

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	239
Proportion (%) of pupil premium eligible pupils	12.55%
Academic years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	Summer 2026
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 <i>Breakdown:</i> <i>£43,050 Pupil Premium (deprivation)</i> <i>£2,630 POST LAC</i> <i>£350 Service child funding</i>	£46,030
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£46,030

Part A: Pupil premium strategy plan

Statement of intent

Our approach to allocating Pupil Premium funding is carefully guided by evidence-based research from the Education Endowment Foundation (EEF). This ensures that our decisions about spending are well-informed and targeted. We recognise the importance of using this funding not only to support pupils formally identified as Pupil Premium but also those who are socially, emotionally, or academically vulnerable, regardless of eligibility status. Our strategic use of funding aims to benefit all disadvantaged pupils across the school community.

Over the next three academic years, our key objectives for disadvantaged pupils are to:

- Deliver high-quality first teaching that meets the diverse learning needs of all pupils.
- Provide tailored support for vulnerable children, identified through ongoing staff assessment of social, emotional, and academic needs.
- Close the achievement gap between disadvantaged pupils and their peers.
- Ensure that funding is allocated efficiently, reaching those who need it most and making a meaningful difference in their progress and wellbeing.
- To achieve these goals, we focus on:
 - Using robust data analysis to inform quality teaching, learning, and assessment that addresses the needs of disadvantaged pupils.
 - Regularly reviewing and communicating the impact of support and interventions between staff and the Pupil Premium lead.
 - Providing access to specialist provision when required, delivered by trained professionals such as CAMHS or the Cognition and Learning Teams.

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: £1,104

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 next topic and this also ensures depth of learning which - 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 the monitoring of tailored provision of PP children. Communication about education and wellbeing kept clear and up to date through streamlining different agency communication is imperative - The Key.	1, 2, 3, 4

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

Budgeted cost: £39,033

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group classroom interventions delivered by Teaching Assistants	Smaller working groups has an average impact of four months additional progress – 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
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
Rockley Music and Magical Maths (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: £5,893

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 / Calm 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.	<p>Opportunities to participate in wider experiences leads to an increase in aspirations (EEF).</p> <p>We are lucky to be able to offer the following enrichment at St. Peters, both during school and after school:</p> <ul style="list-style-type: none"> Lunchtime Cross Country Club for KS2 Invitation Only Cross Country Club (after school) Chess Club Football Club Rota Kids Homework Support Study Club Table Tennis Club Lunchtime Mindfulness House Captains SATs Support Boosters 	1, 2, 3, 4

Total budgeted cost: £46,030

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The 2024-2025 academic year demonstrated positive progress for our disadvantaged pupils, with notable improvements in reading attainment across Key Stage 2. Pupil Premium children showed increased attainment at the expected and greater depth standards in reading and writing, with writing outcomes aligning well with national averages. Mathematics continues to be a focus area where attainment for Pupil Premium pupils remains below the national average, confirming its priority status for ongoing whole-school development in 2025-2026.

Wellbeing, attendance, and family circumstances remain key barriers affecting some disadvantaged pupils, particularly within mobile cohorts. Our targeted use of Pupil Premium funding to provide wellbeing support and interventions has helped mitigate these challenges and this will continue to be a focus for monitoring and action.

Looking ahead, the 2025-2027 Pupil Premium strategy will build on these achievements by maintaining strong support for literacy while intensifying efforts to improve mathematics outcomes. The strategy will also adapt to the changing needs of incoming cohorts and evolving barriers, with an emphasis on personalised interventions and robust attendance support. Adjustments will be made to reflect changes in per-pupil funding rates and staff availability, to ensure sustainable and effective provision. Through this dynamic approach, we aim to further close the attainment gap and enhance the wellbeing and success of all disadvantaged pupils.

This strategy operates within a three-year plan, with annual reviews and updates, which explains why some key priorities remain consistent over time.

Disadvantaged pupils progress scores for 2024-2025:

It is important to note that due to the very low number of pupils eligible for pupil premium at St Peter's, the data can fluctuate from year to year and will therefore be limited.

Year group and pupils eligible for funding	Progress scores
Reception 4 children in receipt of funding Outcome indicator – Early Learning Goals	75% of our Reception pupil premium children in receipt of Pupil Premium funding achieved their Early Learning Goals, therefore met their age related expectations
KS1 7 children in receipt of funding Outcome indicator – Phonics Screening check. End of year age related expectations (teacher assessment).	Year 1 Phonics screening: 50% passed End of year: 50% at age-related expectations, 50% working towards

	<p>Year 2</p> <p>Writing and Maths: 60% expected standard, 40% greater depth</p> <p>Reading: 40% expected standard, 60% greater depth</p>
<p>KS2</p> <p>16 children in receipt of funding</p>	<p>Year 3</p> <p>Maths: 57% expected, 29% greater depth</p> <p>Reading: 57% expected, 29% greater depth</p> <p>Writing: 14% expected, 29% greater depth, 57% working towards</p> <p>Year 4</p> <p>Maths: 75% expected, 25% working towards</p> <p>Reading and Writing: 100% expected</p> <p>Year 5</p> <p>Maths and Reading: 80% expected, 20% greater depth</p> <p>Writing: 100% expected</p> <p>Year 6</p> <p>Maths: 50% expected, 50% working towards, with 50% achieving greater depth</p> <p>Reading: 50% expected, 50% working towards</p> <p>Writing: 50% expected, 50% working towards</p>
Combined KS2 outcomes	<p>Maths: 61% expected, 22% greater depth</p> <p>Reading: 72% expected, 17% greater depth</p> <p>Writing: 61% expected, 11% greater depth</p>

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

Little Wandle	Wandle Learning Partnership
Wordshark	Wordshark
Language Angels	Nubridge Publishing Limited
Purple Mash	2Simple Ltd
Sparkyard / Out Of The Ark	Out Of The Ark Music
Magical Maths	Firstlight Tutors Ltd T/A Magical Maths
Rockley Music	Rockley Music Ltd