

# **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 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	97
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-23 2023-24 2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2024 March 2025 July 2025
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	£34,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year – N/A	£34,040

## **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><b><u>Attendance</u></b></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> <p>July 2024 PP attendance was 94% compared to 96.2% for non-pupil premium.</p> <p>July 2024 Persistent absence PP was 25% compared to 8.82% for non-pupil premium.</p>
2	<p><b><u>Well- being and self-regulation</u></b></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 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><b><u>Communication and language skills:</u></b></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 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. The evidence for this is from teacher feedback and from Reading Plus data.</p>
4	<p><b><u>Mathematical skills:</u></b></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><b>Writing skills</b></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 feelings.</p>	<p>Pupils have their wellbeing needs met.</p> <p>They have their needs identified at an early stage.</p> <p>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 show that they are happier at school.</p> <p>Anecdotal evidence that classrooms are more productive.- Resilience Reaps Rewards initiative</p>
<p>To improve 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 no-pupil premium.</p> <p>July 2024 Persistent absence PP was 25% compared to 8.82% for non-pupil premium.</p>
<p>More pupil premium children will be achieving greater depth in reading, writing, maths.</p>	<p>At the end of July 2025</p> <p>25% of PP children will achieve greater depth in reading, writing and maths.</p> <p>25% will achieve combined.</p> <p>2024</p> <p>Reading 33% (1 /3)</p> <p>Writing 0%</p> <p>Maths 33% (1/3)</p> <p>Combined 0%</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>2023 Phonics Screening Check 100% PP children met the expected standard.</p> <p>2024 Phonics Screening Check 100% PP children met the expected standard,</p> <p>KS1 reading outcomes will show that more than 85% of PP children met the expected standard in reading. (2025)</p> <p>2024 50% achieved expected standard in reading (1 out of 2)</p>

	<p>KS2 reading outcomes will show that more than 85% of PP children met the expected standard in reading. (2025)</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 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 make expected progress.</p> <p>At least 25% of pupils make greater than expected progress.</p> <p>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> <p>Key stage 1 results 2024                      50% (1/2) achieved the expected standard.</p> <p>Key stage 2 results 2024                      66.7 % (2/3) achieved the expected standard</p>
<p>Improve writing attainment and progress for disadvantaged children.</p>	<p>Writing 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> <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 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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</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>KS1 and UKS2 teachers to take part in the NCTEM mastery hub</p>	<p>Effects of mastery teaching is high, with a impact of +6 months.</p> <p>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>'Talk for Writing' training for EYFS and KS1 staff.</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</a></p>	
<p>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.</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></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 by the Reading Leader. Regular RWI development days take place during the course of the year.</p>	3,5
<p>Continued training courses for our Thrive practitioner.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>The Thrive practitioner is to have at least 2 training courses a year.</p>	2
<p>Inset Day Resilience Reaps Rewards</p>	<p><i>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.</i></p> <p><a href="#">Inset Training for Teachers   Resilience Reaps Rewards   Urban Strides</a></p>	1

## 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.</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> <p>This can have +6 months impact on closing the gap.</p> <p><a href="https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>3,5.</p>
<p>Purchase and implementation of Numberstacks to identify gaps in understanding and strategies to decrease them.</p> <p>Precision teaching of multiplication facts.</p> <p>Pre-teaching opportunities for maths</p>	<p><a href="https://publishing.service.gov.uk">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a></p> <p>Small group or 1:1 interventions to help close the gap.</p>	<p>4</p>
<p>TA support for 1:1 phonics support.</p>		<p>3,5</p>

## 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.  2 days per month.	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.	1
To attend trips and residential visits at a reduced cost. To have the opportunity to play a musical instrument.	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.	1
Whole staff engagement in developing an Equality, Diversity and Inclusion policy to include Anti-bullying values throughout the school.	Behaviour interventions EEF	1,2
To have a trained Thrive practitioner and develop a whole school approach to Thrive enabling children to have better well-being.		1,2  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: 50% of our disadvantaged children achieved a good level of development in all 12 areas. This compares with 47.5% in Nottinghamshire and 47.9% in Bassetlaw.

In the Foundation Stage, the employment of an extra TA has enabled children to be quickly identified who need short burst at 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 in Nottinghamshire 66.4% Target achieved (85% of Pupil Premium)

Monitoring shows that phonics teaching is embedded and that children 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.

##### KS1 data (2 children)

	School	Nottinghamshire FSM6
Reading	50%	56.6%
Writing	50%	49%
Maths	50%	73%

At KS1 all 50% of 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 (3 children)

	School	Nottinghamshire
Reading	66.7%	59.7%
Writing	33.3%	57.0%
Maths	66.7%	58.8%
Combined	33.3%	44.4%

### **Multiplication Check**

100% of our disadvantaged children achieved full marks.

All the children had access to Times tables Rock Stars 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



**Total number of chosen pupils: 15**

Baseline			Summer (2) 2024			Desc. Diff
YG	Assmt	Sub Desc	YG	Assmt	Sub Desc	
Y1	ELG Sec	41	Y1	Y1 Sec	47	6
Y1	ELG Sec	41	Y1	Y1 Dev+	46	5
Y1	ELG Sec	41	Y1	Y1 Dev+	46	5
Y2	Y1 Dev+	46	Y2	Y2 Sec	53	7
Y3	Y2 Sec+	54	Y3	Y3 Sec	59	5
Y3	Y2 Sec	53	Y3	Y3 Sec	59	6
Y4	Y3 Sec	59	Y4	Y4 Sec	65	6
Y4	Y3 Sec+	60	Y4	Y4 Sec+	66	6
Y4	Y3 Sec	59	Y4	Y4 Sec	65	6
Y4	Y3 Dev	57	Y4	Y4 Sec	65	8
Y4	Y3 Dev	57	Y4	Y4 Dev	63	6
Y5	Y4 Ent	61	Y5	Y5 Ent+	68	7
Y5	Y4 Dev+	64	Y5	Y5 Dev+	70	6
Y5	Y4 Sec	65	Y5	Y5 Sec	71	6
Y5	Y4 Sec	65	Y5	Y5 Sec	71	6

100% of children made expected or more than expected progress. 5 disadvantaged children were still not at the expected level.

# Writing

ID = Incomplete Data



Total number of chosen pupils: 15

Baseline			Summer (2) 2024			
YG	Assmt	Sub Desc	YG	Assmt	Sub Desc	Desc Diff
Y1	ELG Sec	41	Y1	Y1 Sec	47	6
Y1	ELG Sec	41	Y1	Y1 Sec	47	6
Y1	ELG Sec	41	Y1	Y1 Dev+	46	5
Y2	Y1 Dev+	46	Y2	Y2 Sec	53	7
Y3	Y2 Sec	53	Y3	Y3 Sec	59	6
Y3	Y2 Dev+	52	Y3	Y3 Dev+	58	6
Y4	Y3 Dev+	58	Y4	Y4 Dev+	64	6
Y4	Y3 Sec	59	Y4	Y4 Sec	65	6
Y4	Y3 Sec	59	Y4	Y4 Sec	65	6
Y4	Y3 Ent	55	Y4	Y4 Dev	63	8
Y4	Y3 Dev	57	Y4	Y4 Dev	63	6
Y5	Y3 Sec	59	Y5	Y5 Ent+	68	9
Y5	Y4 Dev+	64	Y5	Y5 Dev+	70	6
Y5	Y4 Sec	65	Y5	Y5 Sec	71	6
Y5	Y4 Dev+	64	Y5	Y5 Sec	71	7

14 out of 15 children made expected progress - 93%.

At the end of the year, 8 out of 15 children were at the expected level 53%.

# Maths

ID = Incomplete Data



Total number of chosen pupils: 15

Maths (More than +2 Sub Descriptors Progress)							
Pupil	Baseline			Summer (2) 2024			
	YG	Assmt	Sub Desc	YG	Assmt	Sub Desc	Desc. Diff
	Y1	ELG Sec	41	Y1	Y1 Sec	47	6
	Y1	ELG Sec	41	Y1	Y1 Sec	47	6
	Y1	ELG Sec	41	Y1	Y1 Sec	47	6
	Y2	Y1 Dev	45	Y2	Y2 Sec	53	8
	Y3	Y2 Sec	53	Y3	Y3 Sec	59	6
	Y3	Y2 Sec	53	Y3	Y3 Sec	59	6
	Y4	Y3 Dev	57	Y4	Y4 Dev	63	6
	Y4	Y3 Sec+	60	Y4	Y4 Sec+	66	6
	Y4	Y3 Sec	59	Y4	Y4 Sec	65	6
	Y4	Y3 Dev	57	Y4	Y4 Dev+	64	7
	Y4	Y3 Dev	57	Y4	Y4 Dev+	64	7
	Y5	Y4 Ent	61	Y5	Y5 Dev	69	8
	Y5	Y4 Dev+	64	Y5	Y5 Dev+	70	6
	Y5	Y4 Sec+	66	Y5	Y5 Sec+	72	6
	Y5	Y4 Sec	65	Y5	Y5 Sec	71	6

**Factors influencing significant accelerated progress**

100% of the children made expected progress.

10 out of 15 children were at the expected level.

## 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. Our Thrive practitioner topped up her training: 'Anxiety and children, learning through play' (Thrive), 'Winston's Wish' bereavement course and 'Softening the Prickles' (Thrive).

## **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.

Attendance in July 2024 has improved: 94%. However. It is still below non-pupil premium children: 96.2%. Persistent Absence remains high at 25% compared to 8.82% 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*

<b>Programme</b>	<b>Provider</b>
N/A	

## **Service pupil premium funding (optional) N/A**

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

<b>Measure</b>	<b>Details</b>
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?	