

St. Peter's C of E Primary & Nursery School



Pupil Premium Strategy 2025-2026

Pupil premium strategy statement

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

Detail	Data
School name	St. Peter's C of E Primary & Nursery School
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	19.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	March 2026 July 2026
Statement authorised by	Yvonne Reeson Head Teacher
Pupil premium lead	Bettina Houghton
Governor lead	Stephanie Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£28,785

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium funding is received by the school annually. It is used in a variety of ways to improve pupil attainment and to help overcome any barriers to learning. We strongly believe that all children should have equal opportunities irrespective of their background or the challenges they face. Our disadvantaged children should make good progress and have high achievement across all subject areas.

We aim for our pupil premium children to have high aspirations and hopes; to take risks in their learning; to develop a lifelong love of learning and faithfulness and experience life in all its fullness; to have a lively and enquiring mind through a resilient approach in an enriched curriculum; to appreciate that the best successes in life often have the foundations of failed attempts.

We hope to achieve this by nurturing the whole child and encouraging them to be unique individuals, preparing them for their life and go beyond expectations.

Underpinned with the importance of emotional well-being, we believe in taking care of the development of the whole child: educationally, culturally, socially, emotionally, physically, morally and spiritually.

We are unlocking the gates to a lifelong love of learning which will always remain open.

Strategies

1. Quality first teaching with high quality staff training, will be at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap.
2. Using research evidence e.g. Sutton Trust, Education Endowment Foundation to inform our decision making.
3. The Pupil Premium strategy will mirror the School Development Plan.
4. Robust assessment, both formative and summative, is at the centre of any decisions relating to educational provision.
5. Children are provided with effective feedback. This is usually verbal and may include brief written notes.
6. All staff are well trained.
7. Review outcomes on a regular basis.
8. Respond quickly to challenges and individual needs which are identified.

Our Pupil Premium numbers are low and in some cohorts; there may only be one child. It is important that comparative percentages are viewed with caution. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that school has identified as being disadvantaged or vulnerable.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attendance</u></p> <p>Many of our disadvantaged children have poor attendance.</p> <p>July 2022 - PP attendance was 87.40% compared to 92.35% for non-pupil premium.</p> <p>July 2023 – PP attendance was 90.58% compared to 95.35% for non-pupil premium.</p> <p>July 2024 PP attendance was 94% compared to 96.2% for non-pupil premium.</p> <p>July 2023 Persistent absence PP was 43.75% compared with 7.32% for non-pupil premium.</p> <p>July 2024 Persistent absence PP was 25% compared to 8.82% for non-pupil premium.</p> <p>July 2025 PP attendance was 93.59% compared to non-pupil premium attendance of 95.95%. Persistence absence was 19.23% compared to non-Pupil premium 7.69%.</p>
2	<p><u>Well-being and self-regulation</u></p> <p>Supporting all pupils with mental health and well-being. 1 in 6 children aged 5-16 is likely to have a mental health problem. This is an increase from 1 in 10 children in the past 5 years. We are therefore potentially looking at 5 in every class having some kind of mental health issue.</p> <p>Teachers have noticed that many of our children have difficulties with regulating their emotions and children lack resilience.</p>
3	<p><u>Communication and language skills:</u></p> <p>Assessments, observations and discussions with pupils indicate that although the majority of our children enter school with adequate oral skills, teachers have noticed that some of the pupil premium children's vocabulary and access to books is limited compared with other children. This impacts on comprehension, discussion skills, confidence and aspirations. This is evident from Reception to the end of KS2. This also impacts of children's writing. Our assessments, observations and discussions with children provide evidence that our PP children generally have greater difficulties with writing. This negatively impacts their whole school development. The evidence for this is from teacher feedback, pupil progress meetings, reading plus data, SATS results (50% of PP achieved the expected level compared to 64.7% of non-PP).</p>

4	<p><u>Mathematical skills:</u></p> <p>Many of our disadvantaged children enter school with an understanding of number and being able to count. However, they lack confidence in numerical skills and problem-solving skills and don't show a 'growth mind-set' towards maths. This is evident from internal assessments and pupil voice. In Summer 2025, 50% of disadvantaged children achieved the expected level at year 6 compared to 76.5%. Fewer disadvantaged children achieve greater depth in maths.</p>
5	<p><u>Greater Depth:</u></p> <p>Our data shows, from pupil progress meetings, that fewer disadvantaged children are achieving greater depth at the end of key stage 2. We would like more children to achieve the greater depth standard in reading, writing and maths, so that we are at least in line with the national average. We would like more children to demonstrate a greater depth of understanding in the foundation subjects in both written and oral work.</p>
6	<p>Anecdotal evidence suggests that not all our disadvantaged children have the same opportunities, experiences as our non-disadvantaged children (including uniform).</p>

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
<p>Well-being and mental health concerns are identified and support put in place. Children are able to identify and talk about their feelings.</p> <p>Teachers are implementing Relational Practice in their classrooms that prioritizes building strong, positive relationships between staff, students, and families to create a safe, secure, and emotionally supportive learning environment.</p>	<ul style="list-style-type: none"> • Pupils have their wellbeing needs met. They have their needs identified at an early stage. • Children's responses from Bounce Together show that they are happy and understand their feelings. • Children make progress on their Thrive assessments. • The number of children accessing Thrive reduces. • The time children are on Thrive decreases. <ul style="list-style-type: none"> • A reduction of well-being entries on CPOMS

<p>To elevate children’s cognitive capacity, enjoy happier and more productive classroom environments and lead more resilient lives both inside and outside of school.</p>	<p>Children’s survey show that they are happier at school.</p> <ul style="list-style-type: none"> • Anecdotal evidence that classrooms are more productive. - Resilience Reaps Rewards initiative. • Evidence form Bounce Together questionnaires.
<p>To improve attendance</p>	<ul style="list-style-type: none"> • Disadvantaged children’s attendance will be line with non-disadvantaged children.
<p>More pupil premium children will be achieving greater depth in reading, writing, maths.</p>	<p>At the end of July 2026: 25% of PP children will achieve greater depth in reading, writing and maths. 25% will achieve combined.</p>
<p>Improved oral language skills and vocabulary among disadvantaged children.</p>	<ul style="list-style-type: none"> • Phonics screening tests will show improvements in outcomes for disadvantaged children. Children will be able to apply phonics skills into their independent writing. • Pupils will make progress on the RWI assessments. • Increased focus on vocabulary teaching is evident in children’s independent writing and across the curriculum. • Outcomes for disadvantaged children will move in-line with non- disadvantaged children.

<p>Improved maths attainment and progress for disadvantaged children at the end of each key stage.</p>	<p>Maths outcomes will show that more disadvantaged children have met the standard. We will look at each Key Stage as a whole due to our cohort numbers being low.</p> <ul style="list-style-type: none"> • 85% of our disadvantaged children make expected progress. • At least 25% of pupils make greater than expected progress. • The PP children children's attainment is in line with national averages- More than 85% achieved the expected standard at key stage 1 and 2.
<p>Improve writing attainment and progress for disadvantaged children.</p>	<p>Writing outcomes will show that more disadvantaged children have met the expected standard. We will look at each Key Stage as a whole due to our cohort numbers being low.</p> <p>Target:</p> <ul style="list-style-type: none"> • 85% of our disadvantaged children make expected progress. • At least 25% of pupils make greater than expected progress. • The PP children children's attainment is in line with national averages- More than 85% achieved the expected standard at key stage 1 and 2.
<p>To ensure all pupils have access to the same uniform, enrichment and opportunities to develop new skills which are not limited by financial restraints.</p>	<ul style="list-style-type: none"> • Data shows that disadvantaged children are accessing music lessons, sporting activities and visits.

Activities 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: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>All classes have a TA for maths lessons so that there is a smaller ratio of children to staff. This will enable a mastery approach to be followed. Further input can be given as required.</i></p>	<p>Effects of mastery learning is high, with an impact of +6 months.</p> <p>With having mixed age classes, this enables the teacher to teach each year group separately so much smaller class sizes enable the teacher to tailor the lessons to the children's needs. Live marking (in line with the school's marking policy) enables children to have instant feedback and any misconceptions can be addressed immediately. The misconceptions can then be identified for post teaching.</p>	<p>4</p>
<p><i>'Talk for Writing' training for EYFS and KS1 staff.</i></p>	<p>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: Talk for Writing is an approach to teaching writing that encompasses a three-stage pedagogy: 'imitation' (where pupils learn and internalise texts, to identify transferrable ideas and structures), 'innovation' (where pupils use these ideas and structures to co-construct new versions with their teachers), and 'invention' (where teachers help pupils to create original texts independently). These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language.</p>	<p>5</p>

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</p>	
<p><i>Staff to have phonics training using Read, Write Inc 'Online Subscription Training' as a recommended DfE validated Systematic Synthetic Phonics programme. Staff have refresher RWI training.</i></p>	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Having TA's enables the children to work in small groups at the phonics level that is needed. Groups are generally made up of 5-6 children. These groups are assessed every 6 weeks. Regular RWI Development days take place during the year.</p>	3,5
<p><i>Continued training courses for our Thrive practitioners.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>The Thrive practitioners are to have at least 2 training courses a year.</p>	2

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of a reading programme 'Reading Plus' from 'Reading Solutions' is an evidence-based, online program that provides personalised instruction and intervention for students. The adaptive</i></p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	3,5.

literacy program develops fluency, comprehension, and vocabulary, whilst also measuring student motivation.	This can have +6 months impact on closing the gap. https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies This programme is being trialled by EFF with results being published in Summer 2026.	
Purchase and implementation of Numberstacks to identify gaps in understanding and strategies to decrease them. Precision teaching of multiplication facts. Pre-teaching opportunities for maths	Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) Small group or 1:1 interventions to help close the gap.	4
TA support for 1:1 phonics support.		3,5
Purchase of Dreambox maths Giving children daily access to computer-based maths (15 minutes)		

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

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attend Framework to support school non-attendance. Close monitoring of children. Regular meetings with parents.	Evidence shows that if children are not in school then they will make less progress. Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent	1

2 days per month.	activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.	
<p><i>To attend trips and residential visits at a reduced cost.</i></p> <p><i>To have the opportunity to play a musical instrument.</i></p>	<p>Providing children with opportunities to take part in activities that might otherwise be cost/time prohibitive. (Sutton Trust research shows that parents of PP children are 4 times less likely to pay for extra opportunities for children.)</p> <p>Provide children with opportunities to build resilience.</p>	1,6

Total budgeted cost: £ 31,500

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 to 2025 academic year.

When looking at comparative data it is important to realise that we have small cohort numbers with sometimes 1 or 2 children in a cohort. It is therefore important to look at the data with caution and realise that outcomes can be very much cohort dependent.

Outcomes

Foundation Stage – Good Levels of Development

FS2 – Good levels of development 88.9%. There were no Pupil Premium children in the cohort.

Phonics outcomes Year 1 (3 children)

Phonics outcome at year 1: 66.7% of our disadvantaged children achieved 100% in phonics compared with in Nottinghamshire 64.4%

Monitoring shows that phonics teaching is embedded and that children are make good progress. Assessment takes place every 6 weeks which enables us to pick up any children who are not making sufficient progress. These children can then have smaller group or 1:1 intervention. These interventions have allowed children to make good progress.

KS2 data (4 children)

	School	Nottinghamshire
Reading	50%	61%
Writing	100%	57.3%
Maths	50%	57%
Combined	50%%	45.8%

Multiplication Check

100% of our disadvantaged children achieved full marks.

All the children had access to 'Times Tables Rockstars' which they were able to access at both at school and home. Data showed that not all children were accessing TTRS at home so we implemented precision teaching of multiplication facts and in school activities so that all children were able to achieve.

Whole school data - Disadvantaged Children

Reading

Baseline				Sum (2) 2025				Differences	
YG	Class	Sub Desc	Steps	YG	Class	Sub Desc	Steps	Sub Desc Diff	Steps Diff
Y1		ELG Sec	15	Y1		Y1 Sec	18	6	3
Y1		ELG Sec	15	Y1		Y1 Sec	18	6	3
Y2		Y1 Sec	18	Y2		Y2 Sec+	21.5	7	3.5
Y2		Y1 Dev+	17.5	Y2		Y2 Dev+	20.5	6	3
Y2		Y1 Dev+	17.5	Y2		Y2 Dev	20	5	2.5
Y4		Y3 Sec	24	Y4		Y4 Sec	27	6	3
Y4		Y3 Sec	24	Y4		Y4 Sec	27	6	3
Y4		Y3 Sec	24	Y4		Y4 Sec	27	6	3
Y5		Y4 Sec	27	Y5		Y5 Sec	30	6	3
Y5		Y4 Sec+	27.5	Y5		Y5 Sec	30	5	2.5
Y5		Y4 Sec	27	Y5		Y5 Sec+	30.5	7	3.5
Y5		Y4 Sec	27	Y5		Y5 Sec	30	6	3
Y6		Y5 Ent+	28.5	Y6		Y6 Dev	32	7	3.5
Y6		Y5 Dev+	29.5	Y6		Y6 Dev+	32.5	6	3
Y6		Y5 Sec	30	Y6		Y6 Sec+	33.5	7	3.5
Y6		Y5 Sec	30	Y6		Y6 Sec	33	6	3
% of Pupils: 100%		Steps: 23.84				Steps: 26.91		Steps Diff: 3.07	

14/16 children (87.5%) made expected progress and at the end of the year 12/16 (75%) were at the expected level. 3/16 were at greater depth (19%).

Writing

Baseline				Sum (2) 2025				Differences	
YG	Class	Sub Desc	Steps	YG	Class	Sub Desc	Steps	Sub Desc Diff	Steps Diff
Y1		ELG Sec	15	Y1		Y1 Sec	18	6	3
Y1		ELG Sec	15	Y1		Y1 Sec	18	6	3
Y2		Y1 Sec	18	Y2		Y2 Dev+	20.5	5	2.5
Y2		Y1 Sec	18	Y2		Y2 Dev	20	4	2
Y2		Y1 Dev+	17.5	Y2		Y2 Dev	20	5	2.5
Y4		Y3 Sec	24	Y4		Y4 Sec	27	6	3
Y4		Y3 Sec	24	Y4		Y4 Sec	27	6	3
Y4		Y3 Dev+	23.5	Y4		Y4 Dev+	26.5	6	3
Y5		Y4 Dev+	26.5	Y5		Y5 Dev+	29.5	6	3
Y5		Y4 Sec	27	Y5		Y5 Sec	30	6	3
Y5		Y4 Sec	27	Y5		Y5 Sec	30	6	3
Y5		Y4 Dev	26	Y5		Y5 Dev+	29.5	7	3.5
Y6		Y5 Ent+	28.5	Y6		Y6 Sec	33	9	4.5
Y6		Y5 Dev+	29.5	Y6		Y6 Sec	33	7	3.5
Y6		Y5 Sec	30	Y6		Y6 Sec	33	6	3
Y6		Y5 Sec	30	Y6		Y6 Sec	33	6	3
% of Pupils: 100%		Steps: 23.72				Steps: 26.75		Steps Diff: 3.03	

13/16 children (81%) of children made expected progress and at the end of the year 10/16 were at the expected level (62%).

Maths

Baseline				Sum (2) 2025				Differences	
YG	Class	Sub Desc	s	YG	s	Desc	s	Diff	Steps Diff
Y1		ELG Sec	15	Y1		Y1 Sec+	18.5	7	3.5
Y1		ELG Sec	15	Y1		Y1 Sec	18	6	3
Y2		Y1 Sec	18	Y2		Y2 Dev+	20.5	5	2.5
Y2		Y1 Sec	18	Y2		Y2 Dev+	20.5	5	2.5
Y2		Y1 Sec	18	Y2		Y2 Sec	21	6	3
Y4		Y3 Sec	24	Y4		Y4 Sec	27	6	3
Y4		Y3 Sec	24	Y4		Y4 Sec	27	6	3
Y4		Y3 Sec	24	Y4		Y4 Sec	27	6	3
Y5		Y4 Dev	26	Y5		Y5 Dev	29	6	3
Y5		Y4 Sec+	27.5	Y5		Y5 Sec+	30.5	6	3
Y5		Y4 Sec	27	Y5		Y5 Sec	30	6	3
Y5		Y4 Dev+	26.5	Y5		Y5 Dev+	29.5	6	3
Y6		Y5 Ent	28	Y6		Y5 Sec	30	4	2
Y6		Y5 Dev+	29.5	Y6		Y6 Dev+	32.5	6	3
Y6		Y5 Sec+	30.5	Y6		Y6 Sec+	33.5	6	3
Y6		Y5 Sec	30	Y6		Y6 Sec	33	6	3
100%		Steps: 23.81				Steps: 26.72			2.91

91% of the children made expected progress. 11 out of 16 children (69%) were at the expected level. 3 of the 16 children were at greater depth 19%

Well-being and mental health needs.

Over the year, a Thrive practitioner has been fully trained and pupils have been referred to the practitioner. These children are reviewed regularly by a Thrive assessment and these assessments show progress is being made by all the children. Pupil voice shows that the children enjoy their sessions and the assessments show that they are developing their emotional wellbeing and mental health. This year we carried out a whole school audit to highlight any children who would benefit from support. Thrive training was accessed: Children who have experienced trauma, leading school improvement through the thrive approach, EYFS course on belonging.

Attendance

Attendance in July 2025 has improved 93.59% (July 2022 87.40% July 2023 90.58%, July 2024 94%). However, this is still below non-pupil premium children 95.95%. Persistent Absence remains high but has reduced significantly from 43.75% in July 2024 to 19.23%. This is still higher compared to 7.69% for non-pupil premium children.

Music lessons.

10 disadvantaged children took part in guitar or piano lessons (£2570). A pupil voice survey was completed which showed that the children enjoyed these lessons giving them 8 or 9/10 for enjoyment levels. They recognised the lessons as beneficial as they had learnt that they had talents they didn't know they had. They enjoyed the concerts as they were able to show-off their talents and they recognised that playing a musical instrument has given them confidence both in music but also in other areas. They feel when they go to secondary school they will be able to talk confidently in front of people because of taking part in the music concerts. The children who play guitar noted that their finger strength had improved and this had helped improve their handwriting.

Residential trips.

12 disadvantaged children attended residential trips.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	