

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



Pupil Premium Strategy

2022-2023

2023-2024

2024-2025

Pupil premium strategy statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2021 to 2022 academic year) 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	99
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	October 2023
Date on which it will be reviewed	December 2023 March 2024 July 2024
Statement authorised by	Yvonne Reeson Head Teacher
Pupil premium lead	Bettina Houghton
Governor / Trustee lead	Stephanie Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,465
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	£33,465

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 Improvement 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 2023 Persistent absence PP was 43.75% compared with 7.32% for non- pupil premium .</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 children in every class having some kind of mental health issue .</p> <p>Teachers have noticed that children’s well-being has been affected since the pandemic and some children find self-regulation difficult. We have increased numbers of children participating in our Thrive programme .</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, the Pupil Premium childrens’ 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. The evidence for this is from teacher feedback and from Reading Plus data.</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. Fewer disadvantaged children achieve greater depth in maths.</p>

5	<p>Writing skills</p> <p>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.</p>
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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>Wellbeing and mental health concerns are identified and support put in place.</p> <p>Children are able to identify and talk about their feeling.</p>	<p>Pupils have their wellbeing needs met.</p> <p>They have their needs identified at an early stage.</p> <p>Whole school Thrive Approach audit to be carried out to identify children's needs by the end of 2024. Develop the Thrive approach throughout school.</p> <p>Sustained high levels of wellbeing are demonstrated across the school.</p> <p>Children are able to identify and talk about their feelings.</p>
<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 shows that they are happier at school.</p> <p>Anecdotal evidence that classrooms are more productive.</p>
<p>To improve attendance</p>	<p>By the end of July 2025, attendance of Pupil Premium children will be at least in line or above the National Average and be sustained throughout.</p>

	<p>July 2022 - PP attendance was 87.40% compared to 92.35% for the whole school,</p> <p>Persistence absence for PP was 43.75%</p> <p>Compared with 26.83% for the whole school (7 out of 16 children.)</p>
<p>More pupil premium children will be achieving greater depth in reading, writing, maths.</p>	<p>At the end of July 2024, 33% of PP children will achieve greater depth in reading, writing and maths. Combined = 33%</p>
<p>Improved oral language skills and vocabulary among disadvantaged children.</p>	<p>Phonics screening tests will show improvements in outcomes for disadvantaged children. Children will be able to apply phonics skills into their independent writing.</p> <p>Pupils will make progress on the RWI assessments.</p> <p>Increased focus on vocabulary teaching is evident in children's independent writing and across the curriculum.</p> <p>Phonics screening test: 100% PP children will meet the expected standard.</p> <p>KS1 reading outcomes will show that more than 85% of PP children meet the expected standard in reading .</p> <p>KS2 reading outcomes will show that more than 85% of PP children meet the expected standard in reading.</p>
<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 expected standard. We will look at each Key Stage as a whole due to our cohort numbers being low.</p> <p>85% of our disadvantaged children will make expected progress.</p> <p>At least 25% of pupils will make greater than expected progress.</p> <p>The PP children's attainment is in line with national averages- More than 85% achieve the expected standard at key stage 1 and 2.</p>

<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> <p>85% of our disadvantaged children make expected progress.</p> <p>At least 25% of pupils make greater than expected progress.</p> <p>The PP children's attainment is in line with national averages - More than 85% achieved the expected standard at key stage 1 and 2.</p>
<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>	<p>Vulnerable pupils and their families are well informed and supported by school to effectively manage and allocate funds to ensure their children have access to the same opportunities as all.</p>

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 which enables 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>KS1 and UKS2 teachers to take part in the NCTEM mastery hub</i></p>	<p>Effects of maths mastery teaching is high, with an impact of +6 months. Having the mastery training will enable teachers to further adapt the White Rose curriculum to the needs of the children.</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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</p>	<p>5</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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics 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.</p>	<p>3,5</p>
<p><i>Continued training courses for our Thrive practitioner.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2</p>
<p><i>Inset Day Resilience Reaps Rewards</i></p>	<p>Encouraging cultural change which comes from full staff engagement,. RRR is based on empirical evidence and it's proven to engage your whole school community. RRR uses the latest advancement in the fields of neuroscience, biochemistry and psychology and their contribution to peak human performance. Inset Training for Teachers Resilience Reaps Rewards Urban Strides</p>	<p>1</p>

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</i></p> <p>'Reading Plus' from 'Reading Solutions' is an evidence-based, online program that provides personalised instruction and intervention for students. The adaptive literacy program develops fluency, comprehension, and vocabulary, whilst also measuring student motivation.</p> <p>Purchase of high quality books. Monthly subscription to a box of books each month – Happy Every Chapter.</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. This can have +6 months impact on closing the gap.</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	3,5.
<p><i>Purchase and implementation of Numberstacks to identify gaps in understanding and strategies to decrease them.</i></p> <p><i>Precision teaching of multiplication facts.</i></p> <p><i>Pre-teaching opportunities for maths</i></p>	<p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <p>Small group or 1:1 interventions to help close the gap.</p>	4
<p><i>TA support for 1:1 phonics support.</i></p>		3,5

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

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attend Framework to support school non-attendance. Close monitoring of children. Regular meetings with parents. 2 days per month.</p>	<p>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 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>	1
<p><i>To attend trips and residential visits at a reduced cost. 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.) Provide children with opportunities to build resilience.</p>	1
<p><i>Whole staff engagement in developing an Equality, Diversity and Inclusion policy to include Anti-bullying values throughout the school.</i></p>	Behaviour interventions EEF	1,2
<p><i>To have a trained Thrive practitioner and develop a whole school approach to Thrive, enabling children to have better well-being.</i></p>		1,2

Total budgeted cost: £ 24,000

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 2022 to 2023 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 100% of our disadvantaged children achieved a good level of development in all 12 areas. This compares with 52.2% in Nottinghamshire and 59% in Bassetlaw.

In the Foundation Stage, the employment of an extra TA has enabled children to be quickly identified who need short burst 'in the moment' interventions. This has allowed all children to make a good level of development.

Phonics outcomes Year 1

Phonics outcome at year 1 100% of our disadvantaged children achieved 100% in phonics compared with 67.8% in Nottinghamshire and 65.7% in Bassetlaw. **Target achieved (85% of Pupil Premium)**

Monitoring shows that phonics teaching is embedded and that children are making 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 interventions. These interventions have allowed children to make good progress.

KS1 data

	School	Nottinghamshire FSM6	Bassetlaw FSM6
Reading	100%	68.7%	67.2%
Writing	100%	60.9	59.3%
Maths	100%	72.4%	70.8%
Combined	100%	56.6	55.1%

At KS1, all our pupil premium children achieved the expected standard and all made expected progress. Monitoring has shown that teaching children in individual year groups has improved children's outcomes. **Target achieved**

KS2 data

	School	Nottinghamshire	Bassetlaw
Reading	100%	72.3%	68.4%
Writing	0%	72.5%	71%
Maths	0%	74.6%	71.6%
Combined	0%	59.9%	55.7%

Due to the small number of children in year 6, it is useful to look at progress for our pupil premium children from KS1 to KS2.

Reading progress 17.3 LA -0.7 School Non pupil premium 3.7

Writing progress 8.5 LA -0.3 School Non pupil premium 0.9

Maths progress 13.7 LA -0.5 School non pupil premium 1.8

The levels of progress are significantly above the levels of the LA and significantly above those of our non-pupil premium children.

Although the attainment in maths is below our target, the progress of our pupil premium children from KS1 to KS2 is greater than expected.

The purchase of a reading programme 'Reading Plus' has been fully embedded across KS2 and this has had positive impact on the children's attainment in reading. This has enabled year 6 children to make significantly more than expected progress.

Multiplication Check

50% of our disadvantaged children achieved full marks and 100% achieved 22 or over.

All the children had access to 'Timestable 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

Reading

Baseline 2022	Aut 22	Spr 23	Sum23		Attend %
ELG Dev	ELGdev	ELGsec	Y1Ent+	+5	89.1
Y1Sec	Y2ent	Y2dev	Y2sec+	+7	95.48
Y2 Sec	Y3 Ent	Y3 Dev	Y3sec	+6	95.74
Y2 Sec	Y3ent	Y3dev	Y3sec+	+7	94.5
Y2 Sec	Y3 Ent	Y3 Dev	Y3 sec	+6	86.02
Y2Dev+	Y2Sec+	Y3 Ent	Y3 dev	+5	93.62
Y2Dev+	Y3Dev+	Y3 sec	Y4ent+	+10	80.59
Y3Dev	Y3Sec	Y4Ent	Y4Dev+	+7	87.17
Y3Sec	Y4Ent	Y4Dev	Y4Sec	+6	94.68
Y3Dev	Y4Ent	Y4Dev	Y4sec	+8	94.68
Y3Sec	Y5Ent	Y5Dev	Y5sec	+12	96.81
Y4Sec+	Y5Ent+	Y5Dev+	Y5sec+	+6	93.62
Y3Dev	Y3Dev+	Y3Sec+	Y5 ent	+10	86.17
Y4Dev	Y5Dev	Y6Ent	Y6 sec	+14	86.67

Reading (Yr1-Yr6) Dec 12children April 14 children

In September 2022, 4 (36%) disadvantaged children were at national expectations in reading .

In December 2022, 6 (50%) disadvantaged children were at national expectations in reading.

In March 2023, 8 (57%) disadvantaged children were at national expectations in reading.

In March 2023 1 (7%) disadvantaged child at greater depth.

In July 2023, 9 (64%) disadvantaged children were at national expectations in reading.

In July 2023, 3 (21%) disadvantaged children were at greater depth in reading.

Progress

December 2022 11/12 (92%) had made expected or greater than progress.

March 2023 11/14 (78%) had made expected or greater a progress.

July 2023 12/14 86% had made expected or greater than progress.

Autumn		Spring		Summer	
Below 1 step progress	1 8%	Below 4 steps of progress	3 21%	Below 6 steps	2 14 %
2 steps of progress	6 58%	4 steps of progress	7 50%	6 steps	4 29%
Greater than 2 steps	5 42%	Greater than 4 steps	4 29%	Greater than 6 steps	8 57 %

Writing

Baseline 2022	Autumn 22	Spr 23	Sum 23	Progress	Attend
					94.15
					93.62
ELG Dev	ELG dev	ELG dev+	Y1ent+	+5	89.1
Y1Sec	Y2Ent	Y2 dev	Y2sec	+6	95.48
Y2Dev+	Y2Sec+	Y3ent+	Y3dev+	+6	95.74
Y2sec	Y3ent	Y3dev	Y3sec	+6	94.5
Y2Sec	Y3Ent	Y3dev	Y3sec	+6	86.02
Y2Dev+	Y2Sec+	Y3ent	Y3dev	+5	93.62
Y2Sec	Y3Ent	Y3dev	Y3sec	+6	80.59
Y3Ent	Y3Dev+	Y4ent	Y4dev+	+9	87.17
Y3Sec	Y4Ent	Y4dev	Y4sec	+6	94.68
Y3Dev	Y3Sec+	Y4ent+	Y4dev+	+7	94.68
Y2Sec	Y3Ent+	Y3dev+	Y4dev	+8	96.81
Y4sec	Y4ent	Y5dev	Y5 sec	+6	93.62
Y3Sec	Y3Ent+	Y3dev	Y5ent	+6	86.17
Y3Ent	Y3Sec+	Y4ent+	Y6ent+	+19	86.67
				7.21 average	

Writing (Yr1-Yr6) 12

In September 2022, 3 (25%) disadvantaged children were at national expectations in writing .

In December 2022, 3 (25%) disadvantaged children were at national expectations in writing.

In July 2023, 5 (36%) disadvantaged children were at national expectations in writing.

Progress

December 2022 11/12 (92%) had made expected or greater than progress.

March 2023 12/14 86% had made expected or greater than progress

July 2024 12/14 86% had made expected or greater than expected progress.

Autumn		Spring		Summer	
Below 1 step progress	1 8%	Below 4 steps of progress	2 14%	Below 6 steps	2 14 %
2 steps of progress	7 58%	4 steps of progress	9 64%	6 steps	8 57%
Greater than 2 steps	4 33%	Greater than 4 steps	3 21%	Greater than 6 steps	4 28%

Maths

ELG dev	ELGdev	ELGdev+	Y1Ent+	+5	89.1
Y1 Dev+	Y2Ent	Y2dev	Y2 Sec	+7	95.48
Y2Dev+	Y2Sec+	Y3 Ent	Y3 Dev	+5	95.74
Y2 Sec	Y3ent	Y3dev	Y3 Sec+	+7	94.5
Y2 Sec	Y3 Ent	Y3 Dev	Y3 Sec	+6	86.02
Y2Dev+	Y2Sec+	Y3Ent+	Y3Dev	+5	93.62
Y2Dev	Y2Dev+	Y2Sec	Y3 Dev+	+7	80.59
Y3Dev	Y3Sec+	Y4ent+	Y4Dev+	+7	87.17
Y3Sec	Y4Ent	Y4Dev	Y4 Sec+	+7	94.68
Y3Dev+	Y4Ent	Y4Dev	Y4 Sec	+7	94.68
Y4Ent	Y4Sec	Y5Ent	Y5 Dev	+8	96.81
Y4Sec+	Y5Ent+	Y5Dev+	Y5 Sec+	+6	93.62
Y3Ent+	Y3Dev+	Y3sec+	Y5 Ent	+11	86.17
Y4 Dev	Y5Ent	Y6Ent	Yr6 Dev+	+13	86.67

Maths (yr1-Yr6) 12

In September 2022, 2 (16%) disadvantaged children were at national expectations in maths .

In December 2022, 4 (32%) disadvantaged children were at national expectations in maths.

In April 2023, 6 (42%) disadvantaged children were at national expectations in maths.

In April 2023 1 child (7%) working at Greater depth.

In July 2023, 6 (42%) disadvantaged children were at national expectations in maths.

In April 2023, 3 (21%) disadvantaged children were at greater depth in maths.

December 2022 11/12 (92%) had made expected or greater than progress.

March 2023 11/14 79% had made expected or greater than expected progress.

July 2023 11/14 (79%) had made expected or greater than expected progress.

Autumn		Spring		Summer	
Below 1 step progress	1 8% TH	Below 4 steps of progress	3 21%	Below 6 steps	3 21%
2 steps of progress	6 58%	4 steps of progress	7 50%	6 steps	2 14%
Greater than 2 steps	5 42%	Greater than 4 steps	4 29%	Greater than 6 steps	9 64%

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. As a school, we have not yet carried out a whole school audit however we have used a go bounce survey to monitor children's wellbeing and attitudes to school.

Attendance

Attendance in July 2023 has improved (July 2022 87.40% July 2023 90.58%). However this is still below non pupil premium children 95.35%. Persistent Absence remains high at 43.75% compared to 7.32% non pupil premium children.

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?	