



Pupil Premium 3 year strategy statement

Covering the years 25-26, 26-27 and 27-28

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview (2026-27)

Metric	Data
School name	St. Peter's Smithills Dean CE Primary
Pupils in school	211
Proportion of disadvantaged pupils	10.4%
Pupil premium allocation this academic year	£23,250 for April 26 to March 27
Academic year or years covered by statement	2025-2028
Publish date	Autumn term 2026
Review date	September 2027
Statement authorised by	Mr. M. Harding
Pupil premium lead	Mr. M. Harding
Governor lead	Mrs. C. Winstanley

Disadvantaged pupil progress scores for last 3 academic years (2023-2025)

Measure	2023 score	2024 score	2025 score
Reading	1.4	No data due to covid-19	No data due to covid-19
Writing	-0.5		
Maths	0.3		

Disadvantaged pupil performance overview for last 4 academic years (2023-26)

Measure	2023	2024	2025	2026
Meeting expected standard at KS2	33% (3 pupils)	25% (4 pupils)	0% (5 pupils)	67% (3 pupils)
Achieving high standard at KS2	0%	25%	0%	33%
Meeting expected standard at KS1	100% (3 pupils)	0% (0 pupils)	100% (1 pupil)	50% (4 pupils)
Achieving high standard at KS1	0%	0%	0%	0%

Strategy aims for disadvantaged pupils September 2025-July 2028

The best way to ensure all children, including disadvantaged children, make the best progress is to ensure they receive quality first teaching. These are the school's priorities – to improve teaching and learning. This is how we will do this:

Measure	Activity
Priority 1: Writing	Ensure all children in KS2 who need extra phonics/RWInc input receive phonic interventions; train all new teachers and KS2 teachers in RWInc. Focused work on spelling, handwriting and basic skills – strong start in EYFS and moving forward from there. Integrate new RWInc handwriting strategy into whole school focus on handwriting to ensure continuity. Ensure new writing scheme (Pathways to Write) is fully embedded, alongside the spelling and poetry units, to ensure continuity and progression of skills. Focus on writing accurately over length.
Priority 2: Maths	Continue the Mastering Number programme across EYFS and KS1. This will be in addition to their daily maths lesson; embed use of pre-teach groups for children who have gaps in their Maths knowledge or lack confidence/below expected level. Focus across school of problem solving and reasoning skills – with the aim to move more children in every class to the GD standard.
Priority 3: Spelling and Grammar	Use of SPAG test to highlight gaps; use Nessy as an intervention tool; use Sumdog and LbQ to practice grammar activities.
Learning and Teaching	Ensure staff use evidence-based whole-class teaching interventions. Ensure interventions are based on correct data, and QLA ensures interventions are precise. All KS2 pupils to receive an iPad for use at home and school. TA support increased in classes where disadvantaged children are higher: i.e. cohort 2018, 2021 & cohort 2024
Barriers to learning these priorities address (INTERNAL)	• Low attainment and slow progress rates made by disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. • Poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home (Reading) • Some pupils need to develop their organisational skills, resilience and perseverance. In addition, many children rely on adult support in class and are reluctant to try independently due to a fear of failing.
Progress in Reading	More disadvantaged children to achieve expected standard in reading at end of KS1 and KS2. When progress scores are available, to achieve at least national average progress scores in KS2 reading (0)
Progress in Writing	More disadvantaged children to achieve expected standard in writing at end of KS1 and KS2. When progress scores are available, to achieve at least national average progress scores in KS2 writing (0)
Progress in Mathematics	More disadvantaged children to achieve expected standard in maths at end of KS1 and KS2.

	When progress scores are available, to achieve at least national average progress scores in KS2 maths (0)
Projected spending	Approx. £20,000

Teaching priorities for current academic year 26-27

Aim	Action / Target / Desired Outcomes	Target date
Progress in Reading, Writing and Maths – those children who have fallen behind make accelerated progress and keep up with their peers or exceed prior attainment standards.	• All disadvantaged pupils will make at least expected progress from their Summer 2 starting points and from previous key stage outcomes, with increasing numbers achieving greater depth where appropriate. • Disadvantaged pupils will have regular, structured opportunities to rehearse, practise and consolidate key skills, including phonics and reading comprehension, spelling, handwriting, and mental and written arithmetic. Targeted use of iPads and specific interventions (e.g. PSC, MTC, Nessy and SATs booster groups) will support this provision. • Class teachers and support staff will work effectively together to identify and address misconceptions promptly, ensuring pupils are well prepared for learning and make secure progress. • All pupils will consistently receive high-quality teaching, with teaching being at least good in every classroom, every day. • A strong and inclusive reading culture will be sustained, ensuring all pupils read regularly, develop fluency and comprehension, and foster a genuine enjoyment of books.	July 27
Progress in reading/language skills	• Strengthen Communication and Language in the Early Years by prioritising high-quality adult-child interactions and targeted language development. Use diagnostic tools such as WellComm to identify needs early and implement timely, evidence-based interventions. • Improve literacy outcomes in KS1 by developing pupils' speaking and listening skills and broadening their understanding of language. Provide purposeful and structured oracy opportunities across KS1 to extend spoken and receptive language. • Prioritise early writing development through focused, targeted support, ensuring pupils develop secure transcription skills and confidence in writing from an early stage. • Improve literacy outcomes in KS2 by explicitly developing pupils' expressive and receptive vocabulary. Embed collaborative learning strategies that enable pupils to articulate their thinking verbally before committing ideas to writing. • Ensure consistency in reading interventions across the school, with class teachers and TAs delivering a coherent approach, including regular (3x weekly) for those in bottom 20%.	

	• Embed the VIPERS approach consistently across all year groups to support the explicit teaching of reading comprehension skills and ensure progression. • Use targeted booster groups to accelerate progress for pupils working towards the expected standard (WTS) in KS2, with a particular focus on moving pupils to EXS in Reading	
--	--	--

Targeted academic support for current academic year (phonics) 26-27

Measure	Activity
Progress in reading	• KS1 pupils and children at KS2 who still need RWInc, will have daily opportunities to rehearse, practice and consolidate key skills in reading (phonics and comprehension skills), • Ensure children at risk of falling behind receive targeted high-quality intervention monitored by Reading Lead (TA support) • Pupils read regularly and have access to high quality books for personal and guided reading • GDS children to have group read using more challenging texts.
Progress in reading/language skills	• Improving CLL in early years – prioritise the development of communication and language. • Use WellComm results to plan interventions
Phonics	• Achieve at least national average expected standard in PSC
Barriers to learning these priorities address	• Poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home (Reading)
Projected spending	Approx: £5000

Wider strategies for current academic year 26-27

Measure	Activity
Progress in attendance Refer to www.gov.uk/publications/the-pupil-premium-how-schoolsare-spending-the-funding-successfully	• To deploy administrative and pastoral staff strategically to work proactively with families, improving attendance and reducing levels of persistent absenteeism through early identification and targeted support. • To improve the attendance of disadvantaged pupils so that it is at least in line with, and increasingly comparable to, whole-school attendance rates. • To ensure robust monitoring and analysis of attendance data leads to timely intervention, resulting in increased attendance for pupils eligible for Pupil Premium and a sustained reduction in persistent absence.
Progress in parental awareness of PP funding EEF – provision of a range of initiatives to extend children’s experiences EEF Toolkit	• To appoint a clear Pupil Premium Champion who is visible to parents and acts as a key point of contact, strengthening engagement through open days, curriculum workshops and year-group learning events. • To ensure EYFS and KS1 parents are well informed about Pupil Premium funding, with timely guidance and practical support provided to help families complete any required paperwork and access entitlement. • To ensure pupils’ learning targets and progress are shared clearly and consistently with parents, through termly Parents’ Evenings and follow-up communication where appropriate, enabling parents to support learning at home.

Barriers to learning these priorities address (<i>EXTERNAL- issues which also require action outside school, such as low attendance rates</i>)	• Low attendance rates – Absence and persistent absence. Higher for PP children. • Parents’ awareness of PP Funding and the level of support given in school. • Pupils have limited experiences beyond their home life and immediate community. They also have limited access to books, libraries and technology (such as iPad, Wi-Fi etc.) • Ensure high uptake of extra-curriculum activities and clubs; fund places on clubs and residential if necessary. Ensure all pupils can attend school trips by funding places where appropriate. • Prioritise disadvantaged pupils entry into sports team for competitions and festivals to ensure a broad range of experiences. • School to enter events for disadvantaged pupils through Bolton School Games, e.g. Determination festival, Snow centre visits and any other specific events. • Ensure all disadvantaged children attend all trips, visits, experiences – paying no more than half the cost. School to ensure money is never a barrier to accessing these experiences.
Projected spending	Approx. £3000

Monitoring and Implementation 26-27

Area	Challenge	Mitigating action
Teaching	Ensure effective CPD is in place for all staff including any new staff.	Use of INSET days and TRUST Learning Communities Senior leaders to provide any additional release time/cover PP Champion (M. Harding) to ensure staff have disadvantaged children in place on class provision maps and discuss at every pupil progress meeting. Consistently seek to improve teaching by use of coaching and WalkThrus.
Targeted support	RWI	Reading lead to work with Trust Champion on RWInc action plan; coaching and next steps identified.
Wider strategies	Engaging families facing the most challenges	Ensure all PP children have a reading book to take home and is changed when needed. Greater use of iPads/Apps to encourage home learning. Tracking spreadsheet to highlight PPG children. Enter as many School Games events as possible for PPG children.

Review: last year’s aims and outcomes 25-26

Aim	Outcome
Progress in Reading and Writing	• There were 3 disadvantaged children in the Y6 cohort for year 25/26. All three were teacher assessed at working at the EXS with one achieving the GDS in all three areas. • KS2 SATs: (<i>Considering 3 pupils</i>) <i>Read: 67% EXS+ and 33% GDS</i>

	<i>Writ: 100% EXS+ and 33% GDS</i> <i>GPS: 100% EXS+ and 67% GDS</i> <i>One pupil progressed from EXS in Reading at end of Y5, to GDS at end of Y6.</i> Whole school (considering 22 disadvantaged pupils) Reading: EXS – 68% GDS – 14% Writing: EXS – 50% GDS – 5%
Progress in Mathematics	• <i>KS2 SATs: (Considering 5 pupils)</i> <i>Maths: 100% EXS+ and 33% GDS</i> <i>All three disadvantaged pupil achieved EXS at end of Y6 SATs, one working at GDS.</i> Whole school (considering 22 disadvantaged pupils) Maths: EXS – 59% GDS – 9%
Phonics	• 83% of disadvantaged pupils in Y1 passed the PSC (6 pupils) • There were no disadvantaged children in Y2 who needed to retake the PSC.
Wider Strategies	• All disadvantaged pupils went on all planned school trips and visits, including the Y6 residential. Some PPG money was spent covering half the cost of some of these experiences. • In 2025/26 of the 12 disadvantaged KS2 pupils, 11 had experience of joining in at least one extra-curriculum sporting event. The other 1 was given a place on an event that ended up being cancelled. He will be prioritised in 26/27. • Attendance 25/26 for disadvantaged pupils = 92% Attendance 25/26 for all pupils = 96%