

Pupil Premium Strategy Statement: East Bridgford St. Peter's C of E Academy

This statement details our school's use of pupil premium (and recovery 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	251
Proportion (%) of pupil premium eligible pupils	11%
Academic years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	Summer 2025
Statement authorised by	R Tomlinson
Pupil premium lead	M Brownley
Governor / Trustee lead	S Fisher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,670
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£37,670

Part A: Pupil premium strategy plan

Statement of intent

It is imperative to take into account that our pupil premium funding expenditure is informed by research from the Education Endowment Foundation (EEF) to help us make decisions about where we best spend our allocation. We consider it important that our funding supports any pupil or groups of pupils that we as a school have deemed as being socially, emotionally or academically disadvantaged or vulnerable. Our funding is strategically used so that it benefits both those who are defined as pupil premium and those who are also disadvantaged but non-pupil premium defined.

Over the next 3 academic years our ultimate objectives for our disadvantaged pupils are:

- That quality first teaching ensures learning is achieved by pupils with a range of needs.
- That informed provision is made for children who belong to vulnerable groups (socially, emotionally or academically) as identified by school staff.
- To narrow and close the gap in achievement of disadvantaged pupils and their peers.
- To ensure that the funding is spent appropriately so that it reaches pupils who need it the most and makes a significant impact upon their lives.

The key principles in order to enable us to achieve this are:

- Quality first teaching, learning and assessment meets the needs of all disadvantaged pupils through robust analysis of data.
- That support and intervention strategies are reviewed termly and communication clear and often between staff and pupil premium lead.
- That (if identified) children access high quality provision from specially trained adults (e.g. CAMHS support, Cognition and Learning Team).

Challenges

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

Challenge number	Detail of challenge
1	Poor retention of curriculum knowledge and skills due to additional and external factors (E.g. reduced/minimal home support, importance not placed on learning, no support from adults at home).
2	Additional complex needs (e.g. medical, mental health needs)
3	Siblings with SEND needs or complex needs impacting upon school/home life
4	Pupils who have gone through changes in home environment

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
Progress and attainment in Reading (including Phonics), Writing and Maths	End of KS results are above local and national averages
Children in receipt of pupil premium funding to achieve as well as non-pupil premium children	Academic assessments across the curriculum. Results in line with non-pupil premium children.
Continue to improve emotional and social wellbeing, and attendance, of pupil premium children.	Attendance in line with percentage set by governors (95%) Communication about wellbeing kept clear and up to date through different staff and agencies involved.

Activity 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: £1,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
White Rose Maths	Mastery learning approaches ensure all pupils have understood key concepts before progression on to the next topic, which also ensures depth of learning and long-term retention - EEF	1.
Little Wandle Phonics	Extensive evidence supports that phonics has a positive impact upon reading progress and is integral to the development of early reading skills in children from disadvantaged backgrounds - EEF	1.
Designated Pupil Premium Lead	Sole person responsible for monitoring the tailored provision for PP children. Clear and up to date communication about the education and wellbeing progress of PP children is maintained. Streamlined communication between the school and external agencies -The Key	1, 2, 3, 4

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

Budgeted cost: £30,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group classroom interventions delivered by Teaching Assistants	Research by the Education Endowment Foundation suggests smaller working groups has an average impact of four months additional progress	1, 2, 3, 4
Word Shark (reading and spelling intervention)	Word Shark is a targeted spelling intervention programme. Word Shark can be accessed from both school and at home – with specific activities to support learning set individually for children. Work which is closely matched to the learners need have a greater impact – EEF	1, 2, 3, 4
Literacy Volunteer Support	Small group or individual tuition has an average of four months additional progress over the course of a year – with the smaller the group the better – EEF	1, 2, 3, 4
Magical Maths and Rockley Music (subsidised)	Some studies suggest that greater and more sustained feedback from the teacher or specialist, or work which is more closely matched to learners' needs has a positive impact on learning – EEF	1, 2, 4
Purple Mash	PP children access the same resources as non-PP children in order to ensure they have what they need and are ready to learn. This facility is also able to be accessed from home. Children access external programmes and activities to support learning and consolidation – EEF	1, 3, 4
Language Angels	Beneficial for PP children, alongside all children, to have access to high quality Modern Foreign Language resources - Everyday MFL	1, 2.
Sparkyard / Out of the Ark	Singing has been shown to reduce stress and anxiety, increase self-esteem, and promote positive social connections. When students sing together as a group, they develop a sense of belonging and community that can help combat feelings of loneliness or isolation – EEF/Sparkyard Education	1, 2, 3, 4

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

Budgeted cost: £5,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 Decision	Research into high quality resources paired with beneficial feedback from the teacher creates more sustained the engagement in smaller groups. Evidence shows that small group tuition is effective, with the smaller the group the better. These resources support interventions for specific groups and whole class teaching. – EEF	1, 2, 3, 4.
Residentials (subsidised)	Enables opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence – EEF	2, 3, 4
Reading Club	Reading for pleasure engages the imagination. Research shows it has other far-reaching benefits such as improving literacy, social skills, and health and learning outcomes – University of Cambridge	2, 3, 4
Extra-curricular and enrichment activities.	Opportunities to participate in wider experiences leads to an increase in aspirations (EEF). We are lucky to be able to offer the following enrichment at St. Peter's, both during school and after school: Lunchtime Cross Country Club for KS2 Invitation Only Cross Country Club Chess Club Handball Club Archery Club Dance Club Rota Kids Homework Support Study Club Table Tennis Club Lunchtime Mindfulness House Captains SATs Support Boosters	1, 2, 3, 4

Total budgeted cost: £37,670

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal assessments.

The end of KS2 data for the 5 Pupil Premium (PP) children shows that there has been a steady improvement in attainment in reading. The one PP child who achieved Greater Depth Standard (GDS) in Reading, is the only non-mobile child, having been at St Peter's since Reception. The two (PP) children who did not attain Expected Standard (EXS) in Reading did make some progress, moving positively within the Working Towards Standard (WTS) range.

In writing, 80% of PP children reached EXS, which aligns with the national average.

However, mathematics remains a priority for this year, as it is essential to bring PP children in line with the national average in this area. Maths is a whole school development priority for 2024-2025.

Improving and sustaining the wellbeing of all pupils, particularly our disadvantaged pupils, continues to be a key focus.

Our Year 6 cohort for 2023-2024: Identification, assessments, and observations of this cohort highlighted issues around pupil behaviour, family situations, and wellbeing, particularly for mobile children (10 children moved schools to St Peter's in recent years). Additionally, attendance outliers and mental health were significant challenges. These impacts were especially acute for all disadvantaged pupils. To address these, we used pupil premium funding to provide wellbeing support for all PP pupils and targeted interventions where necessary.

It is important to note that the attendance of PP children remains below the national average, and this will need to be closely monitored next year. We will work to identify key children and implement targeted attendance support to improve the situation for PP pupils.

<i>End of KS2 data 2023-2024 (5/36* children eligible for funding 13.8%)</i> <i>*Four of the five pupil premium children joined St. Peter's after Reception.</i>	<i>% of achievement for pupils eligible for PP</i>
<i>Working towards the national expected standard in Reading</i>	40
<i>Achieving the national expected standard in Reading</i>	40
<i>Achieving greater depth of the national standard in Reading</i>	20
<i>Working towards the expected standard in Writing</i>	20
<i>Achieving the expected standard in Writing</i>	80

<i>Achieving greater depth of the national standard in Writing</i>	-
<i>Working towards the national expected standard in Maths</i>	80
<i>Achieving the national expected standard in Maths</i>	20
<i>Achieving greater depth of the national standard in Maths</i>	-
<i>End of KS1 data (8/40 children eligible for funding)</i>	<i>% of achievement for pupils eligible for PP</i>
<i>Working towards the national expected standard in Reading</i>	25
<i>Achieving the national expected standard in Reading</i>	75
<i>Working towards the national expected standard in Writing</i>	37.5
<i>Achieving the national expected standard in Writing</i>	62.5
<i>Working towards the national expected standard in Maths</i>	25
<i>Achieving the national expected standard in Maths</i>	75
<i>Reaching ARE in ELGs</i>	<i>50% for pupils eligible for PP</i>

Externally provided programmes

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

Programme	Provider
1decision PHSE	1decision
White Rose Maths	White Rose
Word Shark	Word Shark
Classroom Secrets	Classroom Secrets
Language Angels	Nubridge Publishing Limited
Sparkyard / Out Of The Ark	Out Of The Ark Music

Magical Maths	Firstlight Tutors Ltd T/A Magical Maths
Rockley Music	Rockley Music Ltd