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 2022 to 2023 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	208
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021 - 2024
Date this statement was published	15.11.212
Date on which it will be reviewed	November 2023
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	£124,650
Recovery premium funding allocation this academic year	£13,485
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£138,135

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. 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. 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. Time in Rainbow Room reduces as the year progresses, so pupils spend more time with peers. 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. Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time. 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 Coaching and mentoring Running costs	Principles outlined in the Improving Literacy in KS1 / KS2 EEF documents Coaching and mentoring from TfW lead.	3
Talk for Reading Coaching and mentoring	Teach reading comprehension strategies through modelling and supported practice. Coaching and mentoring from TfR lead.	2
Accelerated Reader Training Resources Training	Accelerated Reader EEF +3 months from the toolkit	2
Training for Switch On Reading Resources Running costs	Switch on Reading EEF Toolkit +3 months	2
Trauma Informed Schools training	Social and emotional Learning EEF Toolkit +4 months Recommendation 4 from EEF *Improving Behaviour in Schools* document	5, 7
Read Write Inc Training 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

Academic Mentor	DfE partially funded personnel EEF Toolkit +2 months	1, 2, 3
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: £65,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Trauma informed schools training.	Recommendation 4 from EEF *Improving Behaviour in Schools* document	5,6
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

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 2021 to 2022 academic year.

Autumn End

PP vs Non-PP	ARE	Reading PP	Reading Gap	Reading Non-PP	Writing PP	Writing Gap	Writing Non-PP	Mathematics PP	Mathematics Gap	Mathematics Non-PP	Combined PP	Combined Gap	Combined Non-PP
Year 2 (+)	AT+	50.00% (2/4)	PP +10.00%	40.00% (4/10)	50.00% (2/4)	PP +10.00%	40.00% (4/10)	50.00% (2/4)	PP +10.00%	40.00% (4/10)	50.00% (2/4)	PP +20.00%	30.00% (3/10)
ARE: 0S+ To E	Above	0.00% (0/4)	Non-PP +10.00%	10.00% (1/10)	0.00% (0/4)	Non-PP +10.00%	10.00% (1/10)	0.00% (0/4)	Non-PP +10.00%	10.00% (1/10)	0.00% (0/4)	Non-PP +10.00%	10.00% (1/10)
Year 3 (+)	AT+	0.00% (0/15)	Non-PP +10.00%	10.00% (1/10)	13.33% (2/15)	Non-PP +26.67%	40.00% (4/10)	40.00% (6/15)	Non-PP +10.00%	50.00% (5/10)	0.00% (0/15)	Non-PP +10.00%	10.00% (1/10)
ARE: 1S+ To E	Above	0.00% (0/15)	Non-PP +10.00%	10.00% (1/10)	0.00% (0/15)	Non-PP +10.00%	10.00% (1/10)	6.67% (1/15)	Non-PP +13.33%	20.00% (2/10)	0.00% (0/15)	Non-PP +10.00%	10.00% (1/10)
Year 4 (+)	AT+	41.67% (5/12)	PP +8.33%	33.33% (5/15)	16.67% (2/12)	PP +3.33%	13.33% (2/15)	50.00% (6/12)	Non-PP +3.33%	53.33% (8/15)	8.33% (1/12)	Non-PP +5.00%	13.33% (2/15)
ARE: 2S+ To E	Above	0.00% (0/15)	No Gap	0.00% (0/15)	0.00% (0/12)	No Gap	0.00% (0/15)	0.00% (0/12)	No Gap	0.00% (0/15)	0.00% (0/15)	No Gap	0.00% (0/15)
Year 5 (+)	AT+	44.44% (4/9)	Non-PP +39.77%	84.21% (16/19)	0.00% (0/9)	Non-PP +26.32%	26.32% (5/19)	55.56% (5/9)	Non-PP +18.13%	73.68% (14/19)	0.00% (0/9)	Non-PP +26.32%	26.32% (5/19)
ARE: 3S+ To E	Above	0.00% (0/9)	No Gap	0.00% (0/19)	0.00% (0/9)	No Gap	0.00% (0/19)	0.00% (0/9)	Non-PP +10.53%	10.53% (2/19)	0.00% (0/9)	No Gap	0.00% (0/19)
Year 6 (+)	AT+	35.71% (5/14)	Non-PP +8.73%	44.44% (8/18)	0.00% (0/14)	Non-PP +11.11%	11.11% (2/18)	42.86% (6/14)	Non-PP +12.70%	55.56% (10/18)	0.00% (0/14)	Non-PP +11.11%	11.11% (2/18)
ARE: 4S+ To E	Above	0.00% (0/14)	Non-PP +16.67%	16.67% (3/18)	0.00% (0/14)	No Gap	0.00% (0/18)	7.14% (1/14)	Non-PP +3.97%	11.11% (2/18)	0.00% (0/14)	No Gap	0.00% (0/18)
Whole School	AT+	29.6% (16/54)	Non-PP 17.59%	47.2% (34/72)	11.1% (6/54)	Non-PP 12.50%	23.6% (17/72)	46.3% (25/54)	Non-PP 10.65%	56.9% (41/72)	5.6% (3/54)	Non-PP 12.50%	18.1% (13/72)
	Above	0.0% (0/54)	Non-PP +6.94%	6.9% (5/72)	0.0% (0/54)	Non-PP +2.78%	2.8% (2/72)	3.7% (2/54)	Non-PP +6.02%	9.7% (7/72)	0.0% (0/54)	Non-PP +2.78%	2.8% (2/72)

Summer End

PP vs Non-PP	ARE	Reading PP	Reading Gap	Reading Non-PP	Writing PP	Writing Gap	Writing Non-PP	Mathematics PP	Mathematics Gap	Mathematics Non-PP	Combined PP	Combined Gap	Combined Non-PP
Year 3 (+)	AT+	20.00% (3/15)	Non-PP +24.44%	44.44% (4/9)	13.33% (2/15)	Non-PP +42.22%	55.56% (5/9)	53.33% (8/15)	PP +3.33%	50.00% (5/10)	6.67% (1/15)	Non-PP +37.78%	44.44% (4/9)
ARE: W+ To S+	Above	0.00% (0/15)	Non-PP +11.11%	11.11% (1/9)	0.00% (0/15)	Non-PP +11.11%	11.11% (1/9)	0.00% (0/15)	No Gap	0.00% (0/10)	0.00% (0/15)	No Gap	0.00% (0/9)
Year 4 (+)	AT+	50.00% (6/12)	Non-PP +23.33%	73.33% (11/15)	33.33% (4/12)	Non-PP +13.33%	46.67% (7/15)	50.00% (6/12)	Non-PP +10.00%	60.00% (9/15)	25.00% (3/12)	Non-PP +8.33%	33.33% (5/15)
ARE: W+ To S+	Above	0.00% (0/12)	Non-PP +6.67%	6.67% (1/15)	0.00% (0/12)	No Gap	0.00% (0/15)	0.00% (0/12)	Non-PP +13.33%	13.33% (2/15)	0.00% (0/12)	No Gap	0.00% (0/15)
Year 5 (+)	AT+	44.44% (4/9)	Non-PP +39.77%	84.21% (16/19)	0.00% (0/9)	Non-PP +33.33%	33.33% (6/18)	44.44% (4/9)	Non-PP +38.89%	83.33% (15/18)	0.00% (0/9)	Non-PP +33.33%	33.33% (6/18)
ARE: W+ To S+	Above	0.00% (0/9)	Non-PP +10.53%	10.53% (2/19)	0.00% (0/9)	No Gap	0.00% (0/18)	0.00% (0/9)	Non-PP +22.22%	22.22% (4/18)	0.00% (0/9)	No Gap	0.00% (0/18)
Year 6 (+)	AT+	42.86% (6/14)	Non-PP +23.81%	66.67% (12/18)	7.14% (1/14)	Non-PP +20.63%	27.78% (5/18)	42.86% (6/14)	Non-PP +23.81%	66.67% (12/18)	7.14% (1/14)	Non-PP +20.63%	27.78% (5/18)
ARE: W+ To S+	Above	0.00% (0/14)	Non-PP +16.67%	16.67% (3/18)	0.00% (0/14)	No Gap	0.00% (0/18)	0.00% (0/14)	Non-PP +11.11%	11.11% (2/18)	0.00% (0/14)	No Gap	0.00% (0/18)
Whole School	AT+	38.0% (19/50)	Non-PP 32.49%	70.5% (43/61)	14.0% (7/50)	Non-PP 24.33%	38.3% (23/60)	48.0% (24/50)	Non-PP 19.21%	67.2% (41/61)	10.0% (5/50)	Non-PP 23.33%	33.3% (20/60)
	Above	0.0% (0/50)	Non-PP +11.48%	11.5% (7/61)	0.0% (0/50)	Non-PP +1.67%	1.7% (1/60)	0.0% (0/50)	Non-PP +13.11%	13.1% (8/61)	0.0% (0/50)	No Gap	0.0% (0/60)

In Year 1, Pupil Premium children are attaining slightly above non-PP children. This is a small cohort so each child accounts for a large percentage.

In Year 2, non PP children are attaining higher than non-PP children in reading, writing and maths. In terms of progress, PP children have made better progress than non-PP children in reading and maths.

In Year 3 at the end of the summer term, non-PP children are attaining higher than PP children. The gap is larger in reading than in the other subjects. The progress for attainment across the year changes from PP children performing better in regards to non-PP so this is something that needs monitoring next year. This could be due to teacher absence from Christmas. If we exclude the SEN group, attainment is broadly in line and PP children are attaining higher in maths.

In terms of progress, PP children have made better progress than non-PP children in writing and have made progress broadly inline with each other in maths.

In Year 4, at the end of the summer term, non-PP children are attaining higher than PP children in reading writing and maths. In terms of progress, PP and non-PP children have made progress broadly inline in writing and slightly PP children slightly better than non-PP in maths.

In Year 5, at the end of the summer term, non-PP children are attaining higher than PP children in reading writing and maths. In terms of progress, both groups are broadly inline for reading, writing and maths.

In Year 6, at the end of the summer term, non-PP children are attaining higher than PP children in reading writing and maths.

From analysis whole school data, attendance is the biggest barrier to children not making good progress.

	Total number of PP children	*% under 95% attendance*	*% under 90% attendance*
Y1	*4*	*0*	*0*
Y2	*17*	*88%*	*47%*
Y3	*12 **	*83%*	*33%*
Y4	*11*	*82%*	*27%*
Y5	*16*	*69%*	*44%*

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.