

St Peter's C of E Primary Academy Mansfield

Pupil Premium Strategy 2024 - 2027

September 2025 - September 2026



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 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	180
Proportion (%) of pupil premium eligible pupils	44.4% (80 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Joanna Kaluza Headteacher
Pupil premium lead	Phil Corrigan
Governor / Trustee lead	Donna Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,715
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£122,715

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, young carers or SEMH needs. 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 using a range of strategies;*
- 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	<p>Our attendance data for 2024-2025 shows that attendance amongst disadvantaged pupils was 92.1% - 3.4% lower than for non-disadvantaged pupils. The previous year this was 91.6% - 3.3% lower than non-disadvantaged</p> <p>27.5% of disadvantaged pupils have been 'persistently absent' compared to 10.5%% of their peers during that period. This gap had widened over the past year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	Pupils eligible for PPG are less likely to attain national benchmarks in reading (2024-2025 KS2 50% vs 88% at ARE).
3	Pupils eligible for PPG are less likely to attain national benchmarks in writing (2024-2025 KS2 56% vs 83% at ARE).
4	Pupils eligible for PPG are less likely to attain national benchmarks in maths (2024-2025 KS2 50% vs 94% at ARE).
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.
8	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

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. Progress in Forest School assessments. 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.
Pupil oral language skills improve and the gap is closing with other pupils.	Progress in SLCN assessment.

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: £63,444

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for Assistant Headteacher to ensure Quality First Teaching and adherence to improving Literacy principles	Principles outlined in the Improving Literacy in KS1 / KS2 EEF documents Coaching and mentoring from TFW lead.	2, 3
Zones of Regulation training for all staff	Research from the Zones of Regulation is built upon neuroscience and cognitive theories to develop social and emotional learning, positive mental health, wellness, cognitive behaviour therapies, polyvagal theory and neurodivergent learning.	5, 6

1, 2, 3 Magic training for all staff	Bailey, van der Zwan, Phelan, & Brooks, 2012; Bradley et al., 2003; Flaherty & Cooper, 2010; Porzig-Drummond et al., 2014) all cited significant short-and/or long-term improvement in behaviour of children from 2-16 years of age	7
Maths CPD - Mastering number training for EYFS and KS1/KS2 - Maths Hub CPD for Maths Lead	Principles outlined in the EEF documents Improving Mathematics in Early Years and Key Stage 1 and Improving Mathematics in Key Stage 2 and Key Stage 3.	4
Forest School Provision	Principles outlined from the Forest Research, Forest School develops: confidence; social skills; communication; motivation; physical skills.	5, 7
Trauma Informed Schools ongoing provision and resources	Social and emotional Learning EEF Toolkit +4 months Recommendation 4 from EEF <i>Improving Behaviour in Schools</i> document	5, 7
Read Write Inc development days and release time for phonics lead	Phonics EEF Toolkit +5 months	2

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

Budgeted cost: £33,313

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
Language Link	Communication and Language Approaches EEF Toolkit +7 months	8
Catch up numeracy	EEF Toolkit +3 months	4

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

Budgeted cost: £25,958

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop, implement new procedures to improve attendance and rewards for attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1</p>
<p>Trauma informed schools training.</p>	<p>Recommendation 4 from EEF <i>Improving Behaviour in Schools</i> document</p>	<p>5,6</p>
<p>Rewarding positive behaviour</p>	<p>Reinforcement programmes based on pupils gaining rewards can be effective when part of a broader classroom management strategy.</p>	<p>5,6, 7</p>
<p>ELSA provision</p>	<p>More specialised programmes which use elements of SEL are targeted at students with particular social or emotional needs.</p>	<p>5, 6</p>

Total budgeted cost: £ 122,715

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 by the end of the 2024 - 2025 academic year.

In Year 1, PP children are attaining higher than non-PP children in reading, writing and maths (combined 38% vs 23% at ARE).

In Year 2, PP children are attaining lower than non-PP children in reading, writing and maths (combined 14% vs 50% at ARE).

In Year 3, PP children are attaining lower than non-PP children in reading, writing and maths (combined 7% vs 65% at ARE).

In Year 4, PP children are attaining lower than non-PP children in reading writing and maths (combined 0% vs 17% at ARE)

In Year 5, PP children are attaining lower than non-PP children in reading, writing and maths (combined 17% vs 40% at ARE)

In Year 6, PP children are attaining lower than non-PP children in reading, writing and maths (combined 38% vs 71% at ARE)

Year 1 Phonics

All children	40.74%
PPG children	53.33%
Non PPG children	25%

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

Attendance Headlines						Year To Date		02 Sept 24	-	25 Jul 25
All	Female	Male	FSM6	Not FSM6	Persistent absence (YTD)					
93.8%	93.5% ●	94.2%	91.8%	95.7%	17.7%					

Attendance breakdown			Year To Date					02 Sept 24	-	25 Jul 25	
Pupil Groups		Pupils	All	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
FSM6	FSM6	93	School	91.8%	89.7%	89.8%	93.8%	94.0%	96.1%	90.7%	91.1%
			FFT National	92.1%	90.2%	91.3%	92.2%	92.4%	92.6%	92.4%	92.2%
			Difference	-0.3%	-0.5%	-1.6% •	+1.7% •	+1.6% •	+3.5% •	-1.7% •	-1.2% •
Not FSM6	Not FSM6	99	School	95.7%	88.6%	96.4%	94.6%	96.9%	96.1%	97.1%	97.5%
			FFT National	95.5%	94.2%	95.2%	95.7%	96.0%	96.0%	95.9%	95.7%
			Difference	+0.2%	-5.6% •	+1.2% •	-1.1% •	+0.9%	0.0%	+1.2% •	+1.8% •

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.