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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	St Peter's Junior School
Number of pupils in school	349
Proportion (%) of pupil premium eligible pupils	18.1% (63/349)
Academic years that our current pupil premium strategy plan covers	2025-2028 (Currently year 2 within a 3 year plan)
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Michael Bradley, Headteacher
Pupil premium lead	Caroline Houghton, Deputy Headteacher
Governor leads	Sheila Johnson Marshall & Albert Venables

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year LAC Services	£77,500 £18,830 £720
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£97,050

Part A: Pupil premium strategy plan

Statement of intent

At St Peter's, we aim to be 'a place for all to flourish.' We aim to do this by ensuring all of our pupils, regardless of background, receive an education of the head (academic excellence), the heart (character & wellbeing) and the hands (making a difference).

We know that children from disadvantaged backgrounds don't do as well as their peers at school. When disadvantaged young children start primary school, they are often over four months behind non-disadvantaged peers. This gap doubles by the time they finish primary school and doubles again by the time they complete secondary school. At this stage, they are over a year and a half behind in terms of their attainment.

At St Peter's, we do not believe that this has to be the case and are determined to redefine what is possible.

We are passionate in our mission to abolish the attainment gap between our pupil premium pupils and their peers. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including our higher attaining pupil premium children. We carefully consider the challenges faced by all of our vulnerable pupils and support those with need, regardless of whether they are disadvantaged or not.

Our strategy is integral to wider school plans for education recovery. High quality teaching is at the heart of our approach. We believe that effective teaching and learning, an engaging curriculum and excellent relationships with pupils and their parents will lead to success. No other aspects of the school system have as much influence on pupil achievement, particularly the achievement of pupils from disadvantaged backgrounds.

Where required, we provide specifically targeted support to individuals in order to raise attainment. As a school, we collect and analyse data in order to put interventions in place where progress has slowed.

We use reading, research and evidence regarding the effectiveness of different strategies implemented in order to regularly monitor the effectiveness of our provision. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The profile of our Pupil Premium cohort is raised and all staff and Governors and committed to the importance of the Pupil Premium agenda. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, we will:

- Ensure disadvantaged pupils are challenged in the work they are set.
- Spotlight our pupil premium children within lessons, giving them front, central locations in close proximity to staff.
- Act early to intervene at the point that need is identified.

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Expect high standards of handwriting, presentation and engagement.
- Work in partnership to ensure everyone feels they belong in our school community.
- Have a laser like focus on ensuring all of our pupils are receiving the best possible teaching.

We believe that with the right strategies and culture in place, we will be able to disrupt the status quo and change the story of what all of our pupils can achieve.

Challenges

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

Challenge number	Detail of challenge
1	A much higher proportion of our DPs and their families have social, emotional and mental health needs in comparison to non-DPs which prevent our pupils from achieving well.
2	Data tells us that the attendance and persistent absenteeism of disadvantaged students is well below that of non-disadvantaged pupils across the school.
3	Standardised assessment data shows that there is an attainment gap between DP pupils and non-DP pupils in all subjects.
4	Baseline data shows that attainment of our DP cohort on entry is well behind that of their peers, with specific difficulties identified in Reading, Writing and Maths – at both the expected and higher standard.
5	We have observed that many of our DPs have limited cultural capital, and enrichment opportunities - lack of experiences and knowledge of the world limits understanding and restricted foundations for learning, particularly within wider curriculum areas.
6	Pupil interviews and observations have also indicated lower self-esteem, a lack of agency and aspirations within this cohort.

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
To diminish the gap between disadvantaged pupils and their peers in reading, writing and maths.	Internal school data will demonstrate that the gap between disadvantaged pupils and non-disadvantaged pupils is diminished in reading, writing and maths.

	Outcomes at the end of Key Stage 2 will demonstrate that all disadvantaged pupils at St Peter's Junior School achieve the expected standard or above in Reading, Writing and Maths.
Expert teaching of reading, writing and maths is evident in all classrooms.	Staff are sufficiently trained to deliver high quality teaching in Reading, Writing and Maths, in line with the instructional programmes implemented across school and the teaching and learning policy. Classroom drop-ins, review mornings and incremental coaching show that the teaching of Reading, Writing and Maths across school is good or better.
Access to enrichment activities.	Disadvantaged pupils will access a variety of after school and lunchtime school clubs and provision. Pupils will engage in trips and visits to enrich learning, raise aspirations and gain new experiences, in addition to the school curriculum visits.
The attendance of our pupil premium cohort will improve, including for persistent absentees.	Pupil premium attendance data at least in line with national non-pupil attendance data. Increase in attendance at school so that pupil premium school attendance data is equivalent to non-pupil premium children.
To ensure that all pupils have access to high quality mental health, wellbeing and support.	Outcomes of pupils' questionnaires and pupil voice are positive in terms of their happiness, belonging and wellbeing. Parental feedback via questionnaires is positive, indicating both parents and pupils feel well supported by the school. High quality CPD for all staff so that all staff are able to identify and support vulnerable pupils. Nurture sessions are provided for all children who require additional emotional support. Weekly inclusion meetings attended by SLT monitor provision and emerging needs.
Improved basic skills in Writing is evident in books	Book looks will demonstrate that disadvantaged pupils' books show pupils are making progress in terms of handwriting, spelling and basic grammar skills.
Pupils have high levels of self-esteem, aspirations and enjoyment of school	Pupil voice shows that pupils are ambitious, want to do well in school and have an enjoyment of their learning.

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

Budgeted cost: £46,012

Activity	Evidence that supports this approach	Challenge number addressed
Rigorous data informed planning and tracking	Key staff member appointed to act as performance lead and track the progress of vulnerable groups through school. Interventions to be identified, monitored and the impact of these identified through ongoing tracking and data collection. The achievement lead will support staff in understanding their class cohort and identifying high impact targets to address. Achievement lead to run pupil progress meeting in order to track pupils and coach staff through specific targeted approaches as well as high quality teaching strategies to implement. Home | Educational Assessment, Evaluation and Accountability | Springer Nature Link	3,4,5
Ensure there are high rates of participation in lessons across the school	In Teach Like a Champion, Doug Lemov states that 'one of our most important goals as teachers is to cause students to do as much of the cognitive work as possible.' Lemov argues that the ultimate aim of any learning task or activity, arguably the classroom more generally, is to secure the highest possible ratio where the maximum number of students are thinking really hard. This supports Robert Coe's very broad definition of learning that it 'happens when students are thinking hard'. https://www.innerdrive.co.uk/blog/maximise-cognitive-engagement/ https://www.linkedin.com/pulse/ratio-leveraging-student-thinking-participation-downe-house-school/	3,4,6
Improve outcomes in Writing by improving our approach to the teaching of sentence construction	In their recent, 'Improving Literacy in KS2' guidance report (https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2), the EEF state that sentence construction is one important element following about the importance of sentence construction in improve outcomes in Writing:	3, 4, 5

	"Pupils should practise sentence combining and other sentence construction techniques." The report goes on to state that sentence construction can be developed through activities like sentence-combining, where simple sentences are combined so that varied and more complex sentences are produced. This year, our Writing curriculum will be reviewed with a focus on sentence construction and we will look at best practice across other schools.	
End of unit assessments include opportunities for misconceptions to be addressed	Research and evidence shows that teaching should respond to the changing needs of children. This requires teachers to collect accurate and up-to-date information about pupils' current capabilities so that they can adapt their teaching to focus on exactly what each pupil needs to progress. Diagnostic assessments provide opportunities for teachers to reflect on pupils' thinking, strengths and weaknesses. They can give useful insights into learning, adding to the richness of information that teachers hold about their pupils. When used effectively, diagnostic assessments can indicate areas for development for individual pupils, classes or across year groups. This year, teachers will be given time to look at end of unit assessments and plan on how they are going address these gaps. Similarly, our Maths Lead and DHT will trial 'Misconception and Modelling' lessons. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment https://www.nfer.ac.uk/assessment-hub/the-benefits-of-using-diagnostic-assessments-in-the-spring-term/	3, 4, 5
Develop a 'keep up not catch up' culture across the school through the use of data driven planning	According to the EEF's school planning support document (https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching), taking account of prior knowledge is essential if pupils' learning needs are to be met. Anticipating common misconceptions, and using diagnostic assessment to uncover them, forms an important part of this process.	3, 4, 5

	At the end of each term, following pupil progress meetings, staff are given time to analyse pupil performance in order to create and implement intervention & prevention plans for their class.	

Targeted academic support

Budgeted cost: £29,476

Activity	Evidence that supports this approach	Challenge numbers addressed
Provide targeted academic tuition/intervention for those disadvantaged pupils who require extra support during assembly time and after school	According to the EEF, tuition is one of the best evidenced interventions we have to support disadvantaged pupils' attainment. https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring At St Peter's, every Year 6 Pupil Premium pupil who is below the expected standard in Maths will be offered small group tuition out of school hours from Autumn 2026. Short burst interventions happen every day during assembly time for Disadvantaged Pupils across school who have fallen behind in Reading, Writing or Maths. These are regularly reviewed and modified in line with pupil progress meetings and intervention & prevention planning.	3, 4, 5
Ensure our bottom 20% of DP readers, across school, make rapid progress through the use of targeted phonics and fluency practise	EEF states that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics At St Peter's, an expert reading teacher has been assigned to each year group in order to ensure reading provision is highly effective and meets the needs of individual learners.	3, 4, 5

	Phonics CPD has also been revisited with TA's with support from our local English Hub.	
Targeted intervention focused on writing	According to the EEF, tuition is one of the best evidenced interventions we have to support disadvantaged pupils' attainment. https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring At St Peter's, every pupil eligible for PP will benefit from 1:1 time to feedback on writing skills and sentence mastery. This will be through bespoke time with their class teacher to consolidate misconceptions and improve precise writing targets identified. These interventions will be monitored by the PP lead throughout the year to measure impact.	3, 4
To have a member of SLT overseeing academic interventions across school	According to the EEF, it is vital that interventions are regularly monitored and reviewed: *"These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored*." At St Peter's, our achievement lead has been provided with additional management time to oversee interventions happening across school in order to ensure they are effective.	3, 4

Wider strategies

Budgeted cost: £21,562

Activity	Evidence that supports this approach	Challenge numbers addressed
Improve the attendance of our DP cohort – both overall absence and persistent absences – by supporting pupils and families in identifying and	Research by the DfE and others shows quite clearly that as students miss more lessons, their attainment across a range of measures declines. Our approach will be linked to both the NCC's Attendance toolkit and the Government's attendance framework	1, 2

overcoming barriers to attendance	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities For 2026/27, our ELSA HLTA has been provided with time to oversee attendance with the DHT and have capacity to reach out to families where attendance is a concern. We call this protected time ' Our new Early Birds provision has been effectively implemented in order to support pupils who struggle to attend school. Each week the DHT, office representative and ELSA HLTA will meet to discuss actions and review attendance at a pupil level.	
Continue to provide the Social and Emotional support our most vulnerable pupils need by providing high quality nurture	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel At St Peter's we have a range of highly effective support including Forest School provision, two members of staff trained in ELSA and a nurture support lead.	1, 2, 6
Increase capacity for leadership roles and responsibilities across school.	We wholeheartedly believe in creating a pupil leadership culture where all pupils have the self-confidence to take on valued leadership roles across school. Through the actions and initiatives of these pupil leaders, children are able to find relevance, purpose and meaning in all that happens in school. https://literacytrust.org.uk/policy-and-campaigns/oracy-report/ We strive for representation of our PP cohort within these leadership roles and responsibilities, becoming confident and articulate communicators. To support the implementation of these roles, a TLR3 has been appointed to oversee the	5, 6

	application process and ensure PP representation within these roles.	

Total budgeted cost: £90,050

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 2025 to 2026 academic year.

Our Pupil Premium strategy for 2025/26 continued to focus on ensuring there was a highly effective teacher in every classroom; that gaps in knowledge were quickly diagnosed and timely interventions were put in place; and that high quality nurture, support and tailored interventions were available for those pupils who needed social and emotional support.

The phrase '**Becoming the authors of our own life story'** headed the school development plan, with the priority being to develop our Writing Curriculum so that all pupils, especially DPs and those with SEND, secure firm foundations.

In 2025/26, our Ofsted report concluded:

- Leaders use the pupil premium funding effectively through well-considered strategies that address pupils' specific barriers.
- They ensure that disadvantaged pupils consistently benefit from high-quality teaching through providing effective training for staff.
- Leaders also deploy the pupil premium funding successfully to improve attendance, including through targeted pastoral support.
- As a result, pupils gain the confidence to participate fully in the wider opportunities on offer.
- The school enables pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, to flourish.
- Through their detailed understanding of pupils' needs, staff tailor pupils' learning and experiences so that all benefit fully.
- There are clear signs of improved achievement for disadvantaged pupils.
- Disadvantaged pupils and those with vulnerabilities receive tailored support through initiatives, such as the forest school and lunchtime nurture clubs, which foster their well-being and sense of belonging

End of KS2 data

Results for St Peters July 2026 - ATTAINMENT: (DP = Disadvantaged Pupils/Pupil Premium)

	EXS +	GDS+	RANK OUT OF 255 IN NCC
READING	84.6% (75%)	35% (30%)	63rd
SPAG	89% (74%)	49.5% (31%)	27th
MATHS	85.7% (75%)	34% (27%)	70th
WRITING	78% (73%)	17.6% (13%)	103rd
COMBINED	73.6% (63%)	12% (9%)	59th
DP READING	58.8% (-2.5% LA)	There is no comparative data for DP (Pupil Premium/FSM) for GDS+ and schools are not compared by rank. This is due to some schools having 70%+ of their cohort with DP, where other schools may have 0-4 pupils per cohort: meaning data wouldn't be fairly represented in rank.	
DP SPAG	66.7% (+8.9% LA)		
DP MATHS	58.3% (-3.2% LA)		
DP WRITING	58.3% (-0.2% LA)		
DP COMBINED	41.2% (-4.2% LA)		

*Combined is the number of children achieving EXS+ in reading, writing and maths
*In blue is how our %'s compare with schools nationally
* In green is compared to LA averages over 255 schools in Nottinghamshire County Council

Outcomes for 2025/26 show an attainment gap between PP and non PP pupils in all core subjects.

However, our progress data (KS1-KS2), clearly shows that, during their time with us, disadvantaged pupils make accelerated progress.

Results for St Peters July 2026 - PROGRESS: (DP = Disadvantaged Pupils/Pupil Premium)

	PROGRESS SCORE	RANK OUT OF 255 IN NCC	2025 PROGRESS SCORE	2024 PROGRESS SCORE
READING	+3.5	15th	+0.4	+0.3
MATHS	+2.7	32nd	+0.8	+0.9
WRITING	+2.1	36th	+0.1	+0.5
	PROGRESS SCORE	LA PROGRESS SCORE	Difference between St Peter's progress score and LA progress score for DP pupils	
DP READING	+3.8	-1.2	St Peter's +5 progress points higher than NCC	
DP MATHS	+1.4	-0.8	St Peter's +2.2 progress points higher than NCC	
DP WRITING	+4.3	-0.8	St Peter's +5.1 progress points higher than NCC	

Attendance

Last year's attendance data was the best we have had since Covid-19 when looking at different groups of pupils. Historically, our data for disadvantaged pupils has always been below the national average for this group - however, this improved considerably last year which resulted in our overall and PA data for FSM being above the national average for this group for the first time.

2025/26

	Overall %		% Unauthorised		% of pupils with 90% or below	
	St Peter's	National	St Peter's	National	St Peter's	National
All pupils	96.2%	94.7%	0.9%	1.6%	5.1%	13.9%
SEN support	94.6%	92.6%	1.3%	2.3%	12.8%	22.5%
FSM	92.7%	91.8%	2.5%	3.0%	11.1%	27.1%

Despite the improvements, we believe that improving the attendance of our most disadvantaged pupils remains to be work in progress and will remain a priority for 26/27.

Externally provided programmes

Programme	Provider
White Rose Maths	White Rose Maths
Times Tables Rockstars	Maths Circle Ltd
Sounds and Syllables spelling	Jason Wade
No Nonsense Phonics	Phonics International Ltd

Further information (optional)

Additional Activities:

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium, but integral to our school development plan and whole school CPD. That will include:

- The employment of a school sports coach to actively lead lunchtime and after school clubs, as well as supporting fine and gross motor activities and forest school activities.
- Whole school CPD on improving quality first teaching through the use of 'Teaching Walk thru's' and strategies made explicit in Doug Lemov's 'Get Better Faster.'
- T&L monitoring activities take an active stance is the participation and inclusion of our pupil premium cohort.
- PP Leaders access the Pupil Premium Network meetings for Nottinghamshire to stay attuned to the latest research, evidence and approaches.
- Governor pupil voice questionnaire undertaken and feedback shared with all staff.

We have a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.