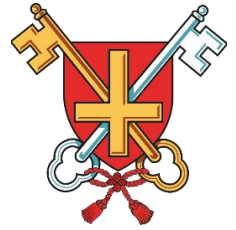


St Peter's London Docks Pupil Premium Statement



3 Year Strategy
2025/26 - 2026/27 - 2027/28

Pupil Premium at St Peter's

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals and who are Looked After Children. This is because the DfE have recognised that good education is the key to improving young people's life chances. This is particularly true for children from low-income families, or who are Looked After Children, who are far less likely to leave schools with good GCSE results than other children.

The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most.

The Pupil Premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The DfE have stated that schools have the right to spend this funding as they see fit based upon their knowledge of pupil needs.

"Schools, headteachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils."

Source – DfE website

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for 2025-2026 to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Peter's London Docks Church of England Primary School
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	21.6%
Academic year/years that our current pupil premium strategy plan covers	2025-2026 / 2026-2027 / 2027-2028
Date this statement was published	Spring 2026
Date on which it will be reviewed	Spring 2027
Statement authorised by	Elizabeth Figueiredo, Executive Head teacher
Pupil premium lead	Elizabeth Figueiredo, Executive Head teacher
Governor lead	Father Jonathan Beswick, (COG) lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£68,080

Part A: Pupil premium strategy plan

Statement of intent

At St Peter's, our strong pastoral care and rigorous monitoring and tracking of all pupils enables us to identify those at risk of not making sufficient progress. This allows us to plan and implement timely and effective intervention strategies.

Our aim is to ensure that disadvantaged pupils are effectively supported so that they can achieve the same ambitious attainment and progress outcomes as their peers.

This report outlines the range of activities and interventions supported by Pupil Premium funding in our school. These include both new and discrete initiatives, alongside established approaches that are known to improve attainment. Some strategies have direct cost implications, while others involve the targeted use of staff time through meetings, INSET and professional development focused on research-informed practice and current pedagogical developments.

We adopt a tiered approach to the allocation of Pupil Premium funding, as detailed in this report, focusing on:

1. High-quality teaching
2. Targeted academic support
3. Wider strategies

Challenges

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

Challenge number	Detail of challenge
1	Low starting points in Early Years impacting attainment in Key Stage 1 - We have identified gaps in learning in Key Stage 1 particularly in reading and writing, which stem from the low entry levels of many disadvantaged pupils on entry to the Early Years Foundation Stage. Lower attainment in the prime and specific areas of learning and development is evidenced through ongoing classroom assessment, observations and discussions with pupils. These gaps impact pupils' ability to access age-related expectations as they progress through Key Stage 1.
2	Lower reading attainment, including comprehension and spoken language, across all key stages Reading attainment, particularly in comprehension, is generally lower among disadvantaged pupils across all key stages. In addition, weaknesses in spoken language (oracy), including vocabulary development and the ability to articulate ideas clearly, present further barriers to learning. This is evidenced through assessment outcomes, classroom observations and discussions with pupils. These weaknesses impact pupils' ability to access the wider curriculum, engage confidently in classroom dialogue and demonstrate their understanding across subjects.
3	Social and emotional needs impacting behaviour regulation and engagement with learning We have identified that many disadvantaged pupils require additional social and emotional support in order to regulate their behaviour and engage effectively with learning. This is evidenced through play therapist case studies, classroom observations and discussions with pupils and families. Difficulties in emotional regulation can affect pupils' readiness to learn, relationships with peers and adults, and sustained engagement in classroom activities.

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
Improved Reading comprehension across KS1 and KS2	Reading outcome aims for 2025/2026; • more than 65% of disadvantaged pupils in Year 1 met the expected standard in phonics • more than 65% of disadvantaged pupils in KS1 met the expected standard • more than 80% of disadvantaged pupils in KS2 met the expected standard This would be evidenced through assessments (both internal and statutory), 1:1 reading records and classroom observations - indicating significantly improved comprehension skills amongst disadvantaged pupils.
Increased confidence and quality of pupil talk	This would be evidenced through summative assessments, classroom observations, Pupil Book Study and Pupil Progress meetings.
Increased proportion of disadvantaged pupils working at age-related expectations by end of KS1	This would be evidenced through summative and formative assessments, engagement in class, book scrutiny and Pupil Progress meetings.
Improved wellbeing and engagement for all pupils in our school, particularly our disadvantaged pupils.	This would be evidenced in several ways including: • Observed improvement in classroom engagement • Less behaviour incidents • Improved feedback in pupil and family voice • Case studies from Play Therapist, Music Therapist and pastoral support team

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: £ 18,000		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Training school direct teachers and maintaining Lead School status in order to: Develop staff mentoring skills across school Develop pedagogy Provide additional capacity across the school	St Peter's has been a lead school for teacher training (Teaching London) for many years and has trained and mentored high quality teachers. Experienced staff benefit from mentoring trainees and then being released from full class responsibilities to support pupil premium children	1, 2, 3
The school will join the Local Authority Oracy Hub. An Oracy Lead will be appointed to attend training and network meetings, and will disseminate learning to class teachers through staff meetings, CPD, modelling and coaching to ensure consistent, high-quality oracy practice across the school.	Research shows that improving pupils' spoken language and oracy has a positive impact on reading comprehension, writing and wider curriculum access, particularly for disadvantaged pupils. The Education Endowment Foundation identifies oral language approaches as having a high impact when embedded within high-quality teaching. By working with the Local Authority Oracy Hub and appointing an Oracy Lead to attend training and disseminate practice, the school is building staff expertise and ensuring consistent,	1, 2

	evidence-informed approaches across classrooms, supporting improved outcomes for disadvantaged pupils. Supporting Oral Language Development Education Endowment Foundation EEF	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2
Embedding effective phonics strategies through ongoing staff development - coordinated by Literacy lead. We will fund teacher release time and directed development time with EYFS lead.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £31,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA targeted support across school with Pupil Premium focus	Experienced support staff providing small group support during the school day can result in additional, accelerated progress and can allow for a more targeted approach to specific areas of development. EEF small group tuition	1, 2
Dedicated TA for additional reading interventions	Additional TA working across target classes delivering additional reading interventions. EEF small group tuition	1, 2
External Speech therapist employed by the school directly to assess children's needs, design programs and train staff to deliver	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2
The Literacy Lead will coordinate the recruitment, training and ongoing support of 1:1 reading volunteers to deliver structured reading sessions for identified disadvantaged pupils. Training will ensure volunteers understand effective reading strategies, including developing fluency, comprehension and enjoyment of reading. The Literacy Lead will monitor	The Education Endowment Foundation identifies structured one-to-one reading support as an effective approach for improving reading outcomes for disadvantaged pupils when delivered consistently and monitored carefully. Coordinating and training reading volunteers ensures high-quality, targeted support that complements classroom teaching. Improving Literacy in KS1 EEF (educationendowmentfoundation.org.uk)	1, 2

provision to ensure consistency and quality, and will review pupil progress regularly to assess impact and inform next steps.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards costs of Play therapy sessions for targeted children	Parent and pupil feedback report improved confidence, emotional regulation and attainment outcomes Impact of play therapy - Play Therapy UK	3
Contribution towards Extended school social worker offering support with a range of issues including housing and parenting advice.	Social worker is able to provide timely support prior to CP. Annual report to Governors shows the impact of her work	3
Contribution towards Music Therapy provided for targeted children	Parent and pupil feedback report improved confidence, emotional regulation and attainment outcomes Benefits of music therapy - Very Well Mind	3

Total budgeted cost: £68,080

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

Intended Outcomes for 2024-2025:

- Improved Reading comprehension across KS2
- Fewer knowledge gaps in KS1 across core subjects
- Improved attainment in Reading, Writing and Math for KS1
- Improved wellbeing and engagement for all pupils in our school, particularly our disadvantaged pupils.

In 2024/2025 in end of Key Stage 2 SATs tests 90% of Pupil Premium children achieved the expected standard in combined reading, writing and maths. In comparison 79% of non-Pupil Premium children achieved combined expected levels and national only 62% of all children achieved the same results.

2024/2025 Key stage 2 outcomes for PP children

	Pupil Premium	Non-Pupil Premium	All children School	All children National
Expected level for Reading	90%	86%	88%	75%
Expected level for Writing	90%	79%	83%	72%
Expected level for Maths	100%	93%	96%	74%

Combined R, W, M Expected Level	90%	79%	83%	62%	
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