experience constrains some student's vocabulary and language development.
3	Vocabulary and reading. Our assessments and observations show that many of our Pupil Premium students are more likely to have a tier 2 and 3 vocabulary deficit. Reading and comprehension issues may be preventing them from accessing certain parts of the curriculum. Due to this, literacy and oracy skills of Pupil Premium students are, often not as well developed as that of their peers.
4	Social and emotional needs. Our assessments, discussions and observations have identified social and emotional / self-confidence issues for more of our disadvantaged pupils than our non-disadvantaged. This is particularly apparent since the pandemic, and is still affecting many, resulting in a much higher safeguarding need.
5	EAL. Parents and carers often have attitudes, experiences and expectations of education, which differ from those in the UK. Parents and carers who speak little or no English, or who are not literate, are unable to communicate effectively with school and therefore find it difficult to, fully support their child's education. In addition pupils have a reduced exposure to English outside of school, and cultural norms may differ from those expected in an educational setting. EAL pupils with a lower level of proficiency often have fewer peer and social interactions and opportunities. The increasing number of refugees and asylum seekers need significant pastoral and SEMH support to help them deal with trauma and upheaval which impacts all aspects of their life.
6	Punctuality. Census data shows that attainment across the City is lower for students from more deprived areas. This can affect students' attitudes towards school, including punctuality , which is an area for improvement: academic data (year 2024/25) shows that PP students arrived late to school over twice as often as those without PP status (8.6 hours lost per PP student vs 3.9 hour for non PP). Additionally, on average, PP students lost 13.2 hours of learning to internal lateness throughout the year, while non PP students lost 6.3 hours of learning to internal lateness. Good attendance and punctuality are vital for academic success and establish positive life habits necessary for future success. Through regular attendance, pupils can: <ul style="list-style-type: none"> ● Build friendships and allow young people to feel part of a community ● Develop life skills and self-discipline ● Engage in learning and enjoy academic success ● Minimise the risk of engaging in anti-social behaviour or feeling isolated.
7	Meta-Cognition and Self-Regulation. As per EEF (2020) guidelines, promoting meta-cognition and providing pupils self-regulation strategies can support them to make significant progress with their learning. Currently, some pupils lack the skills needed to overcome challenges with their learning and build resilience

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
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<p>Disadvantaged students make progress in line with disadvantaged students nationally</p>	<ul style="list-style-type: none"> ● PP remains a standing agenda item in department and line management meetings. ● Monitoring of data by HOD will influence timely/early intervention. ● Data from academic reviews will show improvements in progress and attainment. ● Gap between PP pupils and those without disadvantage shrinks.
<p>At least good progress and attainment for Pupil Premium students in oracy.</p>	<ul style="list-style-type: none"> ● All teachers are effective in delivering research based oracy strategies. ● Communication and oracy opportunities are woven throughout the curriculum. ● Oracy progress for PP students is good.
<p>Improved reading and comprehension for disadvantaged pupils across KS3.</p>	<ul style="list-style-type: none"> ● Reading tests demonstrate improved skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. ● Teachers should also recognise this improvement through engagement in lessons and book scrutiny.
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<ul style="list-style-type: none"> ● Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> ● Positive attitudes towards learning/academy life - PASS tests ● Contact with parents/carers - wellbeing checks ● Qualitative data from student voice, student and parent surveys and teacher observations ● A significant increase in participation in enrichment activities, particularly among disadvantaged pupils ● Proportion of school leadership positions filled by PP pupils increases. ● PP pupils are fully engaged in their learning. ● Pupils are more confident in expressing themselves and responding/reflecting on issues in and outside of the school. Pupils will be able to react and adapt to learning challenges more effectively and their resilience to overcome any learning barriers will increase
<p>All staff are aware of the challenges faced by the most disadvantaged students and support the progress of all groups of students.</p>	<ul style="list-style-type: none"> ● All staff are aware of PP related Academy expectations and can clearly demonstrate the strategies and interventions implemented to support PP progress ● All middle leaders can evidence the monitoring of data and wider intervention strategies in place ● Pastoral and academic leaders work collaboratively to close the gap ● Improved aspiration, confidence and engagement levels for PP pupils
<p>Students are better equipped with the knowledge and cultural capital they need to achieve success in their own lives.</p>	<ul style="list-style-type: none"> ● Students are accessing extra-curricular activities regularly ● Students are actively engaged in cultural days held throughout the year ● Student voice informs us that students value the opportunities and experiences they have had ● Improvement in aspiration, confidence and engagement levels for PP pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first wave teaching and CPD to enable explicit provision for developing strategies to meet the needs of disadvantaged students in all subjects. Activities will include:</p> <ul style="list-style-type: none"> ● Implementation of a new T&L Framework with associated CPD for all teaching staff ● Access to online training ● Faculty meetings teaching and learning reviews ● T&L focus and monitoring by DSI in Trust ● Staff engagement with the CEFEL NPQs ● T&L coaches ● Specialised staff in areas to support PP students 	<p>High quality CPD can be effective in improving performance in the classroom. EEF Effective CPD guidance summary</p> <p>Use of the Teaching and Learning Framework to highlight key areas of focus for staff. The guidance was produced using the evidence found in the EEF Teaching and Learning Toolkit. EEF Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> ● Training promoted through National College, The Key through school subscriptions. ● Adaptive teaching programme a while staff and MAT wide initiative. ● Many staff undertaken and currently taking NPQs ● 6x T&L coaches trained and currently working with staff throughout the academy. ● Specialist staff who support PP: Attendance officer, EAL TA, EAL leads (TLR), 1x primary trained specialist teacher, PSAs, additional core teachers. ● Support of practical subjects *science and DT” 	1, 3, 4, 5, 7
<p>Improve the quality and frequency of feedback to pupils through ongoing staff training.</p>	<p>Feedback studies show high effects on learning when staff use feedback well, both verbal and written. There can be particular advantages for disadvantaged pupils.</p> <p>EEF Feedback Toolkit Strand</p>	1, 3, 5, 7
<p>Ensure that all relevant processes focus on employing and developing staff to deliver the highest quality teaching.</p> <ul style="list-style-type: none"> ● Recruitment & Retention ● Performance Management ● Internal and external CPD and accredited programmes (NPQ) ● Middle Leader Development ● Learning from best practice - visits to other schools both within and beyond the trust 	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	1, 3, 5, 7
<p>Whole school strategy focussed on supporting the progress of PP students.</p>	<ul style="list-style-type: none"> ● Provision of high quality teaching in lessons and provision after school through revision sessions and targeted 	1, 3, 5, 7

	<p>in-house tutoring. Attendance found on evolve.</p> <ul style="list-style-type: none"> Ensuring that students have access to IT at home and in school as well as having access to required equipment (pencil case provided to all PP students) 	
<p>Review and plan more strategic and effective use of GSL Assessment Package. Staff training to ensure effective analysis of data and action planning.</p>	<ul style="list-style-type: none"> Standardised tests provide reliable insights into the specific strengths and weaknesses of individual students. Use of this data by HOY and SEND department can support identifying need, tracks progress. https://www.g1-assessment.co.uk/ 	1, 3, 5, 7
<p>Improve levels of literacy of disadvantaged students</p> <ul style="list-style-type: none"> Member of SLT leading on whole school literacy Accelerated reading programme used to baseline assess Yr. 7 students. Also measured at end of Yr. 7 with further targeted intervention in Yr. 8 and 9. Member of staff in place to run the Accelerated Reader Programme. Toe-by-toe program used when identified pupils needing 1-2-1 support join the Academy Phonics trained TA delivers and monitors the program. HODs and teaching staff to ensure students have regular access to high quality academic reading relevant to subject disciplines. Subjects provide reading lists linked to curriculum journeys to support pupil engagement with wider reading across the curriculum. 	<ul style="list-style-type: none"> Phonics has a positive impact overall (+5 months) supported by extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds <p>EEF Teaching and learning toolkit Phonics</p> <ul style="list-style-type: none"> Lexia programme of support for students who struggle to access age appropriate reading levels. This has TA and specialist support as part of the programme. Reviewing Toe-by-toe to identify more up to date and appropriate support. Timetabled functional skills for students in year 10 and 11, again staffed for support. 	3
<p>Allocation of INSET days, Thursday CPD slots and weekly Teach Meets for time to share and embed T&L strategies.</p>	<p>EEF: Putting Evidence to Work – A_School's Guide to Implementation</p>	1, 3, 5, 7
<p>Embedding high impact pedagogies; including Rosenshine's Principles of Instruction and cognitive load theory to develop effective acquisition and application of knowledge.</p>	<p>The Schools We Need And Why We Don't Have Them, E.D. Hirsch</p>	1, 3, 5, 7

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy 21	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills – hence the need for developing oracy. Studies show that effective delivery of oracy sessions has a high impact on disadvantage.</p> <ul style="list-style-type: none"> • On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. • The average impact of oral language interventions is approximately an additional six months' progress over the course of a year. • Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. <p>EEF: Projects and evaluation oracy</p>	3, 5
<p>Targeted support for PP students through in-house specialist teaching, revision and tutoring. Identified groups of PP students will receive 1:1 or small group tutoring to address more significant needs.</p>	<p>EEF + 4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/effective-tutoring</p>	1, 6, 7
<p>Miscellaneous. When need arises throughout the year. EAL; intervention/support (e.g. Sparx maths); alternative learning pathways', stationary; technology.</p>		1, 4, 6, 7

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

Note –The purpose of this budget is to improve attainment for disadvantaged learners. In most cases, it will be used to maximise access to quality first teaching. The top 10%/ten 'most disadvantaged disadvantage' students will be identified in each year group and in the first instance, will be invited, along with their parent/carer, to attend an interview with their HOY to discuss their barriers to learning, aspirations, hopes and dreams etc. Intelligence from parents will help to coordinate an all-encompassing package for each student based on individual need.

Activity	Evidence that supports this approach	Challenge addressed
Subsidy of trips or residential visits (offering experiences that may otherwise be lacking)	<p>The Education Endowment Foundation states, 'Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The value of trips and how they close the gap for PP students has led to a standardised tiered approach; Tier 1 (educational) – 20%. Tier 2 (cultural capital) – 17.5% - Tier 3 (fun) – 15%.</p> <p>Outdoor Learning Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4, 6, 7
Contributions to extracurricular activities Including; after school clubs and music tuition.	<p>Extending school hours to offer support to families and allow both children (siblings) to have independent activities/time. Allow children to settle at school and build relationships within the school community. Further, develop children's skills in areas of interests. This has historically had positive feedback from pupils and parents.</p>	1, 2, 4, 6
<p>Well-being & SEMH support for students:</p> <ul style="list-style-type: none"> ● RWi - SEND dept. ● Emotional literacy support assistants. ● Draw and talk ● Grasp ● Dove self esteem ● School based councillor 	<p>EEF behaviour Interventions +4 months.</p> <p>Click here for further evidence</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p> <p>TA and PSA support many of these systems as 121 and small group</p>	1, 4, 6, 7
Supporting Cultural Capital growth in disadvantaged students. eg. Culture Day; St. Peter's Great Exhibition; Theatre visits; access to book fair	<p>Young people from higher social groups are 5% more likely to remember cultural trips organised by their parents (ABC1s – 46%, C2DEs – 30%) 35% of young people from lower social groups (C2DEs) remember their first memorable cultural trip as organised by their school compared to 27% of young people from higher social groups.</p>	2, 6

<p>Monitor and increase parental engagement through: HOYs and Form Tutors engage parents to encourage attendance at Parents Evening and other key events.</p> <ul style="list-style-type: none"> ● Partnership Meetings 	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	<p>1, 5, 7</p>
<p>Miscellaneous: When need is identified throughout the year.</p> <ul style="list-style-type: none"> ● Base 25 ● On site councillor ● EP ● AP – St Regis (MAT AP provision) 		<p>2, 4, 7</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Please see the document titled: SPCA Pupil Premium Strategy: Review of outcomes 2024-25.

It is noted that there was a budget overspend for Teaching due to teacher pay (this was released after the budget had already been assigned). Further to this, there was a higher need for uniforms and equipment than expected/budgeted for

Trips have increased significantly in number since strategy implementation in 2022, due to COVID restricted policies being lifted and the whole community returning to some pre pandemic societal norms