

# Pupil premium strategy statement – St Peter’s CofE Primary School, Coggeshall

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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail                                                                                                                                                                           | Data                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Number of pupils in school                                                                                                                                                       | 341                           |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                  | 59                            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2026/27 – 2029/30             |
| Date this statement was published                                                                                                                                                | 19 <sup>th</sup> October 2026 |
| Date on which it will be reviewed                                                                                                                                                | September 2027                |
| Statement authorised by                                                                                                                                                          | Sam Wilding                   |
| Pupil premium lead                                                                                                                                                               | Simon Brennen                 |
| Governor / Trustee lead                                                                                                                                                          | Leanne Horcux                 |

## Funding overview

| Detail                                                                                                                                                                             | Amount  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                                | £95,230 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)                                                                                          | £0      |
| <b>Total budget for this academic year</b><br><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> | £95,230 |

# Part A: Pupil premium strategy plan

## Statement of intent

### *What are our ultimate objectives for our disadvantaged pupils?*

We are ambitious for pupils eligible for Pupil Premium and strive to ensure they:

- Achieve outcomes in line with their peers.
- Thrive academically, socially and emotionally.
- Develop the knowledge, skills and confidence to shape their futures.
- Cultivate a lifelong love of learning and readiness for further education and employment.

### *How does our current pupil premium strategy plan work towards achieving those objectives?*

Components of our strategy are:

- **High-quality teaching**, including effective planning, assessment, challenge and adaptive practice to meet pupils' needs.
- **Targeted interventions**, including small-group support, tutoring, phonics and speech and language provision.
- **Pastoral and wellbeing support** through internal and external services (such as FiF, The Wilderness Project, SENDIASS and therapy/counselling from qualified professionals), enrichment opportunities, and breakfast and after-school provision.
- **A broad, ambitious and engaging curriculum**, tailored to cohort needs and enriched through wider learning experiences.
- **Evidence-informed practice**, drawing on research proven to improve outcomes for disadvantaged pupils.

### *What are the key principles of our strategy plan?*

Our strategy is underpinned by:

- Strong relationships
- Oracy, vocabulary and reading comprehension
- Mastery approaches to teaching and learning
- Metacognition, self-regulation and effective feedback
- Clear structures, routines and systems

Quality First Teaching is central to our provision from Pre-School/EYFS to Year 6. The St Peter's team maintain high expectations for all pupils and use assessment, rather than assumptions, to identify need and inform support. Our approach is pupil-led rather than label-led, ensuring staff understand each pupil's strengths, barriers and next steps so that provision remains inclusive and effective.

Staff receive ongoing professional development to deepen their understanding of disadvantage and implement evidence-informed strategies that improve outcomes for disadvantaged pupils. Our Disadvantaged Champion engages in training and support offered as part of the Essex Disadvantaged strategy. This approach is based on the research led by Mark Rowland published in the book Addressing Educational Disadvantage in Schools and Colleges - The Essex way

<https://schools.essex.gov.uk/pupils/pupil-premium/Pages/default.aspx>

Disadvantaged pupils are monitored closely, with early intervention provided where there is a risk of underachievement. Any intervention or adaptation to classroom practice is evidence-based, ensuring the best possible outcomes and value for money.

We maintain high aspirations for all pupils, challenge stereotypes and use positive, strengths-based language to promote confidence, achievement and success.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                           |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Attendance for disadvantaged pupils remains below that of their peers, reducing access to learning and impacting progress. In 2025/26, attendance was 89.2% for PPG pupils compared to 94.3% whole school, with higher rates of persistent absence at 36.5% compared to non-PPG at 12.6% and severe absence 2.4% for PPG and 1.1% for non-PPG.                                                |
| 2                | Gaps in multiplication fluency among disadvantaged pupils limit confidence and success in wider mathematical learning. This is evidenced by no PPG pupils achieving a full score in the MTC over the past two years.                                                                                                                                                                          |
| 3                | Early language development and school readiness are key challenges for disadvantaged pupils. GLD attainment for PPG children remains well below their peers (33% compared to 65%).<br>Baseline assessments show significant language gaps on entry (20% PPG compared to 53% non-PPG), limiting children's readiness to access the curriculum and build strong foundations for future success. |
| 4                | Disadvantaged pupils experience higher social, emotional and wellbeing needs than their peers. This is reflected in the proportion accessing pastoral support, with 30% of PPG pupils receiving support compared to 17% of the whole school population.                                                                                                                                       |
| 5                | Internal data identifies ongoing attainment gaps between disadvantaged pupils and their peers across reading, writing and mathematics. Non-PPG pupils consistently achieve higher outcomes, indicating the need for sustained strategies to improve attainment and close gaps over time.                                                                                                      |

## 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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| Attendance improves for disadvantaged pupils, with reductions in persistent and severe absence.                                                                                              | <ul style="list-style-type: none"> <li>□ Attendance for disadvantaged pupils improves year-on-year.</li> <li>□ Persistent and severe absence rates for disadvantaged pupils reduce.</li> <li>□ The attendance gap between disadvantaged and non-disadvantaged pupils narrows.</li> </ul>                                                                                                                                       |
| Disadvantaged pupils develop secure multiplication fluency, leading to improved mathematical attainment.                                                                                     | <ul style="list-style-type: none"> <li>□ MTC outcomes for disadvantaged pupils improve year-on-year.</li> <li>□ An increasing proportion of disadvantaged pupils achieve 25/25 in the MTC.</li> <li>□ Internal assessment demonstrates improved fluency, recall and application of multiplication facts.</li> </ul>                                                                                                            |
| More disadvantaged children achieve a Good Level of Development through improved language development and school readiness.                                                                  | <ul style="list-style-type: none"> <li>□ A higher proportion of disadvantaged children achieve GLD.</li> <li>□ Language assessment data shows accelerated progress for disadvantaged pupils.</li> <li>□ Disadvantaged children make strong progress from their baseline starting points.</li> <li>□ The gap between disadvantaged and non-disadvantaged pupils in communication, language and GLD outcomes narrows.</li> </ul> |
| Disadvantaged pupils' wellbeing, engagement and readiness to learn improve through effective pastoral support.                                                                               | <ul style="list-style-type: none"> <li>□ Pupils receiving pastoral support demonstrate improved engagement in learning.</li> <li>□ Attendance and behaviour outcomes improve for targeted pupils.</li> <li>□ Pupil voice indicates increased confidence, wellbeing and sense of belonging.</li> <li>□ Staff observations and monitoring show improved emotional regulation and readiness to learn.</li> </ul>                  |
| Attainment gaps between disadvantaged pupils and their peers narrow across reading, writing and mathematics, with more pupils achieving age-related expectations and making strong progress. | <ul style="list-style-type: none"> <li>□ An increased proportion of disadvantaged pupils achieve age-related expectations and greater depth where appropriate.</li> <li>□ Disadvantaged pupils make at least expected progress from their starting points.</li> <li>□ Internal attainment data demonstrates narrowing gaps between disadvantaged and non-disadvantaged pupils.</li> </ul>                                      |

|  |                                                                                                                 |
|--|-----------------------------------------------------------------------------------------------------------------|
|  | <input type="checkbox"/> End of key stage outcomes show improved attainment for disadvantaged pupils over time. |
|--|-----------------------------------------------------------------------------------------------------------------|

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,230

| Activity                                                                                                                                                                            | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| High quality CPD for teaching staff on adaptive teaching to ensure classrooms are inclusive for all children to rapidly close the gap.                                              | EEF research identifies high-quality teaching as the most effective in-school lever for improving outcomes and closing the disadvantage gap. High-quality professional development enables teachers to adapt teaching responsively, improving access, engagement and achievement for disadvantaged pupils.                                                                          | 5                             |
| Implement the Number Sense programme to strengthen times table fluency and multiplication recall, improving MTC outcomes and narrowing the attainment gap for disadvantaged pupils. | The EEF guidance report <i>Improving Mathematics in the Early Years and Key Stages 1 and 2</i> recommends developing fluency alongside conceptual understanding and reasoning. DfE Ready to Progress criteria support systematic progression in multiplication and division knowledge, while EEF evidence indicates positive impact from high-quality primary mathematics teaching. | 2                             |
| Implement the Word Aware 2.0 programme in EYFS to explicitly teach Tier 2 vocabulary, strengthening children's oral language and vocabulary development.                            | EEF evidence shows that oral language interventions have a high impact on attainment (+6 months). Explicit vocabulary instruction supports language development, reading comprehension and curriculum access, particularly for disadvantaged pupils.                                                                                                                                | 3                             |

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

Budgeted cost: £40,000

| Activity                                                                                                                                                                           | Evidence that supports this approach                                                                                                                                                                                                                                                                                                              | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Provide targeted EYFS and Year 1 intervention support for pupils requiring phonics and language catch-up following early identification.                                           | EEF evidence shows that targeted Teaching Assistant interventions (+4 months), Oral Language Interventions (+6 months) and Small Group Tuition (+4 months) can improve attainment, particularly when delivered early and linked closely to classroom learning, helping disadvantaged pupils close gaps in language and early reading development. | 3, 5                          |
| Provide targeted small-group tutoring (and booster groups) delivered by a trained teacher to accelerate progress for disadvantaged pupils.                                         | EEF evidence suggests that Small Group Tuition can provide an average of +4 months' additional progress. Teacher-led sessions that focus on specific gaps in learning are an effective method of supporting disadvantaged pupils and narrowing attainment gaps.                                                                                   | 5                             |
| Deliver the Making it REAL programme to strengthen early literacy through parental engagement, home learning and targeted language development. This will be tracked using WELLCOM | EEF evidence shows that parental engagement can lead to +4 months' additional progress and oral language interventions to +6 months' additional progress. Strengthening home-school partnerships and developing children's language are effective strategies for improving early literacy outcomes, particularly for disadvantaged pupils.        | 3, 4, 5                       |
| Develop a language-rich Early Years environment and provide staff CPD on oracy, language development and high-quality provision.                                                   | EEF evidence shows that oral language interventions can lead to +6 months' additional progress. High-quality professional development improves teaching quality, enabling staff to deliver consistently effective language and communication support, particularly for disadvantaged pupils.                                                      | 3                             |
| Strengthen early identification of learning barriers                                                                                                                               | EEF evidence shows that effective assessment and responsive teaching help schools identify barriers to learning and provide tar-                                                                                                                                                                                                                  | 5                             |

|                                                  |                                                                                                                      |  |
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| through robust assessment and provision mapping. | geted support. Adapting provision to individual needs can improve attainment, particularly for disadvantaged pupils. |  |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--|

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

Budgeted cost: £48,000

| Activity                                                                                                                            | Evidence that supports this approach                                                                                                                                                                                                                                                                                        | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Use Aquinas to monitor attendance, identify concerns early and target support to improve attendance.                                | EEF evidence supports the use of robust data systems to identify need, target interventions and monitor impact. Improving attendance increases pupils' access to high-quality teaching, particularly for disadvantaged pupils who are at greater risk of persistent absence.                                                | 1                             |
| Provide early help support and staff training to strengthen family engagement and address barriers to learning.                     | EEF evidence shows that effective parental engagement can improve pupil outcomes by an average of +4 months. Early identification of family needs and coordinated support can improve pupils' engagement, attendance and readiness to learn, particularly for disadvantaged children.                                       | 1, 4                          |
| Full-time pastoral support officer for pupils and families to improve wellbeing, engagement and readiness to learn.                 | EEF evidence shows that social and emotional learning approaches can improve progress by +3 months, while effective parental engagement can improve progress by +4 months. Targeted pastoral and family support helps remove barriers to learning and enables disadvantaged pupils to engage more successfully with school. | 4                             |
| Provide whole-school EBSA training to strengthen staff understanding and early intervention for emotionally based school avoidance. | EEF evidence shows that Social and Emotional Learning approaches can improve progress by +3 months. Developing staff expertise and a consistent whole-school approach helps schools identify and address emotional barriers to                                                                                              | 1, 4                          |

|                                                                                                                                             |                                                                                                                                                                                                                                                                                  |      |
|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
|                                                                                                                                             | attendance, engagement and learning, particularly for disadvantaged pupils.                                                                                                                                                                                                      |      |
| Provide attendance and wellbeing support through dedicated pastoral intervention and staff attendance training.<br>'LET'S TALK WE MISS YOU' | EEF evidence shows that parental engagement (+4 months) and social and emotional learning (+3 months) can improve pupil outcomes. Targeted support for pupils and families helps address barriers to attendance, engagement and learning, particularly for disadvantaged pupils. | 1, 4 |

**Total budgeted cost: £ 95,230**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

During 2025–2026, Pupil Premium funding was used to address barriers to learning, improve attendance, strengthen wellbeing and raise achievement for disadvantaged pupils.

A key development was the employment of a full-time Pastoral Support Officer, significantly expanding our wellbeing provision. **30%** of Pupil Premium pupils accessed pastoral support during the year. This targeted support improved pupils' emotional wellbeing, strengthened family engagement and helped address attendance concerns, resulting in better readiness to learn.

We enhanced support for families by broadening access to community services, including Tier 2 wellbeing support, family support and parenting programmes. Training through Essex Early Help also increased staff capacity to identify needs early and provide effective support, helping families overcome barriers that impacted school attendance and engagement.

Funding for counselling further strengthened our pastoral offer, providing specialist emotional support for vulnerable pupils and improving confidence, resilience and wellbeing.

To improve attendance, an attendance consultant supported the development of more robust monitoring and follow-up systems. This ensured a consistent approach across the school, enabled earlier intervention and strengthened our Early Help provision for families.

Pupil Premium funding also subsidised wraparound care, educational visits and extra-curricular clubs, ensuring pupils could fully participate in school life. This increased engagement, supported social development and fostered a stronger sense of belonging.

Targeted small-group tuition delivered by an ex-teacher supported pupils in addressing gaps in learning, enabling improved confidence and progress in core subjects.

Investment in additional support staff increased capacity for classroom support and intervention programmes, helping pupils access learning more effectively and achieve better outcomes.

The introduction of the 'My Happy Mind' programme across the school has helped pupils develop self-awareness, emotional literacy and self-regulation strategies. Pupils are increasingly able to manage their emotions, demonstrate resilience and engage positively with learning.

National assessment outcomes and internal school assessment information present a mixed picture. Due to the small number of disadvantaged pupils in some year groups, outcomes can fluctuate significantly from year to year and should be interpreted with caution. Assessment information indicates that some disadvantaged pupils achieved expected standards, while others continued to experience barriers that affected attainment. School monitoring suggests that pupils who accessed targeted interventions generally demonstrated increased confidence and engagement with learning.

Pastoral records, attendance information, pupil voice and behaviour monitoring demonstrate that the school's investment in wellbeing and family support had a positive impact on many disadvantaged pupils. Increased pastoral capacity enabled the school to provide more timely support and strengthened relationships with families, helping to reduce barriers to learning and engagement.

Overall, the strategy has had the greatest impact in improving pastoral support, wellbeing provision, family engagement and access to wider opportunities. The review also highlights the need to continue focusing on attendance and academic outcomes for disadvantaged pupils to ensure they achieve as well as their peers and make sustained progress over time.

## Externally provided programmes

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

| Programme | Provider |
|-----------|----------|
| NONE      |          |
|           |          |