

# Pupil premium strategy statement – St Nicholas CE School, East Challow

This statement details our school's use of pupil premium (and recovery 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 last academic year.

## School overview

Detail	Data
Number of pupils in school	103 (including Nursery 118)
Proportion (%) of pupil premium eligible pupils	14%
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	November 2023
Date on which it will be reviewed	1 <sup>st</sup> October 2024
Statement authorised by	M Rooke
Pupil premium lead	A Merryweather
Governor / Trustee lead	L Speakman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,370 (14 pupils)
Recovery premium funding allocation this academic year	£2,030 (14 pupils)
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£22,400

# Part A: Pupil premium strategy plan

## Statement of intent

Our approach draws on findings from The National Foundation for Educational Research. These findings suggest that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the three areas outlined below but focusing all the time on teaching quality (investing in learning and development for teachers).

At St Nicholas CE we focus on these three areas of activity as the drivers to help narrow and ultimately close the attainment gap. This tiered approach combines:

- Staff development to improve teaching (and learning)
- Targeted academic support
- Wider strategies that support readiness to learn

Improving these areas will inevitably benefit non-eligible pupils as well.

### Staff development to improve teaching

Training and professional development is arranged throughout the year for all staff to improve the impact of teaching and learning for pupils. Typically, this focuses on priority areas within 'The Quality of Education'. Overwhelming the CPD programme focuses on improving staff knowledge and pedagogy.

### Targeted action and academic support

Each year the leadership team review (and re-identify) the main issues preventing disadvantaged pupils from succeeding at school and use the pupil premium to facilitate strategies to overcome these barriers.

### Wider strategies that support readiness to learn

Although the main aim of the pupil premium is to raise attainment, we spend pupil premium on:

- non-academic outcomes, such as improving pupils' mental health (ELSA and training for staff)
- non-academic improvements, such as better attendance
- activities that will also benefit non-eligible pupils (Forest School, Extra-curricular, activities to help increase pupils' confidence and resilience)

This might include non-academic use of the pupil premium such as:

- school breakfast clubs
- help with the cost of educational trips or visits
- additional therapy or external support

## Challenges

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

Challenge number	Detail of challenge
1	<p><u>Vocabulary and Oral Language Development</u></p> <p>Monitoring shows that understanding of vocabulary, particularly subject specific vocabulary, is a barrier to achievement for our disadvantaged pupils. There is also evidence of disadvantaged pupils' oral language development being behind that of their peers. This impacts achievement in Reading and is a barrier to accessing the wider curriculum.</p>
2	<p><u>Wellbeing</u></p> <p>QCA checklists show that a number of pupils require additional support with wellbeing and self-regulation. Parental communications show evidence of emotional wellbeing having a greater impact on pupil engagement and feelings towards school. Instances of teachers seeking support from the SENCo for pupils with emotional needs are higher.</p>
3	<p><u>Resilience</u></p> <p>Monitoring shows that disadvantaged pupils demonstrate lesser resilience towards learning tasks and attitude to school life is less positive.</p>
4	<p><u>Attendance</u></p> <p>Attendance records show that disadvantaged pupils have lower attendance overall compared to the rest of the cohort. There are instances of persistent lateness and absence which has a direct impact on progress.</p>

## 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
Whole school focus on language and vocabulary is evident across the school which contributes to greater opportunity for language acquisition and improved comprehension.	<p>Vocabulary is seen as an integral part of lessons in observations and learning walks.</p> <p>Pupil books show that higher level, ambitious vocabulary is modelled, understood and used by children.</p> <p>Pupils' reading outcomes improve compared to prior data point. By July</p>

	<p>2024 our disadvantaged children make as much progress as their peers so that reading at the end of KS1 and KS2 is in line with National. Phonics testing at the end of KS1 shows 100% of disadvantaged children pass.</p> <p>Children are able to articulate their learning and talk confidently about what they have learnt in pupil voice interviews.</p> <p>Vocabulary acquisition is a focus of the teaching of reading for children who do not have a rich experience base, to develop reading as the key for all learning.</p>
There is an improvement in the wellbeing of key pupils who demonstrated need for support in this area.	<p>QCA checklists demonstrate an improvement in emotional behaviour.</p> <p>ELSA sessions provide pupils with a safe space to work through more challenging emotions.</p> <p>1:1 adult support is used for identified key pupils to provide down time and flexibility during their school day.</p>
Attendance of disadvantaged pupils is improved.	Pupil with identified low attendance attend school more regularly. Parents of these children communicate well with school.
Disadvantaged pupils remain regulated and able to access their learning in a resilient way through individual adjustments.	Evidence of ELSA support leading to improved engagement and fewer episodes of negative behaviour, for those who require it.

## 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: £ 5040

Activity	Evidence that supports this approach	Challenge number(s) addressed
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CPD program for teachers and TAs is focused on QfT and communication friendly approaches.	Focus on lesson design which engages disadvantaged learners will improve outcomes for all children.  <a href="#">Great Teaching Toolkit: Evidence Review - Evidence Based Education</a>	1, 3, 4
Reading approaches in KS2 are developed which targets particular areas of weakness as well as developing enjoyment of reading.	Curriculum enrichments and work on developing a reading spine which is inclusive and provides representations for all children.  <a href="#">Great Teaching Toolkit: Evidence Review - Evidence Based Education</a>	1
Development of the writing curriculum overview to peak interest and broaden experiences.	Training for subject lead and all teachers in planning writing journeys which focus on engaging disadvantaged pupils.  <a href="#">Great Teaching Toolkit: Evidence Review - Evidence Based Education</a>	1, 3

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support for disadvantaged pupils with higher needs related to attendance and resilience	Targeted support to have enabled accelerated progress. <a href="#">Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</a>	1 3, 4
Phonics and reading training for intervention to support language acquisition and understanding of vocabulary. These will use our synthetic phonics scheme (Rocket Phonics) as well as targeted teaching focused on specific needs	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1

	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics and early reading has been shown to be more effective when delivered as regular sessions.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5, 360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a timetable of ELSA support sessions for identified pupils daily.	Throughout the year, all identified children will have had access to ELSA support as and when appropriate.	2
Close monitoring and intervention should a pp child's attendance dip below 95% Embedding principles of good practice set out in the DfE's 'Working together to improve school attendance'	SLT members to develop positive working relationships with all PP families but focus on those with higher absence; communication with clear monitoring systems.  <a href="https://www.publishing.service.gov.uk">Working together to improve school attendance (publishing.service.gov.uk)</a>	4
Contingency support fund for unexpected issues related to PP children.	. A need for a small amount of Pupil Premium funding to be set aside to be able to respond quickly to the unidentified and unexpected needs of disadvantaged children	All

**Total budgeted cost: £24,440]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

QCA Behaviour checklists shows a whole school improvement in Behaviour for Learning across the year, with PP children improving at least as well as their peers.
100% of Pupil Premium parents either attended parent's evenings; face-to-face or virtually, or they were contacted over the telephone for a consultation.
For those children who are entitled to Pupil Premium Funding, the attendance data sits slightly below those who are not, 91.4% compared to 94.5%
All children entitled to Pupil Premium Funding, apart from one with additional needs, passed their phonics check at the end of KS1.
All children entitled to Pupil Premium Funding, apart from one with additional needs, did not achieve the expected level in KS1 SATs.
The one pupil entitled to Pupil Premium Funding, without a SEND need, achieved the expected level in their KS SATs

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider