

# St Peter's C of E Primary Academy Mansfield Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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  |
|---|---|
| Name of school  | St Peter's C of E Primary Academy Mansfield |
| Number of pupils in school  | 184   |
| Proportion (%) of pupil premium eligible pupils   | 43%   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021 - 2024                                 |
| Date this statement was published   | September 2023                              |
| Date on which it will be reviewed   | November 2024                               |
| Statement authorised by   | James Marshall, Headteacher                 |
| Pupil premium lead  | Joanna Kaluza                               |
| Governor / Trustee lead   | Donna Wilson                                |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £112,035 |
| Recovery premium funding allocation this academic year  | £11,455  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £123,490 |

# Part A: Pupil premium strategy plan

## Statement of intent

*Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.*

*We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.*

*Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.*

*Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:*

- ensure that pupils are in school by utilising a family liaison officer to monitor attendance;*
- ensure disadvantaged pupils are appropriately challenged in the work that they are set;*
- act early to intervene at the point need is identified through early SEND intervention (Educational Need), through the Early Help team (Social Need) and/or in EYFS unit;*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

## Challenges

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

| Challenge number | Detail of challenge |
|------------------|---------------------|
|------------------|---------------------|

|   |   |
|---|---|
| 1 | Pupils eligible for PPG are more likely to be absent.                               |
| 2 | Pupils eligible for PPG are less likely to attain national benchmarks in reading.   |
| 3 | Pupils eligible for PPG are less likely to attain national benchmarks in writing.   |
| 4 | Pupils eligible for PPG are less likely to attain national benchmarks in maths.     |
| 5 | Pupils eligible for PPG are more likely to need PSED support.                       |
| 6 | Pupils eligible for PPG are more likely to be excluded.                             |
| 7 | Pupils eligible for PPG are more likely to exhibit low level disruptive behaviours. |

## 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  |
|--|---|
| Pupils eligible for PPG attend regularly and punctually.   | Attendance data for disadvantaged pupils is in-line with other pupils.  |
| Data shows that pupils eligible for PPG are closing the attainment gap with other pupils in reading. | Progress in reading assessments for disadvantaged pupils is accelerated.<br>Accelerated Reader shows that pupils are on track to be reading stage appropriate books regularly.  |
| Data shows that pupils eligible for PPG are closing the attainment gap with other pupils in writing. | Progress in writing assessments for disadvantaged pupils is accelerated.<br>Pupils' writing work books show clear progression through the year.   |
| Data shows that pupils eligible for PPG are closing the attainment gap with other pupils in maths.   | Progress in maths assessments for disadvantaged pupils is accelerated.  |
| Pupils who have significant social and emotional challenges can regulate their emotional behaviours. | Progress in Boxhall profiles.<br>Time in Rainbow Room reduces as the year progresses, so pupils spend more time with peers.<br>Reduction in fixed term exclusions.  |
| Teachers use effective classroom management strategies to support good classroom behaviours.         | Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression.<br>Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time.<br>Reinforcement programmes based on pupils gaining rewards can be effective when part |

|  |   |
|--|---|
|  | of a broader classroom management strategy. |
|--|---|

## 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: £34,540

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Talk for Writing<br>Coaching and mentoring<br>Running costs | Principles outlined in the Improving Literacy in KS1 / KS2 EEF documents<br>Coaching and mentoring from TfW lead.         | 3                             |
| Talk for Reading<br>Coaching and mentoring                  | Teach reading comprehension strategies through modelling and supported practice.<br>Coaching and mentoring from TfR lead. | 2                             |
| Accelerated Reader Training<br>Resources                    | Accelerated Reader EEF +3 months from the toolkit   | 2                             |
| Read Write Inc Training<br>Running costs                    | Phonics EEF Toolkit +5 months   | 2                             |

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

Budgeted cost: £38,445

| Activity              | Evidence that supports this approach    | Challenge number(s) addressed |
|-----------------------|---|-------------------------------|
| Switch On Reading     | Switch on Reading EEF Toolkit +3 months | 2                             |
| Read Write Inc        | Phonics EEF Toolkit +5 months           | 2                             |
| Reading Comprehension | EEF Toolkit +6 months                   | 2                             |

|                   |   |         |
|-------------------|---|---------|
| Tutoring          | Small group tuition EEF Toolkit +4 months | 1, 2, 3 |
| Catch up numeracy | EEF Toolkit +3 months                     | 4       |

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

Budgeted cost: £45,150

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1                             |
| Rewarding positive behaviour   | Reinforcement programmes based on pupils gaining rewards can be effective when part of a broader classroom management strategy.         | 5, 6, 7                       |
| Nurture provision  | More specialised programmes which use elements of SEL are targeted at students with particular social or emotional needs.               | 5, 6                          |
| ELSA sessions  | More specialised programmes which use elements of SEL are targeted at students with particular social or emotional needs.               | 5, 6, 7                       |

**Total budgeted cost: £ 138,135**



## 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.

#### Attainment

##### *Year 6 Attainment*

| Cohort                   | REM (% AS) | WRI (% EXS) | WRI (% GDS) | MAM (% AS) | SCI (% EXS) |
|--------------------------|------------|-------------|-------------|------------|-------------|
| <b>Average</b>           | 72         | 64          | 0           | 67         | 67          |
| <b>Pupil Premium</b>     | 79         | 64          | 0           | 64         | 64          |
| <b>Not Pupil Premium</b> | 68         | 64          | 0           | 68         | 68          |

##### *Year 1 - Year 5 Attainment*

#### Whole School Contextual Group Attainment Summary Reading | Summer End of Term | All Pupils

| Group                    | Year 1            |                   |                 | Year 2            |                  |                 | Year 3            |                  |                 | Year 4            |                   |                  | Year 5           |                   |                  | Year 6 |    |       | Whole School       |                    |                  |
|--------------------------|-------------------|-------------------|-----------------|-------------------|------------------|-----------------|-------------------|------------------|-----------------|-------------------|-------------------|------------------|------------------|-------------------|------------------|--------|----|-------|--------------------|--------------------|------------------|
|                          | Below             | At                | Above           | Below             | At               | Above           | Below             | At               | Above           | Below             | At                | Above            | Below            | At                | Above            | Below  | At | Above | Below              | At                 | Above            |
| <b>Cohort</b>            | 56.67%<br>(17/30) | 43.33%<br>(13/30) | 3.33%<br>(1/30) | 64.71%<br>(11/17) | 35.29%<br>(6/17) | 0.00%<br>(0/17) | 70.97%<br>(22/31) | 29.03%<br>(9/31) | 0.00%<br>(0/31) | 44.12%<br>(15/34) | 55.88%<br>(19/34) | 8.82%<br>(3/34)  | 20.00%<br>(6/30) | 80.00%<br>(24/30) | 6.67%<br>(2/30)  | -      | -  | -     | 50.00%<br>(71/142) | 50.00%<br>(71/142) | 4.23%<br>(6/142) |
| <b>Disadvantaged</b>     | 89.23%<br>(9/13)  | 30.77%<br>(4/13)  | 0.00%<br>(0/13) | 60.00%<br>(3/5)   | 40.00%<br>(2/5)  | 0.00%<br>(0/5)  | 70.59%<br>(12/17) | 29.41%<br>(5/17) | 0.00%<br>(0/17) | 53.33%<br>(8/15)  | 46.67%<br>(7/15)  | 6.67%<br>(1/15)  | 27.27%<br>(3/11) | 72.73%<br>(8/11)  | 0.00%<br>(0/11)  | -      | -  | -     | 57.38%<br>(35/61)  | 42.62%<br>(26/61)  | 1.64%<br>(1/61)  |
| <b>Non Disadvantaged</b> | 47.06%<br>(8/17)  | 52.94%<br>(9/17)  | 5.88%<br>(1/17) | 66.67%<br>(8/12)  | 33.33%<br>(4/12) | 0.00%<br>(0/12) | 71.43%<br>(10/14) | 28.57%<br>(4/14) | 0.00%<br>(0/14) | 36.84%<br>(7/19)  | 63.16%<br>(12/19) | 10.53%<br>(2/19) | 15.79%<br>(3/19) | 84.21%<br>(16/19) | 10.53%<br>(2/19) | -      | -  | -     | 44.44%<br>(38/81)  | 55.56%<br>(45/81)  | 6.17%<br>(5/81)  |

## Whole School Contextual Group Attainment Summary

**Writing | Summer End of Term | All Pupils**

### Report Description:

This report displays the number and percentages of pupils working below, at and above **Age Related Expectations** across the whole school.

| Group                    | Year 1            |                   |                 | Year 2            |                 |                 | Year 3            |                 |                 | Year 4             |                  |                 | Year 5            |                   |                 | Year 6 |     |       | Whole School        |                    |                  |
|--------------------------|-------------------|-------------------|-----------------|-------------------|-----------------|-----------------|-------------------|-----------------|-----------------|--------------------|------------------|-----------------|-------------------|-------------------|-----------------|--------|-----|-------|---------------------|--------------------|------------------|
|                          | Below             | At+               | Above           | Below             | At+             | Above           | Below             | At+             | Above           | Below              | At+              | Above           | Below             | At+               | Above           | Below  | At+ | Above | Below               | At+                | Above            |
| <b>Cohort</b>            | 66.67%<br>(20/30) | 33.33%<br>(10/30) | 0.00%<br>(0/30) | 94.12%<br>(16/17) | 5.88%<br>(1/17) | 0.00%<br>(0/17) | 93.55%<br>(29/31) | 6.45%<br>(2/31) | 0.00%<br>(0/31) | 94.12%<br>(32/34)  | 5.88%<br>(2/34)  | 2.94%<br>(1/34) | 66.67%<br>(20/30) | 33.33%<br>(10/30) | 0.00%<br>(0/30) | -      | -   | -     | 82.39%<br>(117/142) | 17.61%<br>(25/142) | 0.70%<br>(1/142) |
| <b>Disadvantaged</b>     | 84.62%<br>(11/13) | 15.38%<br>(2/13)  | 0.00%<br>(0/13) | 100.00%<br>(5/5)  | 0.00%<br>(0/5)  | 0.00%<br>(0/5)  | 94.12%<br>(16/17) | 5.88%<br>(1/17) | 0.00%<br>(0/17) | 100.00%<br>(15/15) | 0.00%<br>(0/15)  | 0.00%<br>(0/15) | 90.91%<br>(10/11) | 9.09%<br>(1/11)   | 0.00%<br>(0/11) | -      | -   | -     | 93.44%<br>(57/61)   | 6.56%<br>(4/61)    | 0.00%<br>(0/61)  |
| <b>Non Disadvantaged</b> | 52.94%<br>(9/17)  | 47.06%<br>(8/17)  | 0.00%<br>(0/17) | 91.67%<br>(11/12) | 8.33%<br>(1/12) | 0.00%<br>(0/12) | 92.86%<br>(13/14) | 7.14%<br>(1/14) | 0.00%<br>(0/14) | 89.47%<br>(17/19)  | 10.53%<br>(2/19) | 5.26%<br>(1/19) | 52.63%<br>(10/19) | 47.37%<br>(9/19)  | 0.00%<br>(0/19) | -      | -   | -     | 74.07%<br>(60/81)   | 25.93%<br>(21/81)  | 1.23%<br>(1/81)  |

## Whole School Contextual Group Attainment Summary

**Mathematics | Summer End of Term | All Pupils**

### Report Description:

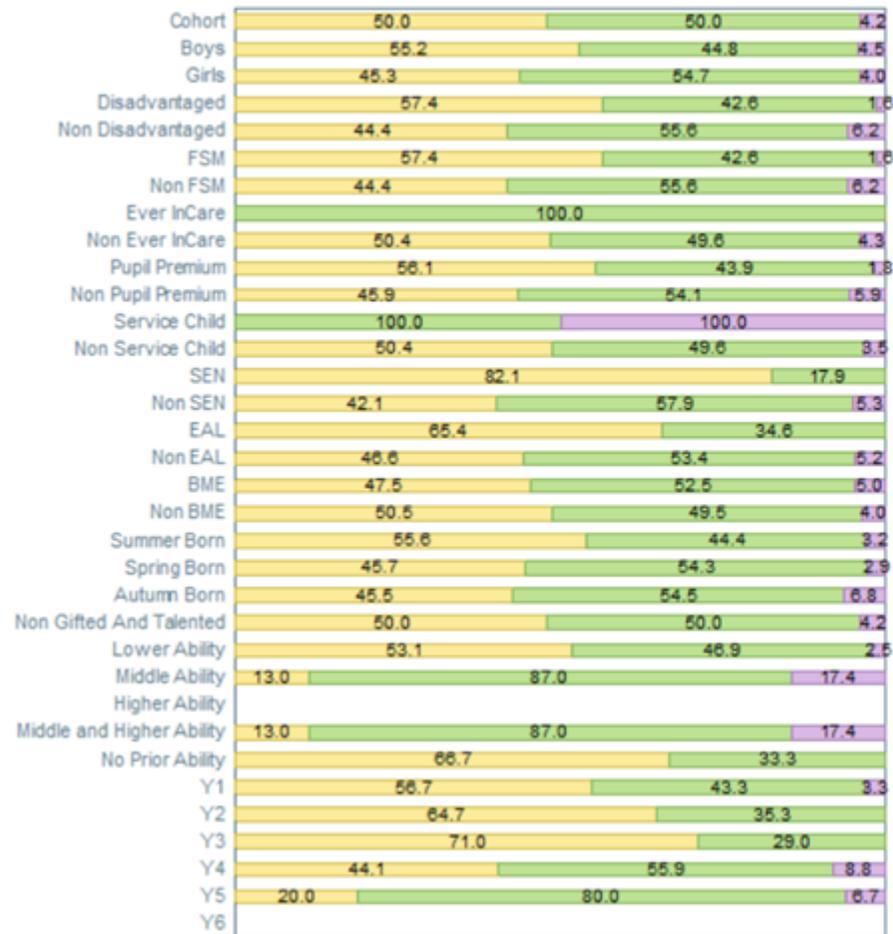
This report displays the number and percentages of pupils working below, at and above **Age Related Expectations** across the whole school.

| Group                    | Year 1            |                   |                 | Year 2           |                   |                 | Year 3            |                   |                 | Year 4            |                   |                  | Year 5            |                   |                  | Year 6 |     |       | Whole School       |                    |                   |
|--------------------------|-------------------|-------------------|-----------------|------------------|-------------------|-----------------|-------------------|-------------------|-----------------|-------------------|-------------------|------------------|-------------------|-------------------|------------------|--------|-----|-------|--------------------|--------------------|-------------------|
|                          | Below             | At+               | Above           | Below            | At+               | Above           | Below             | At+               | Above           | Below             | At+               | Above            | Below             | At+               | Above            | Below  | At+ | Above | Below              | At+                | Above             |
| <b>Cohort</b>            | 54.84%<br>(17/31) | 45.16%<br>(14/31) | 0.00%<br>(0/31) | 35.29%<br>(6/17) | 64.71%<br>(11/17) | 0.00%<br>(0/17) | 54.84%<br>(17/31) | 45.16%<br>(14/31) | 3.23%<br>(1/31) | 38.24%<br>(13/34) | 61.76%<br>(21/34) | 11.76%<br>(4/34) | 46.67%<br>(14/30) | 53.33%<br>(16/30) | 20.00%<br>(6/30) | -      | -   | -     | 46.85%<br>(67/143) | 53.15%<br>(76/143) | 7.63%<br>(11/143) |
| <b>Disadvantaged</b>     | 76.92%<br>(10/13) | 23.08%<br>(3/13)  | 0.00%<br>(0/13) | 40.00%<br>(2/5)  | 60.00%<br>(3/5)   | 0.00%<br>(0/5)  | 64.71%<br>(11/17) | 35.29%<br>(6/17)  | 0.00%<br>(0/17) | 60.00%<br>(3/5)   | 40.00%<br>(6/15)  | 0.00%<br>(0/15)  | 72.73%<br>(8/11)  | 27.27%<br>(3/11)  | 0.00%<br>(0/11)  | -      | -   | -     | 65.57%<br>(40/61)  | 34.43%<br>(21/61)  | 0.00%<br>(0/61)   |
| <b>Non Disadvantaged</b> | 38.89%<br>(7/18)  | 61.11%<br>(11/18) | 0.00%<br>(0/18) | 33.33%<br>(4/12) | 66.67%<br>(8/12)  | 0.00%<br>(0/12) | 42.86%<br>(6/14)  | 57.14%<br>(8/14)  | 7.14%<br>(1/14) | 21.05%<br>(4/19)  | 78.95%<br>(15/19) | 21.05%<br>(4/19) | 31.58%<br>(6/19)  | 68.42%<br>(13/19) | 31.58%<br>(6/19) | -      | -   | -     | 32.93%<br>(27/82)  | 67.07%<br>(55/82)  | 13.41%<br>(11/82) |

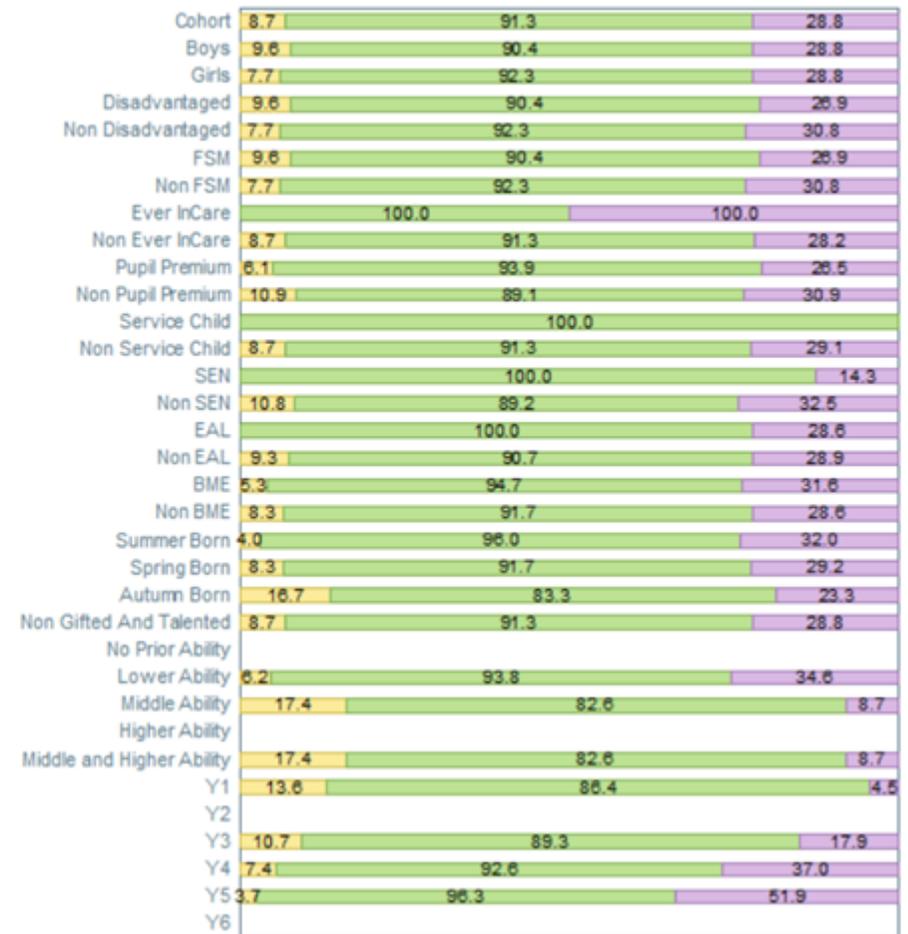
### Whole School Progress

## Reading

### Age Related Expectations

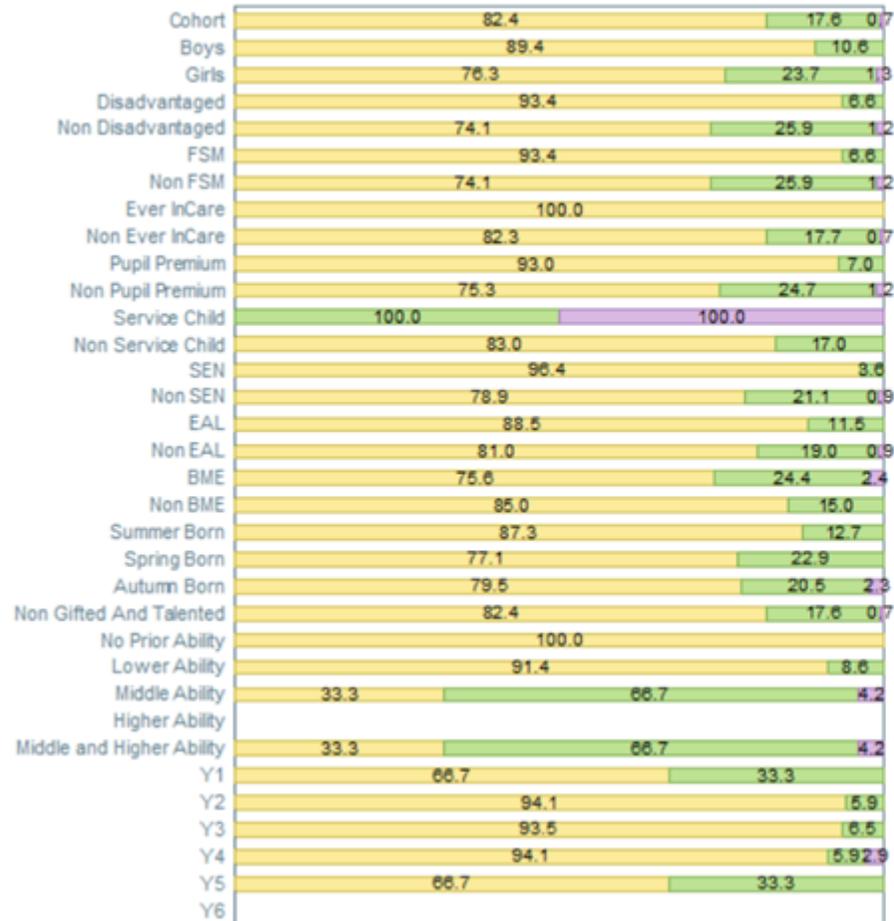


### Progress from Previous Key Stage

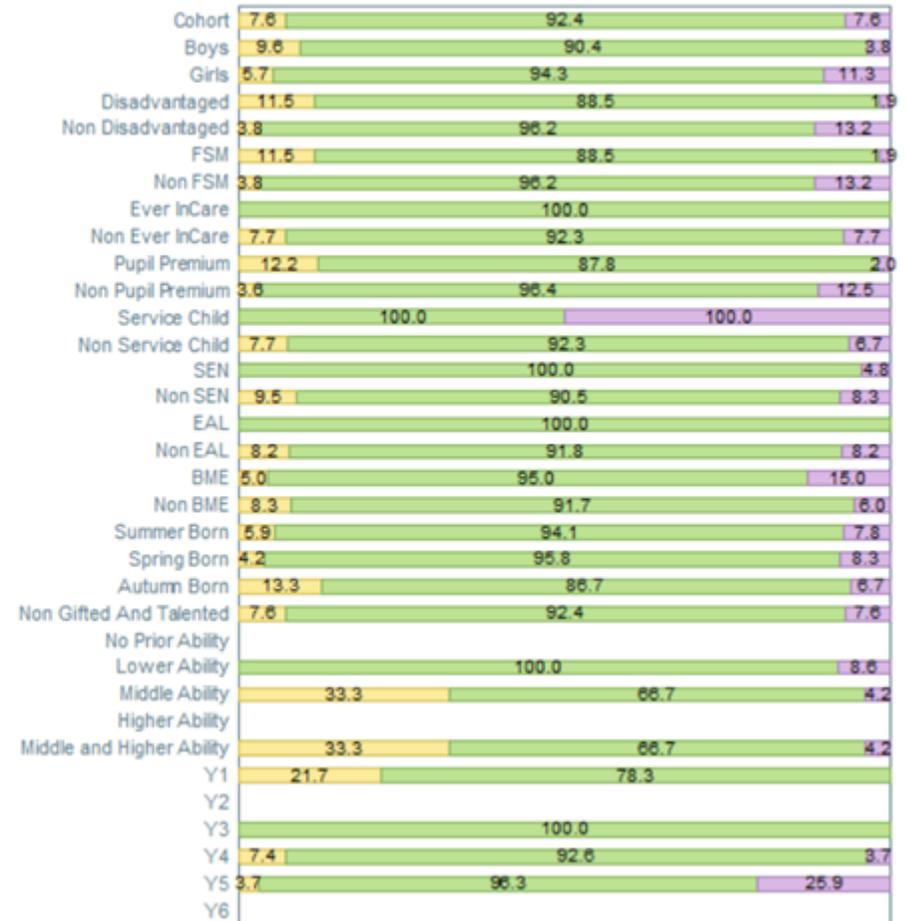


## Writing

### Age Related Expectations

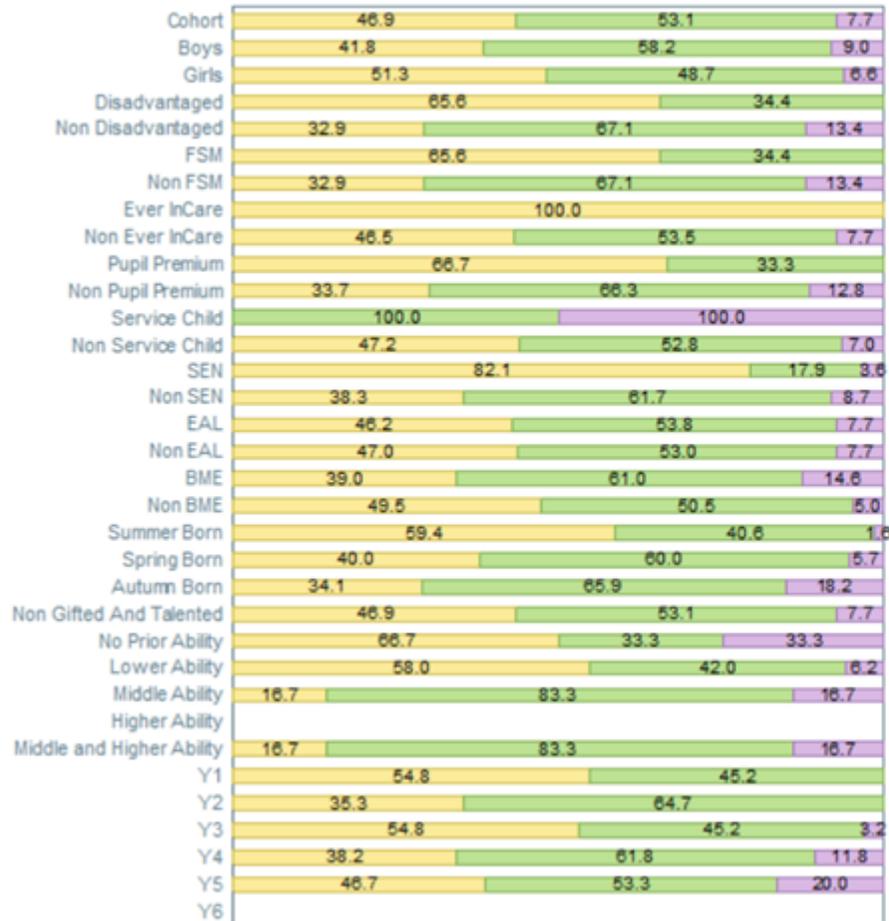


### Progress from Previous Key Stage

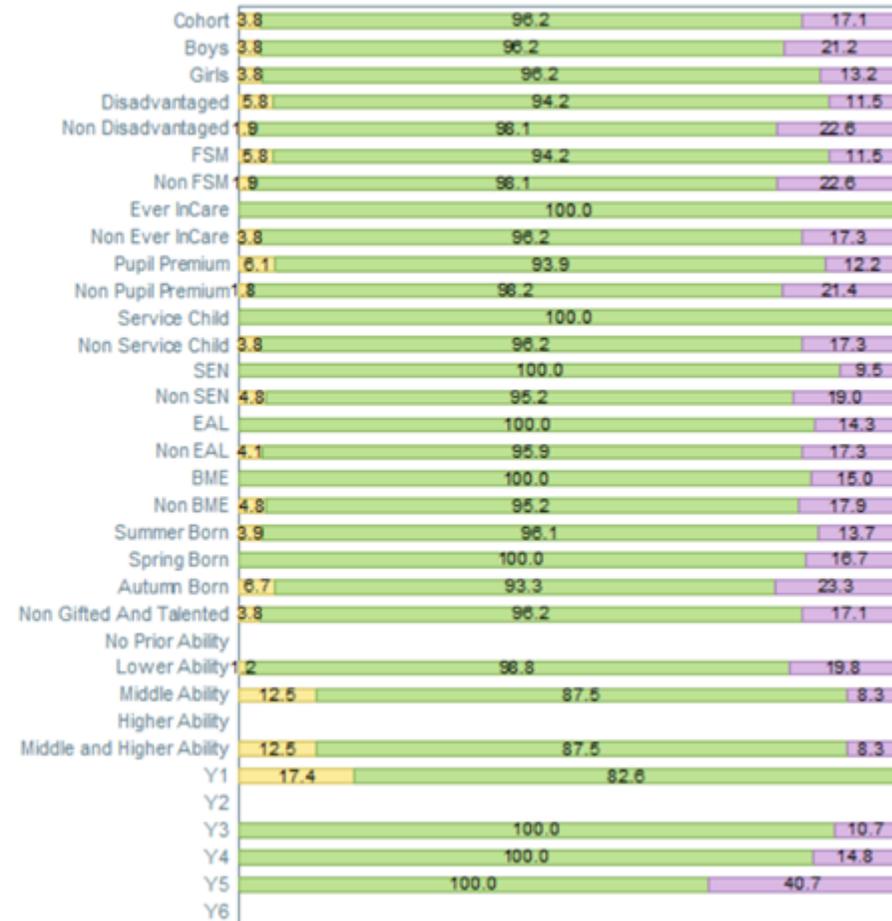


## Mathematics

### Age Related Expectations



### Progress from Previous Key Stage



## Attendance

*There is a gap between pupils eligible for Pupil Premium attendance and non Pupil Premium pupils.*

|                                  | <i>Pupil Premium</i> | <i>Non-Pupil Premium</i> |
|----------------------------------|----------------------|--------------------------|
| <i>Attendance %</i>              | 92.15                | 95.37                    |
| <i>Unauthorised attendance %</i> | 1.64                 | 0.94                     |

## 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*

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |

## Service pupil premium funding (optional)

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

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*