Pupil premium strategy statement – Belgrave St. Peter's Church of England Primary School

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	174
Proportion (%) of pupil premium eligible pupils	40%
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)**	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	Annually
Statement authorised by	Courtney Ouriach
Pupil premium lead	Emily Lloyd-Trewick
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 107,165.00
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£107,165.00

Part A: Pupil premium strategy plan

Statement of intent

At Belgrave St Peter's we strive to ensure all children, irrespective of their background or the challenges that they face, make good progress from their starting points and achieve well in all areas. The aim of our pupil premium strategy is to support all pupils to fulfil their potential.

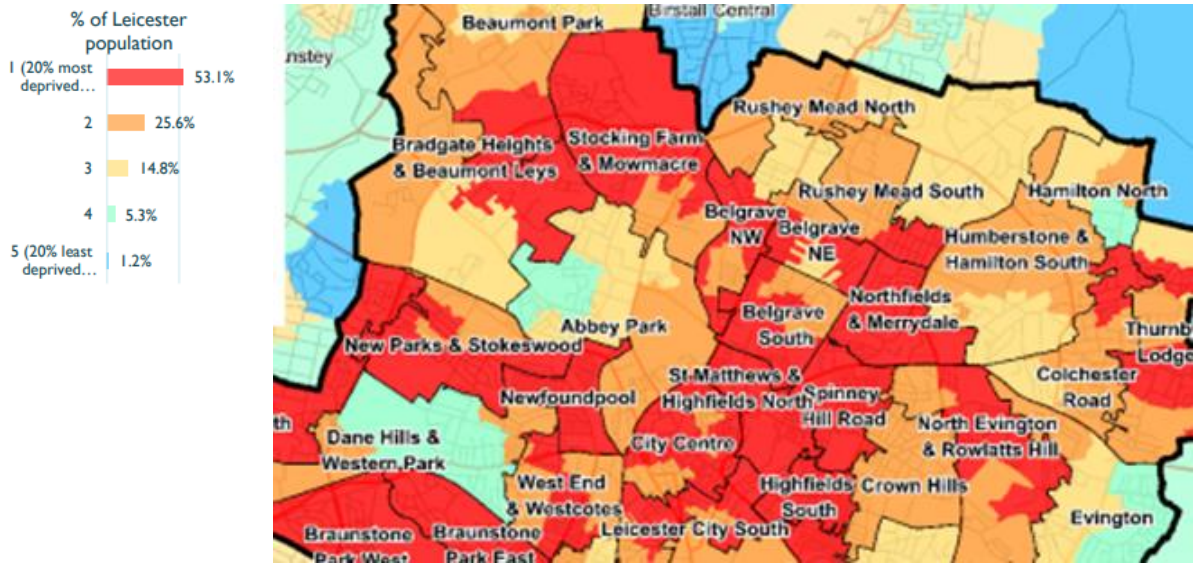
Principles:

- Our high quality learning opportunities are inclusive by design and meet the needs of all pupils. Teachers receive continuous professional development to enhance the quality of teaching and develop subject knowledge across the curriculum. Quality first teaching is proven to have the greatest impact on closing the gap between groups of pupils and benefiting all pupils to achieve.
- The provision offered to the pupils at Belgrave St Peter's are aimed to support them in overcoming any barriers they may have to accessing a broad and balanced curriculum and to experience the entirety of the educational experience at Belgrave St Peter's.
- We recognise that not all pupils who are socially disadvantaged are eligible for pupil premium funding. In these instances, the school will assess and allocate funding to support any pupil or group of pupils the school has identified as being disadvantaged.
- Collectively, the staff team at Belgrave St Peter's take responsibility for the learning of all pupils. We have high expectations and ambition for all pupils.

Demographics and School Context

Belgrave St Peter's CofE Primary School is a 1-form entry primary school located in Leicester City.

The map below displays the Index of Multiple Deprivations (IMD) for the areas in which our pupils live, colour coded according to the level of deprivation. As shown, the school serves an area where a significant proportion of it's residents are categorised into the highest level of deprivation.



Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have lower attendance in school.
2	Limited vocabulary and communication with which to access the curriculum
3	Gaps in learning
4	Low attainment on entry to school
5	Social and emotional issues for many pupils (particularly disadvantaged), notable lack of enrichment opportunities

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
Strong provision, both in whole-class teaching and targeted intervention, for children to develop their use of spoken language.	Oracy is used in all classrooms as part of embedded routines. Children accessing support for speech and language are making progress from their starting point. Children with identified speech and language delay make academic progress from their starting point.

Formative and summative assessment are used to identify gaps in learning and addressed through targeted intervention or high-quality teaching in the classroom.	Disadvantaged pupils make expected or better than expected progress from their starting point.
All pupils have a strong start within school, with high quality teaching and phonics provision ensuring the ability to read, and therefore access all curriculum areas	GLD outcomes for disadvantaged pupils will meet that of their non-disadvantaged peers. Phonics outcomes for disadvantaged pupils will meet that of their non-disadvantaged peers.
Achieve and sustain improved wellbeing for all pupils, particularly those who are disadvantaged.	Disadvantaged pupils with low attendance can access a variety of clubs and ELSA trained staff Disadvantaged pupils have access to financial support to access educational visits.
More disadvantaged pupils attend school regularly.	Disadvantaged pupils have free access to breakfast club. In-school pastoral support works with the children and family to increase engagement in school All children can access ELSA to support with overcoming barriers to attending school Regular meetings with parents and home visits are used to develop positive supporting relationships with families.

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: £ *39,651.00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise, develop & deliver a programme of	Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that	2,3,4

strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching & Learning Leads.	have been shown to have impact in the classroom will enhance the impact of teaching and learning. Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies, and also have time to practice them with peers and apply them to future classroom practice. EEF Effective Professional Development Guidance Report Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust	
Development of high-quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge	A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place. Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice. The Great Teaching Toolkit: Evidence Review – Evidence Based Education	1,2
To identify a pupil premium champion in school to lead on raising attainment strategically.	Cat 4 testing for all Rise+ children. Rigorous tracking of interventions and clear tracking of termly assessment. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://support.gl-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/	1,2,3,4
To embed a consistent approach to early reading in Early Years and children who are	Training for all staff working in Early Years and those working in informal alternative provision to secure a good understanding and delivery of Early phonics to secure improved foundations in reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3, 4

developmentally delayed.		

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

Budgeted cost: £ *51,062.00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To train an LSA to deliver the school's speech and language offer	Speech and Language UK Impact of intervention	2, 3, 4
1:1 or small group targeted interventions	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1,2,4
Family Support and ELSA intervention provides a comprehensive support network for families	Increased parental engagement in school supports academic attainment and improves attendance EEF	1, 3, 5
Reading buddies between KS2 and KS1	Through reading with a peer, we are aiming to increase a love of reading in children whilst increasing their opportunity to read daily Enhancing reading EEF	1,4,5

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

Budgeted cost: £ *16,452.00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free milk to supplement snack time for pupils over the age of 5	Milk provides children with key nutrients needed for good nutrition and cognitive functioning https://snma.org.uk/research	5
Support families to ensure finances are not a barrier to participation by providing: • Fully or part-funded extracurricular activities provided by a specialist coach • Fully or part-funded visits • Contribution to support pupil attendance in events and clubs	Full participation in all aspects of school life will contribute to a child's positive mental and physical wellbeing. Children will therefore have increased attendance and learn more effectively. EEF Social and Emotional learning	1, 5
Free or subsidised breakfast club to vulnerable pupils	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=writing	1, 6
Attendance monitoring, home visits and supportive meetings with families	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance	1, 6

Total budgeted cost: £ *107,165*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes Measure Score- 2025-2026

Outcomes are measured in number of pupils.

Subject/Area	All Pupils		Rise+ Pupils	
GLD	22	64%	11	55%
Y1 Phonics	29	66%	12	58%
Y2 Phonics	14	71%	6	100%
Year 4 MTC (full marks)	26	27%	11	27%
Year 4 MTC (Average)	26	19.1	11	17.1
KS2 Combined	22	50%	13	46%
KS2 Reading	22	73%	13	69%
KS2 Writing	22	50%	13	46%
KS2 Maths	22	64%	13	46%

Context:

There is an attainment gap between pupils identified as PP and the rest of the school. It is important to note that the whole school had a mobility of 29% during the academic year of 25-26. 45% of pupils were identified as being disadvantaged but this number changed throughout the year as children moved in and out of the school. The attainment gap from the end of year 26 data shows that much more targeted support needs to be given to pupils, specifically pupils who are identified as SEND and PP. We need to continue targeting strong foundations, writing and phonics across school and developing their oracy skills.

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
White Rose Maths	White Rose
Language Angels- French	Language Angels
Charanga Music	Charanga

Times Tables Rockstars	Maths Circle Ltd