

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	347
Proportion (%) of pupil premium eligible pupils	17% (59/347)
Academic years that our current pupil premium strategy plan covers	2024-2027 (Currently year 2 within a 3 year plan)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£69,690 £15,780 £700
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£86,170

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 are 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 achievement gap between disadvantaged pupils and their peers in reading, writing and maths.	Attainment 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 they are able to identify and support vulnerable pupils. Nurture sessions are provided for all children who require additional emotional support.
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.
Oracy is built into the school curriculum and is as high profile as reading and writing	Pupils leave St Peter's being able to articulate ideas, develop understanding and engage with others through spoken language and listening.
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 **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £28,131

Activity	Evidence that supports this approach	Challenge number addressed
Develop our Writing Curriculum so that all pupils, especially our DPs and those with SEND, secure firm foundations	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: <i>"Pupils should practise sentence combining and other sentence construction techniques."</i> 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.	3,4
Ensure that our PSHE curriculum reflects our school mission and the needs of our most vulnerable pupils	There is a wide evidence base which demonstrates that PSED approaches have a positive impact on young children's social and emotional skills, self-regulation and learning. There is promising evidence for teaching children emotional awareness and relationship management, and some evidence that promoting self-care can improve children's knowledge, attitudes and some behaviours. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1,2,6
Maximise cognitive engagement in classrooms so that all pupils, particularly our DPs and those with SEND, actively participate and think harder.	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'.	3,4, 6

	This year, staff will receive CPD on ensuring participation is high in all parts of lessons and will be embedded through the use of teaching triads. https://www.innerdrive.co.uk/blog/maximise-cognitive-engagement/ https://www.linkedin.com/pulse/ratio-leveraging-student-thinking-participation-downe-house-school/	
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Targeted academic support

Budgeted cost: £41,991

Activity	Evidence that supports this approach	Challenge numbers addressed
Provide targeted academic tuition/intervention for those disadvantaged pupils who require extra support	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 2025. 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. Pupil Premium pupils in Year 4, 5 and 6 receive additional 'keep up not catch up' interventions in order to revisit morning with the aim that no pupil leaves with misconceptions from the morning's lessons.	3,4
Ensure our bottom 20% of DP readers, across school, make	EEF states that phonics has a positive impact overall (+5 months) with very extensive	3,4

rapid progress through the use of targeted phonics and fluency practise	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. Phonics CPD has also been revisited with TA's with support from our local English Hub.	
To have an effective four teacher model in Year 3, and 6 in order to target specific pupils requiring additional support	According to the EEF, small group tuition has an average impact of four months' additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition At St Peter's, we have an experienced KS2 teacher working in Year 6 in order to create a fourth teacher model. In Year 3, we have experienced HLTAs provided small group support following quality first teaching in Maths,	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: <i>"These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored."</i> At St Peter's, our DHT 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: £22,518

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 overcoming barriers to attendance	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 - https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities For 2025/26, 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. 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.	1,2
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 two Forest School teachers, two members of staff trained in ELSA, a newly trained Senior Mental Health Lead and Boxall nurture provision.	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.	5, 6

	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 application process and ensure PP representation within these roles.	
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Total budgeted cost: £92,640

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 2024 to 2025 academic year.

Our Pupil Premium strategy for 2024/25 continued to focus on ensuring there was a highly effective teacher in every classroom; our curriculum is well designed; 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 'Learners today, Leaders tomorrow' headed the school development plan, with the priority being to ensure all pupils, but particularly those in receipt of PP, were being provided with an education of the Head (academic excellence), Heart (character and wellbeing) and Hands (making a difference). As a result, our priorities are:

1. Further expand our pupils' Social, Moral, Spiritual and Cultural development;
2. Continue to develop a culture of excellence & aspiration;
3. Embed recently introduced curriculum changes.

In 2024/25, a review of the school by NCC concluded:

The Head Teacher and his leadership team know their school well. They lead by example, and are 'hands on' - this earns them respect and credibility amongst the staff team. The curriculum is well organised and clear links are made between subjects. Subject leaders undertake regular and frequent checks and as a result have a detailed knowledge of provision across the school, which in turn feeds in to their action planning for future improvements. Outcomes are positive, but the Head Teacher is not complacent and strives to continuously improve. He understands the specific issues facing junior schools and has put measures in place to ensure any data discrepancies are swiftly identified and addressed. The development of the 'whole child' through enrichment and leadership opportunities is a strength, and welcomed by the children. This is not tokenistic, but rather it threads through the entire work of the school. Leaders have carefully planned the use of the school building and grounds to good effect, and as a result the children have access to nature and nurture on a daily basis.

Similarly, our 2025 SIAMs inspection report concluded:

- The school's Christian vision underpins a caring and supportive environment where mental health and emotional wellbeing are prioritised. Pupils and staff feel safe, valued and supported. This is enabling adults and pupils to flourish socially, academically and professionally.
- Pupils have a voice at St Peter's. They are actively encouraged to stand up against injustice and are regularly involved in impactful social projects. They are empowered as leaders, equipped with the knowledge and skills to make positive contributions to society.
- The school's Christian vision shapes curriculum design. Staff educate the whole person, seeing each pupil as a unique individual. Pupils flourish in their learning whilst also being given an abundance of opportunities to shape their character and make a difference in their communities.
- The vision shapes decisions that enhance the daily experience of both adults and pupils. They are nurtured in their personal development and encouraged to use their unique gifts and talents for themselves and others.
- Religious education (RE) is challenging and the study of Christianity is well sequenced. Pupils use religious terminology with accuracy to express their understanding of Christian perspectives and practices. They understand Christianity as a diverse world religion.

During 2024/25, we worked hard on further expanding our pupils SMSC developing resulting in:

- School Leaders have a clear overview of where and when all SMSC opportunities take place across the school
- Our new 'Hands' lead teacher ensures there is strategic approach and oversight to the running and organisation of pupil leadership

- The amount of pupils in leadership roles across the school has increased with all pupils in Year 4-6 taking part
- 100% of classrooms have a set of defined classroom leadership roles
- A Pupil Parliament model is set up which runs fortnightly and shows evidence of impact
- Spiritual development is an intrinsic part of the school and its curriculum with 100% of subject leaders able to confidently articulate this
- There is evidence, through pupil voice, to show that collective worship is having a positive impact upon pupils spiritual development

We also continued to develop a culture of excellence and aspiration. This resulted in:

- The lowest 20% of pupils received additional intervention in order to close the achievement gap
- 100% of interventions were judged to be of high quality and impactful across the school
- The % of pupils at the EXP and above increased year on year in R,W,M
- Effective and impactful DLCs were evident in books across the school
- Learning walks showed that most teachers have high participation ratios in lessons across the school
- Most teachers implemented effective 're-teach' strategies informed by assessment.
- Attendance, for FSM pupils, improved compared to the previous year
- Persistent absences, for FSM pupils, improved compared to the previous year

Finally, we also focused on embedding recent changes made to the curriculum resulting in:

- All subject leader documentation is up to date and aligns with the planned curriculum
- All MTPs are up-to-date and align with the planned curriculum
- Art sketchbooks show clear progression in technique across the year.
- 100% of teachers use "re-remembering" techniques in Music, Spanish, DT on a weekly basis.
- A review is undertaken to judge the effectiveness of the PE curriculum
- A review is undertaken to judge the effectiveness of the teaching of writing at a sentence level
- RE assessments show pupils can articulate both theological understanding (substantive) and reflective response (disciplinary).

We hope that the impact of this work is reflective in our end of KS2 assessment data which is set out below...

	GPS		Reading		Maths		Writing	
	St P	Nat	St P	Nat	St P	Nat	St P	Nat
2024/25	88%	73%	86%	75%	90%	74%	76%	72%

Performance of Disadvantaged Pupils...

	GPS		Reading		Maths		Writing	
	St P	Nat	St P	Nat	St P	Nat	St P	Nat
2024/25	77%	60%	71%	63%	82%	61%	59%	59%

The above data shows that whilst our most vulnerable pupils are performing better than disadvantaged pupils nationally in GPS, Reading and Maths – they are in line for Writing. This is an area which will be a key priority for us in 2025/26.

Externally provided programmes

Programme	Provider
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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.