

## 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
School name	St. Peter's Cross Keys C of E Academy
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Governing Body
Pupil premium lead	Matthew Tomlinson
Governor / Trustee lead	Jamie Pitts

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,350
Recovery premium funding allocation this academic year	£5,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£66,150

# Part A: Pupil premium strategy plan

## Statement of intent

Our values and ethos are:

***‘Rooted in love we flourish and grow.’***

### **The Parables of the Mustard Seed and the Yeast**

<sup>31</sup> He told them another parable: “The kingdom of heaven is like a mustard seed, which a man took and planted in his field. <sup>32</sup> Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.”

Matthew 13:31-33

**Community      Hope      Wisdom      Peace      Dignity      Joy**

Providing 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.

At St Peter’s Cross Keys Church of England Primary School, we aim to provide all our pupils and especially those entitled to Pupil Premium, with the relevant skills and knowledge to develop into responsible, respectful and confident life-long learners. We are committed to developing the whole child – academically, socially, morally and spiritually so that they have an ambition to always achieve their best.

Our inclusive curriculum values diversity and integrates multi-ethnic and global themes across the curriculum areas. This ethos equips pupils with the personal and social skills to flourish in a multi-cultural modern society.

Alongside the curriculum, we aim to equip all our pupils with the skills required to become life-long learners and future leaders. Our emphasis on developing them as leaders supports children to play a significant part in school and their local community. We believe these opportunities are important for all pupils and especially those entitled to Pupil Premium and will serve to enhance our pupils' social and emotional development, promote British Values and allow all our pupils to realise that they can impact positively on the world around them.

We understand the importance and benefits of working closely with our parents and pride ourselves on the number of opportunities they have to be involved in their child’s learning.

Working towards overcoming challenges and ensuring equality of opportunity we aim to:

- Educate our pupils with the relevant skills, knowledge and wisdom to develop into responsible, respectful and confident life-long learners
- Build on our core Christian values that underpin every aspect of education in our school and community.
- Provide our pupils with the skills required for future leaders

- Promote British Values and allow our children to realise that they can impact positively on the world around them.
- Equip pupils with the personal and social skills to flourish in a multi-cultural modern society valuing diversity, and global themes.
- Empower our pupils to build their self –esteem and confidence, developing their self-motivation and sense of curiosity
- Commit to developing the whole child – academically, socially, morally and spiritually so that they have an ambition to always achieve their best

Specifically we intend to:

- Ensure quality first teaching for all children, with a focus on continuing professional development for all staff.
- Put measures in place rapidly to address underperformance, special educational need or social and emotional concerns.
- Ensure all pupils have full access to all wider opportunities and monitor this carefully.

## Challenges

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

Challenge number	Detail of challenge				
1	Speech and Language skills continue to be low on entry to F2. This slows pupil progress in many areas of learning including reading and writing into KS1 and beyond.				
2	Pupil Premium attendance has improved, although not yet in line with whole school attendance. Persistent Absentees have increased and are now almost double whole school figures (emotional challenges).				
		Whole school	Pupil Premium	Whole school PA	Pupil Premium PA
	2021-22	94.36%	94.02%	17.61%	4.28%
	2022-23	96.06%	95.36%	6.76%	13.33%
3	Less well developed reading skills in KS2 (poorer comprehension skills combined with a lack of knowledge and understanding of a broader vocabulary).				
4	Higher ability pupils who are eligible for PP are making less progress than other higher ability pupils across the school (especially in reading – understanding of tier 2 and 3 vocabulary in KS1 and 2 and comprehension skills of inference and deduction in KS2).				

5	Pupils require support to develop their organisational skills, resilience and determination (metacognition, executive functioning).
6	Lower resilience to cope with everyday challenges manifest through excessive need for adult support, and reduction in learning hours due to emotional challenges.

## 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
<b>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.</b>	<p>70% of pupils entitled to PP to achieve expected + in CL (end of Foundation Stage) and in Speaking and Listening (end of Key Stage 1).</p> <p>66% of pupils entitled to PP to achieve expected + in reading (at the end of Key Stage 2).</p> <p>Pupils of all ages speak confidently and use ambitious vocabulary appropriately.</p> <p>Pupils make good attempts at understanding complex texts.</p>
<p><b>Attendance meets the target of 95.6%</b></p> <p>In 2022-23, 74% of pupils are meeting 95%+</p> <p>Pupils with attendance lower than 90% are supported to improve attendance to 95%.</p>	<p>90% of pupils entitled to pupil premium meet the target of 95.6+%</p>
<p><b>All pupils entitled to PP in Year 2, 3 and 4 have the skills needed to read fluently.</b></p> <p><b>2022-23</b></p> <p>Pupils in Y1 all met the phonic screen standard in summer 2023.</p> <p>Pupils Y2 all met the phonic screen standard in summer 2023.</p> <p>Pupils in Y3, 4/7 pupils met the phonic screen standard in summer 2023.</p> <p>Analysis for the three pupils who did not meet the standard showed further</p>	<p>Year 3 pupils entitled to PP who did not meet the phonics screen standard in Y2 successfully achieve it by the end of Year 3.</p> <p>Vocabulary is systematically taught throughout the school so that pupils entitled to PP can engage with meaning in more complex texts.</p> <p>By the end of Year 4, 71% of pupils entitled to PP achieve expected + in reading.</p>

<p>consolidation of phase 5 needed. All three pupils scored 25+.</p> <p>Targeted support through 'Success for All' intervention Lightning Squad and Support for Spelling is in place for 2023-24.</p>	
<p><b>More pupils entitled to PP achieve GDS in reading at all Key Stages as a result of quality first teaching, systematic phonics and consistent teaching of vocabulary and comprehension skills.</b></p> <p>1/5 achieved GDS in reading in summer 2023.</p>	<p>25% of Key Stage 1 pupils entitled to PP achieve GDS in reading.</p> <p>27% of Key Stage 2 pupils entitled to PP achieve GDS in reading.</p> <p>Pupils entitled to PP say that they enjoy reading and choose to read for pleasure.</p>
<p><b>Pupils entitled to PP are able to plan, monitor and evaluate their own learning and have the confidence to develop as independent learners.</b></p>	<p>Pupils entitled to PP can confidently articulate the mental process involved in knowing, understanding and learning (as appropriate for their age).</p>
<p><b>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.</b></p>	<p>Reduced incidences of low level behaviour among pupils entitled to PP.</p> <p>Pupil engagement in all aspects of school life is positive.</p> <p>Pupils entitled to PP demonstrate improved problem solving ability and willingness to have a go.</p>

## 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: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD</b> Review teaching of reading across the school focussing on the recommendations of the DfE Reading Framework (with particular reference to the teaching of phonics, language comprehension and reading comprehension.</p> <p>The SNMAT English Consultant has worked with the English Lead, Phonics and Early Reading Lead and HT to further develop staff training in the teaching of reading comprehension. Further training has been undertaken by two ECTs on a specific framework for teaching reading in Key Stage 2.</p> <p>Assessment is in place using the FFT RAP and used for all pupils in FS/KS1 and pupils accessing phonic and spelling support in KS2 (Spelling with the Jungle Club).</p> <p>FFT Reciprocal Reading training for 2 further TAs.</p>	<p><b>DfE Reading Framework Success for All Phonics – DfE accredited.</b> <b>EEF Guidance Reports:</b> Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2 <a href="#">Reading comprehension strategies   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><a href="#">eef guidance reports – Google Search</a></p> <p><a href="#">The reading framework</a> <a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a></p>	1, 2, 3,4
<p><b>CPD</b> Review teaching of writing across the school focussing on the EEF Improving Literacy Reports and support from SNMAT consultant. SNMAT English consultant has worked with SLT and staff</p>	<p><b>Ofsted Research Review Series: English</b> <b>EEF Guidance Reports:</b> Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2 <a href="#">eef guidance reports – Google Search</a></p>	1, 2, 3,4

<p>to support development of a framework for teaching and learning in non-fiction and fiction writing using a 'reading into writing' approach.</p>		
<p><b>CPD</b>          Developing assessment using for learning strategies using teaching Walkthrus to improve outcomes for all pupils, especially those who are higher performing (feedback, peer and self-assessment, etc).</p> <p>Planned for Inset Day          09/02/23</p>	<p><b>EEF Toolkit: Feedback</b>          There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p><b>EEF Guidance Report</b>          Teacher Feedback to Improve Pupil Learning  <a href="#">eef teacher feedback to improve pupil learning – Google Search</a></p>	<p>1, 2, 3,4</p>
<p><b>CPD</b>          Train all staff on development of metacognition skills using the EEF guidance reports on Metacognition and self-regulation.</p> <p>Planned for Inset Day          09/02/23</p>	<p><b>EEF Toolkit: Metacognition and self – regulation</b>  <a href="#">evidence/guidance-reports/metacognition</a></p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p><a href="#">eef metacognition and self regulation – Google Search</a></p>	<p>4, 5, 6</p>

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

Teaching Assistant Support for one-to one support and structured interventions

Budgeted cost: £45,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement and evaluate the impact of speech and language interventions for pupils entitled to PP. FS/KS1</p> <p>Using bespoke speech and language activities to target speech difficulties and gaps in children’s language. This is assessed through weekly formative assessment.</p>	<p>Nuffield research evidence indicates NELI’s positive impact on pupils’ speech and language skills.</p> <p><b>EEF Toolkit: Oral Language Interventions</b></p> <p>The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p><a href="#">eef oral language interventions – Google Search</a></p>	<p>1, 2, 3, 4</p>
<p>Further embed phonic reading lesson and interventions for pupils entitled to PP, (taken from <b>Success for All</b>).</p>	<p><b>Success for All Phonics scheme</b></p> <p>Evidence for Impact indicates positive impact on pupil progress. DfE evaluated scheme.</p> <p>Lightening Squad Spelling programme</p> <p><a href="#">success for all phonics – Google Search</a></p>	<p>2, 3</p>
<p><b>Word detectives</b></p> <p>KS2- focus on teaching morphemes for depth of understanding of vocab and spelling. Supports pupils to use and apply this knowledge to unknown words.</p>	<p><a href="https://www.amazon.co.uk/Science-Teaching-Primary-Reading-Corwin/dp/1529764165">https://www.amazon.co.uk/Science-Teaching-Primary-Reading-Corwin/dp/1529764165</a></p> <p><a href="https://tipsforteachers.co.uk/etymology-morphology/">https://tipsforteachers.co.uk/etymology-morphology/</a> Chris Such</p> <p>KS2 spelling appendix (National Curriculum)</p>	<p>3, 4</p>
<p><b>Reading framework</b></p> <p>Audits in the first editions were used to inform the school improvement plan (2022/3).</p> <p>Audits from the revised Reading Framework have</p>	<p><a href="https://publishing.service.gov.uk">The reading framework (publishing.service.gov.uk)</a></p>	<p>3, 4, 5</p>

been selected with the Trust literacy Consultant for this academic year (2023/24).		
<b>Reciprocal reading</b>	<b>FFT Reciprocal reading</b> <a href="#">FFT Reciprocal Reading (2023/24 trial)   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
<b>Reading Plus</b>	<a href="#">Case Studies   Reading Solutions</a> <a href="http://readingsolutionsuk.co.uk"> (readingsolutionsuk.co.uk)</a>	1, 2, 3, 4
Implement and evaluate the impact of <b>Book Clubs</b> on reading for enjoyment in KS2 for pupils entitled to PP. High quality texts which focus on equality, diversity and inclusion have been purchased to add to book club texts.	<b>DfE Reading Framework</b> <a href="#">The reading framework</a> <a href="http://publishing.service.gov.uk"> (publishing.service.gov.uk)</a>	1, 2, 3, 4

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

Budgeted cost: £9,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Implement and evaluate attendance toolkit to support improved attendance for pupils entitled to pupil premium with Persistent absence.	Attend Toolkit Brighton and Hove City Council EEF Attendance Toolkit	2, 6
Implement and evaluate the impact of learning mentors in supporting pupils entitled to PP to learning more effectively.  Ensure that learning mentors support application of	<b>EEF Toolkit: Mentors</b> On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged	1, 2, 3, 4, 5, 6

strategies taught as interventions into confidence in independent learning.	backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	
Social and Emotional development is supported through nurture activities for pupils entitled to PP.	<b>EEF Toolkit:</b> <b>Social and Emotional Learning</b> The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	2, 5, 6
Increase opportunities for pupils entitled to PP to access a wide range of cultural opportunities, including clubs, visits, sporting opportunities and visitors into school.	Children from disadvantaged families benefit most from extra-curricular activities but are much less likely to have access to sport, arts or cultural pursuits (according to Australian researchers). Research by academics from Flinders University, released as part of Anti-Poverty Week, found 34% of children from lower socio-economic communities missed out on extra-curricular activities, compared with 13% from wealthier areas (October 2021).	2, 5, 6

**Total budgeted cost: £66,150**

## Part B: Review of outcomes in the previous academic year

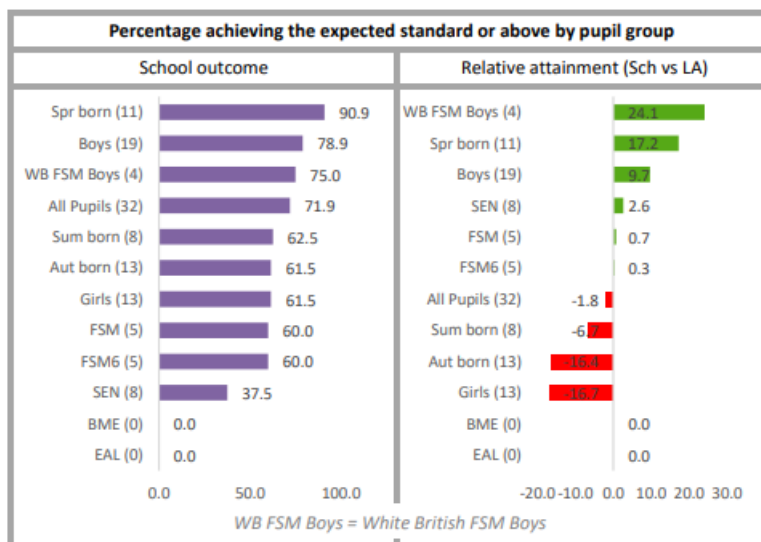
### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

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

#### Attendance meets 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.

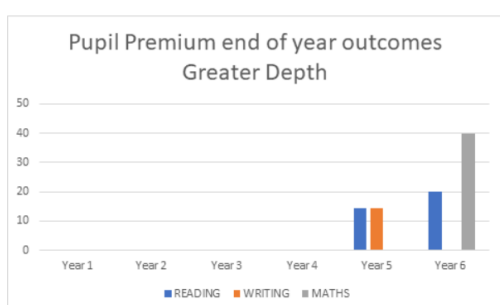
**All pupils entitled to PP in Year 2, 3 and 4 have the skills needed to read fluently.**

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

Although the data demonstrates 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 that they had alongside building on a beginning to 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 GDS 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 in school.

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