



Pupil Premium Strategy Statement

St Peter's Cross Keys Primary Academy



'Rooted in Love we Flourish and Grow'

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 outcomes for disadvantaged pupils in the last academic year.

School Overview

Detail	Data
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	29.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Matthew Tomlinson
Pupil premium lead	Matthew Tomlinson
Governor / Trustee lead	Jenna Freear

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 65,191.62
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£ 849,366.37

Part A: Pupil Premium Strategy Plan

Statement of intent

Our vision:

'Rooted in Love we flourish and grow'

Our school aims to provide an engaging educational environment that prepares children for life, with the hope and ambition to achieve their best. Working with the whole school community to build respect and understanding for one another. Encouraging all our talents, to flourish and grow with confidence and be successful members of society.

As our children grow into young adults, too many of those from low-income backgrounds face a future of unemployment, low wages and poor life chances. We acknowledge that each child has a variety of strengths and areas of development, as a result we hold regular meetings and structured conversations to ensure that the provision for our children is of the highest quality, whilst also using the most up to date research and information provided by the EEF.

As a school, we are determined to build a better future for all our children. This is a moral imperative and one to which all staff and governors are committed. Our strategy outlines the actions we will be taking to ensure all our children, but especially those entitled to Pupil Premium, have full access to all the opportunities school offers and the support they need to flourish academically, as well as spiritually, emotionally, morally, socially and physically.

The key principles in our strategy are as follows:

- Provide a curriculum that is rooted in the children's lives and the community in which they live so that they value their heritage and have the tools to begin thinking about their role in the community.
- Embed the use of 'Significant Individuals' into our curriculum so that children are learning from the good and the great of our society both globally and nationally.
- Prioritise literacy and numeracy skills so that children have the necessary vocabulary, listening and communication skills, to be able to play a full and active role in society.
- Enhance opportunities throughout the curriculum to promote and develop physical and emotional health and well-being, to improve the self-esteem of our children and their passion and aspiration to achieve and become their 'best me'

- Ensure that assessment information is used purposefully to review and enhance the provision for our all children including children in receipt of Pupil Premium.

Specifically, we intend to:

- Use nurture groups such as Emotional Learning Support Assistant (ELSA)/Mediating Learning Support Assistant (MELSA) to ensure that children are happy and regulated within themselves in order to achieve their best academic success.
- Put measures in place rapidly to address underperformance, special educational need or social and emotional concerns.
- Ensure quality first teaching for all children, with a focus on speaking, listening, reading, writing and mathematics.
- Further embed our school in the wider community enhancing and enriching partnerships with parents/carers.
- Ensure good attendance at school through daily monitoring and bespoke work with families.
- Ensure all pupils have full access to all wider opportunities including visits to local providers as well as high quality sporting and arts/cultural experiences.

Challenges

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

Challenge number	Detail of Challenge
1	Communication and language skills (the ability to form sentences, express needs, follow instructions, use and understand age-appropriate vocabulary).
2	Number and Calculation skills (the ability to use early number skill including matching numerals to quantities and counting objects)
3	Children's wellbeing needs, resulting in multiple vulnerabilities (lower self-esteem and confidence, weaker resilience and ability to 'find their tiger', sometimes communicated through challenging behaviour).
4	Inconsistent attendance at school (for a minority of pupils) leading to gaps in learning.
5	Hardships for parents/carers including the cost of living and their own mental health needs, often requiring support from school.

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
<p>Improve oral language skills for all pupils entitled to Pupil Premium, with a particular focus on those in the EYFS.</p>	<p>66.6% pupils entitled to Pupil Premium achieve expected+ in Communication and Language at the end of the EYFS.</p> <p>Pupils' interactions demonstrate understanding and the ability to use a wide range of appropriate vocabulary.</p> <p>Adults to use communication and language target boards to promote high quality interactions across EYFS</p> <p>Pupils demonstrate greater confidence when interacting with peers and adults.</p>
<p>Ensure all pupils entitled to Pupil Premium have opportunity to engage in high quality reading teaching as well as become enriched by diverse and exciting story telling developing a life long love for reading.</p>	<p>66.6% pupils entitled to PP achieve expected+ in Literacy at the end of the EYFS.</p> <p>75% pupils entitled to PP achieve the standard in the Phonics Screening Check by the end of Year 2.</p> <p>60% pupils entitled to PP achieve EXS (expected) in Reading at the end of KS1.</p> <p>Pupils demonstrate a love for books and reading through their independent choices and play.</p> <p>Most families of pupils entitled to PP work in partnership with school to help their children learn to read.</p>
<p>Ensure all pupils entitled to PP have good mental health and well-being, including the vocabulary to express themselves and their needs when things are difficult for them.</p>	<p>Pupil voice will demonstrate an increase in not only resilience, but also working together across 'Family Groups' to help other children in the school community.</p> <p>Pupil Parliament will have a focus on embedding learning behaviour awards in school.</p> <p>Children can talk about their feelings and can identify trusted adults in school.</p> <p>Incidents of challenging behaviour in the classroom are reduced and children have strategies for managing their feelings when they are anxious.</p>
<p>Ensure all pupils entitled to PP consistently attend school well.</p>	<p>Pupils entitled to PP attend as well as, or better than, those not entitled. Attendance is at least in line with national expectations.</p> <p>Persistent absence is substantially reduced (for affected pupils).</p> <p>Families of pupils who are persistently absent are working in partnership with school on achieving bespoke attendance targets.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, Recruitment and Retention)

Budgeted cost: £30,334.27

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD Working alongside the math's Hub, math's networks within the trust and NCETM to provide rigour and purpose to our EYFS and arithmetic teaching.</p>	<p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-ks2/</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1</p> <p>The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future. Knowledge of multiplication and division and its applications, forms the single most important aspect of the KS2 curriculum, and is the gateway to success at Secondary School</p>	2
<p>CPD Work with the English Leader, Headteacher and English hub coaching and mentoring to further develop the quality first teaching of reading, including phonics.</p>	<p>https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches</p> <p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year old) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	1 and 6

<p>CPD Work alongside Sport coach, Forest school lead and Music/Art lead to ensure that high quality experiences develop self regulation and self esteem.</p>	<p>https://forestschoollassociation.org/what-is-for-est-school/ promoting outdoor learning, including Forest Schools provide rich outdoor environments where children can learn and thrive. Many studies prove that outdoor learning has numerous beneficial outcomes for children such as improving physical health, increasing creativity, reducing stress levels, and enhancing cognitive learning. By embedding this in our extended curriculum opportunities children will be able to consistently develop these skills at an age appropriate level throughout their journey in school.</p>	<p>3,4 and 5</p>
<p>Staff Lead For staff to audit across school that all pupils especially those who are PP are accessing experiences that extend their cultural capital and social and emotional understanding.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Improving Social and Emotional Learning in Primary Schools is vital in order for all children to succeed. Enhancing the curriculum so that children can learn from the 'good and the great' is not only vital for children to develop their aspirations for themselves but also empower them to fulfil their full potential within their wider community.</p>	<p>3 and 5</p>

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

£17,120 teaching assistant support for 1-1 tuition and small group interventions

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement and evaluate the impact of Mastering of number programme in EYFS, KS1 and LKS2.</p>	<p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1 Not only will pupils develop and demonstrate good number sense, they will develop a secure understanding of how to build firm mathematical foundations. This will allow teachers to embed strategies focused on developing fluency in calculation and number sense for all children, whilst also enhancing the use of appropriate manipulatives to support their teaching of mathematical structures.</p>	<p>2</p>

<p>Implement and evaluate the impact of phonics, reading quest, Reading Recovery and bespoke reading interventions for pupils entitled to PP.</p>	<p>Reading Assessment programme (RAP) https://reading.fft.org.uk/app/ Through the use of the most recent outcomes from the assessment programme RAP, adaptive teaching will be fully applied to address gaps in pupils attainment so that those disadvantaged achieve in line with their peers.</p> <p>FFT up to date training https://sfa.fft.org.uk/portal/portal-page/phonics-training-events/#1653057890849-ff576fd2-5f7e</p> <p>Through ensuring that staff are up to date on the scheme being used can ensure children are getting the most high quality provision in not only phonics teaching but also intervention in:</p> <ul style="list-style-type: none"> • Lightening squad • Reading Quest • Jungle Club Spelling 	<p>1</p>
<p>We will expand book and reading opportunities. We ensure high quality text are available for pupils to read across this is in the classroom and library. The school environment has a text rich culture. Pupils are actively encouraged to take books home to share with family.</p>	<p>The Reading Framework through providing up to date audits school will be able to consistently review and enhance provision to ensure the very best outcomes are achieved for our children and especially those in receipt of PP.</p> <p>https://www.gov.uk/government/publications/thereading-framework-teaching-the-foundations-of-literacy.</p>	<p>1,3,5</p>

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

Budgeted cost: £17,736

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school will engage with the Nottinghamshire Attendance Networks making referrals as required for pupils displaying concerning attendance. The school will facilitate bespoke work and act on advice given.</p>	<p>https://www.nottinghamshire.gov.uk/education/school-discipline-and-exclusions/attendance-absence-truancy This network support key members of staff to effectively monitor attendance and develop improvement strategies by not only keeping schools up to date with the latest local and national developments in attendance but practical advice on how to promote good attendance which will contribute to raising achievement and attainment.</p>	<p>4 and 5</p>

<p>We will provide staffing to implement the advice given as part of the networks.</p>		
<p>We will provide a daily breakfast club between 7.30am – 8.30am offering a range of healthy options for breakfast. This will provide consistency, structure, clear boundaries and routines. The club will be subsidised for all children eligible for PP.</p>	<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/product-ion/documents/pages/School-Breakfast-REA-Protocol-FINAL-for-Publication.pdf?v=1698671976</p> <p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p>	<p>3 and 5</p>
<p>We will provide ELSA/MELSA support during four afternoons and nurture groups daily. Pupils managing their emotions with the use of breathing techniques. Emotional support during PE sessions. This will ensure those identified as needing emotional support including disadvantaged pupils are supported to manage their emotions.</p>	<p>Improving Social and Emotional Learning in Primary Schools</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/primary-sel</p> <p>ELSA support</p> <p>https://www.elsa-support.co.uk/about-elsa-support/</p> <p>Take 5</p> <p>https://www.itv.com/news/calendar/2016-02-11/newtechnique-helps-primary-school-pupils-find-somebreathing-space</p> <p>ELSA sessions develop coping strategies and talk about difficulties resulting in children having the skills and tools to interact more successfully with others. From this they are able to develop greater self-awareness manage school better and develop their self esteem, resilience and promote positive mental health and wellbeing. This in turn allows children to successfully and consistently access core areas of their learning.</p>	<p>3 and 4</p>
<p>We will provide a full programme of educational visits, core experiences and termly enrichment clubs during academic year 2024-25 (wider across the whole</p>	<p>https://oeapng.info/downloads/making-the-case/</p> <p>Well-organised outdoor learning, offsite visits and Learning Outside the Classroom can have a powerful impact on young people's learning and development, and achieve a wide range of outcomes – including improvements to academic achievement, personal development and</p>	<p>3 and 5</p>

strategy 2024-2027). All of these experiences will be subsidised for pupils in receipt of PP.	behaviour. Some of these documents are several years old, but they are included for the useful perspective that they bring.	
---	---	--

Total budgeted cost: £ 65,191.62

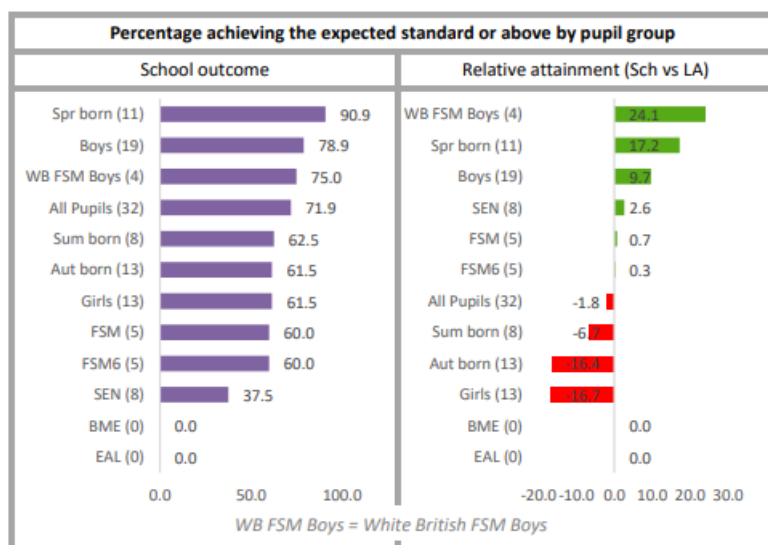
Part B: Review of the Previous Academic Year 2023-2024

Outcomes for disadvantaged pupils

This is the last year of our 3 year PP plan.

The review will comment on the progress school has made towards the 6 intended outcomes

Improved oral language skills and vocabulary for all pupils entitled to PP, so that they are able to fully access the curriculum in all key stages.



The target of 60% of pupils entitled to PP to achieve expected + in reading (at the end of Key Stage 2) was reached in 2023/2024, with 60% of children achieving expected. This was higher than county data at 59.7% and regional data of 58.1%.

Pupil voice and recent inspections from SIAMS have demonstrated that pupils from all ages speak confidently and use ambitious vocabulary appropriately. Through quality assurance in 2023-2024 it

was demonstrated that pupils able to make good attempts at understanding knowledge outcomes and complex tasks through clear and articulate explanations.

This remains a focus within school, to further sustain good practice and embed this, we will be implementing a key Speaking and Listening sequence of learning and curriculum objectives.

Attendance met the target of 95.6%

	Autumn			Spring			Summer		
	School	FFT National	Diff.	School	FFT National	Diff.	School	FFT National	Diff.
FSM6	94.5%	92.2%	+2.2% ●	95.7%	91.6%	+4.1% ●	94.2%	91.3%	+2.9% ●
Not FSM6	95.2%	95.4%	-0.3%	95.2%	95.1%	+0.1%	96.0%	95.1%	+1.0%

Pupil Premium (PP) and Free School Meals (FSM) were above national across each term and throughout the year. Demonstrating clearly that the measures and focus on attendance is having a positive impact across school.

All pupils entitled to PP in Year 2, 3 and 4 have the skills needed to read fluently.

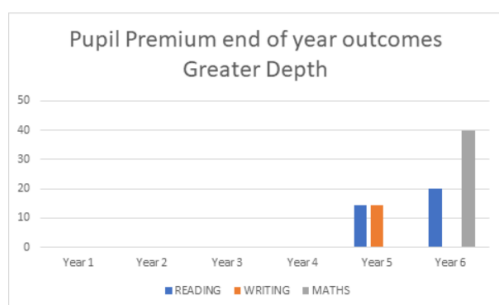
	Year 2	Year 3	Year 4
READING	83.3 (5/6)	22.2 (1/5)	14.2 (1/7)

The table above detailing outcomes in reading for Pupil Premium children in Year's 2-4 for 2023-2024.

Although the data indicates that less than half of the children in year 3 and 4 are not working at Age related expectation, the successful implementation of KS2 phonics groups have allowed for children who were not phonics graduates at the end of KS1 to be able to bridge the gaps in knowledge and make rapid progress in moving into age related expectations.

Targeted support through 'Success for All' intervention Lightning Squad is being used and has a huge impact on children accessing reading while at home and ensuring that PP and FSM children are accessing reading at home.

More pupils entitled to PP achieve Greater Depth Standard in reading at all Key Stages as a result of quality first teaching, systematic phonics and consistent teaching of vocabulary and comprehension skills.



Although the 25% of Key Stage 1 pupils entitled to PP did not achieve GDS in reading. There are 2 children that have been identified who have made rapid progress in year 2 and will be highlighted to achieve GDS by the end of KS2. To develop this further we have implemented our routes to reading scheme in Year 2, as this scheme becomes embedded we predict that the results within PP reading will increase.

	Year 1 (4)	Year 2 (6)	Year 3 (9)	Year 4 (8)	Year 5 (9)	Year 6 (5)
READING	0	0	0	0	14.2 (1)	20 (1)
WRITING	0	0	0	0	14.2 (1)	0

Through the use of high quality first teaching in Year 5/6 we have reached our target, 20% of Key Stage 2 pupils entitled to PP achieve GDS in reading. This high quality practice has been reviewed and will be rippled down

through school into KS1.

Through pupil voice and Quality Assurance in reading PP have a clear positive attitudes towards reading for pleasure and the enjoyment of reading. Pupils who are entitled to PP say that they enjoy reading and choose to read for pleasure.

Pupils entitled to PP are able to plan, monitor and evaluate their own learning and have the confidence to develop as independent learners.

Through observations in classrooms and pupil voice it is clear that pupils entitled to PP are confidently articulating the mental process involved in knowing, understanding and learning (as appropriate for their age).

Opportunities for pupil leadership in this area will further allow us to develop and sustain practice so that children can see these opportunities as an aspiration to work towards yearly within school. Pupil voice has demonstrated that through leadership opportunities children feel they 'are making a difference to our school and the wider village'. The attendance data from academic year 2024-2025

demonstrates that children have been not only been developing their confidence as learners but also strategies to improve attitudes towards school and empowering their own learning outcomes.

	Absence	Persistent Absence	Severe Absence
Nottinghamshire FSM	11.1%	34.0%	4.2%
Nottinghamshire All Chn	6.9%	18.4%	2.1%
St Peter's Cross Keys FSM (44)	5.14%	15.56%*	0%
St Peter's Cross Keys All	4.8%	11.8%	0%
All Children NCER National	6.8%	19.3%	2.0%

Pupils entitled to pupil premium have more resilience to cope with everyday setbacks as a result of improved decision making, interactions with others and self-management of emotions.

Through Quality Assurance (QA) of our behaviour monitoring system and Quality Assurance about school behaviour perspectives from staff and pupils; There has been a clear reduction in incidences of low level behaviour among pupils entitled to PP. Furthermore, pupils entitled PP have had the opportunity to engage in a variety of extra curricular and personal develop experiences to improve the interactions children are having with school. This is not only developing children's executive functioning as a whole but also dealing with the setbacks and the positive outcomes of showing persistent resilience.

Pupil engagement in all aspects of school life is positive. Children who are entitled to PP are actively engaging in pupil leadership roles within school, demonstrating a clear improvement in children's interactions with others in school. Furthermore, nurture interventions within both ELSA and Forest School are having a positive impact for children throughout their learning journey. Both Parental and Pupil voice has showed that there has been a positive impact from these sessions both in school and in children's attitudes towards school at home.

Please see the outcomes of Pupil premium data for Academic 2023-2024:

% Phonics Y1

	FSM6	All Children
Nottinghamshire	66.4%	81.1%
Newark	62.8%	80%
St Peter's Cross Keys	50%	75%
National	68.4%	80%

% Phonics by end of Y2

	FSM6	All Children
Nottinghamshire	82.9%	90.5%
Newark	86.1%	91.1%
St Peter's Cross Keys	No PP	100%
National		

% KS2 FSM6

	Reading	Writing	Maths	RWM

Nottinghamshire	59.7%	57.4%	58.8%	44.4%
Newark	58.1%	60.2%	60.2%	45.7%
St Peter's Cross Keys	50.0%	50%	50%	50.0%
National	62.6%	58.8%	59.4%	45.7%

% KS2 all children

	Reading	Writing	Maths	RWM
Nottinghamshire	73.7%	72.1%	73.7%	61.0%
Newark	71.5%	72%	72.3%	58.3%
St Peter's Cross Keys (4)	71.9%	71.9%	75%	65.6%
National	74%	72%	73%	61%

Attendance –Autumn 23 and Spring 24

	Absence	Persistent Absence	Severe Absence
Nottinghamshire FSM	11.1%	34.0%	4.2%
Nottinghamshire All Chn	6.9%	18.4%	2.1%
St Peter's Cross Keys FSM (44)	5.14%	15.56%*	0%
St Peter's Cross Keys All	4.8%	11.8%	0%
All Children NCER National	6.8%	19.3%	2.0%

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Pupils accessed 'Reading Ranger' sessions. Engaging in high quality reading intervention and opportunities to talk and discuss their thoughts and opinions on texts that have been read.

The impact of that spending on service pupil premium eligible pupils

Through the use of Reading Rangers, children have been able to make accelerated progress not only in their assessment outcomes in reading but also in their perceptions towards reading.