

Pupil premium strategy statement

St Peter in Eastgate C of E Infant School

Our vision is to encourage and support all to develop their talents, knowledge and skills in a secure and happy environment, following Jesus' example to walk in the way of love.

*'Live a life of love, just as Christ loved us'
Ephesians 5:2a*

Values - Friendship, Respect, Responsibility, Courage, Trust, Forgiveness

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	79
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24-27
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Julia Marshall
Pupil premium lead	Julia Marshall
Governor / Trustee lead	Karen Richardson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 13,635
Recovery premium funding allocation this academic year	£0

Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 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>	£13,635

Part A: Pupil premium strategy plan

Statement of intent

At St Peter in Eastgate Church of England Infant Academy we ensure that, our children are happy, stimulated and challenged so that all the children achieve at their own level and beyond. We ensure that our broad and balanced curriculum is interesting, exciting and fun, which builds on children's prior knowledge and skills enabling firm foundations to be in place for all to build upon each year.

We are proud to use the local area and environment to offer the children enhanced learning opportunities and allow the children to develop aspirations for the future with strong links to BG University, Lincoln College, the Cathedral and our local junior school. As part of extended school experiences, we offer the children opportunities to engage in sporting and creative activities, such as dance, tennis, hockey, cricket and fencing.

Every disadvantaged and vulnerable child has the right to be privileged and it is our intention to address any social divide and inequality. This Pupil Premium Statement supports all children who are vulnerable, including those who are already high attaining.

Strategies also include supporting children who have a social worker; looked after and previously looked after children; pupils in receipt of FSM and those not on FSM but may be on the poverty line; and service children.

We ensure that appropriate support is given to those considered to have multiple vulnerabilities, such as disadvantaged and SEND or EAL. There is an expectation that all can achieve.

We have a moral obligation to bring about positive change and a desire to deliver an enriching learning experience based on high expectations, high challenges and high ambitions for all children, and particularly for those experiencing socio-economic disadvantage.

Research identifies quality-first teaching as being the most effective way to close the attainment gap between disadvantaged children and their peers, therefore this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure disadvantaged pupils' attainment will be accelerated and sustained in line with their non-disadvantaged peers.

To ensure they are effective, we will:

- be uncompromising in our belief that all pupils and staff should be supported and challenged to be 'the best that they can be'.
- adopt a whole-school approach in which all staff take responsibility for monitoring the wellbeing of children (if this is at the heart of what we do, then this should have a positive impact on attainment)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve:
- ensure there are no 'capped ceilings' on learning
- address any further barriers as soon as they arise to mitigate against any additional negative impact on progress

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers this impacts on Reading, Writing and Maths.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers, as well as their accessibility in other curriculum areas.
3	Internal assessments (both formative teacher assessment and summative) indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some of our pupils and limited life experience beyond home and school limits understanding of the wider world around them.

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
All children to achieve their full potential in phonics and develop a love of reading	<p>Embed New reading areas and develop library provision in school maximising different opportunities to read in school and home. 85%+ to pass the phonics screening check at the end of year 1 70% of children in EYFS reaching the expected standard in reading and phonics to be in line with the national average</p> <p>To further develop reading fluency opportunities within the curriculum for all pupils.</p>
All children to be resilient and confident learners	<p>Over 90% of pupils, including those in receipt of Pupil Premium, demonstrate a high level of wellbeing and involvement in their learning (as measured through Leuven Scales and teacher observations).</p> <p>Pupils receiving ELSA or pastoral support show improved emotional regulation and self-confidence, evidenced through pre- and post-intervention assessments and pupil voice.</p> <p>Improved attendance, engagement, and participation in classroom and wider school activities among Pupil Premium pupils.</p> <p>Reduction in behaviour incidents and increased evidence of positive peer relationships.</p>
All children making expected or better progress in writing and have a high level of confidence to write.	<p>90%+ of all children making expected or better progress in writing.</p> <p>Good quality first teaching in all classrooms and teachers feeling confident in planning and teaching phonics and writing.</p>
GLD at end of reception	70%+ GLD at the end of reception
Range of experiences offered beyond the school curriculum for all pupils	<p>All children have access to activities beyond the curriculum. All PP children to attend at least one club during the school year.</p> <p>Development of Forest Schools to support the well being and access to the outdoors for all pupils.</p>

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)

Budgeted cost: £ 8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Developing reading culture in school and embedding the new writing curriculum linked to phonics teaching and the reading curriculum.</i>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy word reading.</p> <p>Regular phonics assessments identifying gaps and intervention needed.</p> <p>NFER standardised tests, used to provide strengths and weaknesses of pupils in and intervention needed.</p> <p>Phonics toolkit strand EFF</p>	1,2,3,4
<i>Improve learning attitudes for disadvantaged early years and KS1 children</i>	<p>ELSA, Lego therapy and play therapy support to support children to be resilient and have positive attitudes to learning.</p>	4
<i>Increase physical and mental health of PP children through enhanced provision within and beyond the school day</i>	<p>Clear links to mental well being through physical intervention and wider opportunities.</p> <p>Implementation sensory circuits for specific pupils</p>	5

	Development of Forest Schools EFF Social and emotional learning .	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group recovery intervention sessions.	EEF - one-to-one tuition and small group tuition.	1,2,3,4
1:1 phonics intervention	EEF - one-to-one tuition and small group tuition.	2

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clubs and trips paid for PP children	EEF - Arts participation and outdoor education	5
Small group work intervention – social and emotional development	Targeted interventions – emotional and behaviour support. EFF behaviour intervention	4,5

Total budgeted cost: £ 13,365

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EFF research shows that early reading instruction in English should emphasise systematic synthetic phonics. That is, initial reading instruction should explicitly and systematically teach letter (grapheme) to sound (phoneme) correspondences. Through embedding ELS phonics and a consistent approach to phonics teaching across school has enabled focussed phonics intervention for struggling readers empowering them with a range of strategies to decode new words.

Coaching and modelling specifically in the areas of phonics and writing has further developed staff knowledge and confidence in supporting the vast range of pupils.

Through specific interventions our disadvantaged pupils (and SEND pupils) made progress and met milestones that were appropriate for them (targets for each individual were realistic but aspirational)

Attainment and progress particularly in reading and maths show that the implemented strategies enabled pupils to improve outcomes. Further work has taken place with the English hub to drive the progress in phonics across the school. Writing has been a key focus with the English hub, a whole school updated progressive plan has been developed to ensure writing starts from strong foundations which are built on from EYFS through to the end of Year 2.

Whole class Quality First Teaching and 1:1 small group intervention have positively impacted outcomes.

Additional experiences have been planned for and implemented across the curriculum and beyond to give the children a wide range of experiences. This will continue to be a priority for our children and staff next academic year. Through opportunities at take 2 adventure and through sports provision resilience, self esteem and perseverance have increased and impacted positively on emotional well being and the children's mental health.

Small group intervention focussing on emotional well being, worries and anxieties has also impacted positively on the children seen through their ability to then be more confident in the classroom and further develop a have a go attitude to learning.

Externally provided programmes

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

Programme	Provider
ELS phonics/reading fluency	Oxford University Press
Lego therapy	Psychology service
ELSA training	Psychology service
Mastering number	Maths hub
Support from Intervention lead in another school	LCC

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>		
Social and emotional intervention when needed.		
Children were offered the opportunity to talk through their feelings and emotions and develop their emotional literacy, dependent on the cycle of deployment and the individual's emotional needs.		
The impact of that spending on service pupil premium eligible pupils		
EYFS – 1		
100% GLD at end of EYFS		
Forces PP	No Pupils -1 – KS1	Attainment
Reading	1	100% ARE
Writing	1	100% ARE
Maths	1	100% ARE

Further information (optional)

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

This will include embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. We will offer a range of after school activities for pupils and sign post to local clubs encouraging our disadvantaged children to attend.