

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Nicholas Church of England Primary School and Nursery
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	20.3%
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	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Adelaide Yarwood
Pupil premium lead	Lisa King and Adelaide Yarwood
Governor / Trustee lead	Andrea Thompson and Andrew Martin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 55,145
Recovery premium funding allocation this academic year	£ 6630
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	£ 61,775

# Part A: Pupil premium strategy plan

## Statement of intent

We want all children to make good progress through the curriculum, experience success enjoy their time at school and develop a love of learning. Our Curriculum is built around our school vision:

Learning, Loving, Living in God's Family.

"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love for ever and ever." Psalm 52:8

Our Christian Vision is that as part of God's faithful and fruitful family, we start as seeds, and from our roots in learning, loving and living we branch out and grow into flourishing trees.

Our vision mirrors that of the Parable of the Sower (Matthew 13:1-13). In the story the seed is God's word. The seed takes root and grows in the fertile soil. We are like the seeds flourishing in our rich learning at St Nicholas School.

At St Nicholas we strive to unlock the hidden treasures within each child in a happy, safe and caring Christian environment. Through nurturing and motivation, we strive to shape confident, creative and independent learners, who embrace Christian values, and who will become responsible, compassionate and inspirational members of society.

This underpins all that we do and all that we want our children to learning and experience. These are our objectives for every child in the school, irrespective of background, home circumstances or the challenges they face outside of school and therefore the purpose of this strategy is to support our disadvantaged children in achieving these goals and making the most of their time at St Nicholas.

We have used the guidance from the Educational Foundation to help us to use this funding in the most effective way possible. Their report, the EEF Guide to the Pupil Premium, recommends a tiered approach to Pupil Premium spending:

Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.

Targeted support for pupils working below Age Related Expectations.

Providing non-academic support, including improving attendance, behaviour and social and emotional support.

In line with this, high-quality teaching lies at the heart of our approach. This has the biggest impact on learning and will benefit every child in our school.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Bridging the Learning</b></p> <p>Some disadvantaged children have learning and experiential gaps, which have been exacerbated by the Covid pandemic. Some parents find it difficult to support their child's learning at home and this was even more challenging during the past two years.</p>
2	<p><b>Attendance</b></p> <p>For some of our most disadvantaged pupils' punctuality and attendance levels are below the average level for the majority of pupils. Some can experience difficulties, which may be unrelated to school but impacts on their attendance, arrival time and readiness to learn during the day.</p>
3	<p><b>Welfare</b></p> <p>Some of our families live in poverty and have debts. There are often other needs such as food, uniform, access to health and other services, lack of learning resources in the home environment (including ICT) and competing financial pressures.</p>
4	<p><b>Social and emotional including mental health</b></p> <p>In recent years, we have seen an increasing number of disadvantaged pupils with low self-esteem and emerging emotional and mental health issues. Some children need additional support from a familiar adult before lessons start to prepare them for the school day, breaks outside of the classroom and support during break time and lunchtime.</p>
5	<p><b>Cultural Capital</b></p> <p>Financial constraints and other difficulties such as mental health on some families means that sporting and cultural opportunities are very restricted.</p>
6	<p><b>Learning Behaviours</b></p> <p>Throughout the pandemic our focus has been on effective learning was more important than ever as pupils adapted to different learning environments and methods of delivery. At home, they also had to work more independently and with greater resilience and respond to different teaching and feedback approaches. The extent to which children embrace their own learning varies and some need additional encouragement to be proactive participants. As a school, we place considerable emphasis on the school values permeating all aspects of school life along with school wide zones of regulation and calm areas.</p>
7	<p><b>Phonics</b></p>

	Baseline phonics data shows a clear gap between disadvantaged and non-disadvantaged children. Intensive support in KS1 has historically helped to close this gap. Whilst this closing the gap has been delayed over the last two years and phonics intensive support has also needed to carry on to in Y3, this has delayed children's development as readers by at least 6 months.
8	Communication Observations, feedback from external professionals and discussions with EYFS staff consistently identify communication skills as one of main barriers faced by disadvantaged children. Vocabulary is often limited, many children lack the ability to talk in sentence-like structures and children across the school find it more challenging to engage in discussion or negotiation.
9	SEN Year 6, Year 2 and Reception children have a high percentage of disadvantaged children who also have SEN, including children with complex needs who have an EHCP or are in the process of evidence gathering for an EHCP or are in the EHCP process.

## 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
Equity in attainment levels between disadvantaged and non – disadvantaged pupils. (1)	Assessment and progress information demonstrates that the performance of disadvantaged pupils is at least in line with all children nationally. A post Covid recovery curriculum that makes a bridge between the learning that occurred in lockdown and the learning that occurred since returning to school. Progress and achievement for all pupils are maximised which ensures at least good teaching, monitoring and feedback, leading to sustained good progress and high standards based on knowledge of prior attainment and vulnerable groups.
Attendance and punctuality of some disadvantaged and vulnerable children is improved and sustained. (2)	School develops and uses a wide repertoire of successful strategies to support improved attendance for vulnerable individuals. Attendance of disadvantaged children is in line with attendance of other pupils. Attendance levels for disadvantaged pupils is at least in line with national data.
Positive learning environment for all. (6)	Swift and effective therapeutic intervention to analyse behaviours and promote pro-social choices. STEPS approach clearly embedded. Promote children's emotional and mental health wellbeing through an effective and

	relevant PSHEC curriculum and school wide systems that enable them to be resilient when they encounter problems and challenges.
Well-being and welfare. (3, 4 and 5)	Timely identification and response to well-being and welfare needs.
Sporting and cultural opportunities. (5)	Equality and equity of access to extra-curricular and enrichment opportunities.
Improved phonics knowledge. (7)	Disadvantaged children pass their Y1 phonics screening at least in line with national average. Disadvantaged children pass their phonics screening by the end of Y2 at least in line with national average.
Children in receipt of the Early Years PPG will make good or better progress in Communication and Language. (8)	Disadvantaged children in the Early Years setting will be 'on track' for age related expectations in Communication and Language.
Ensure that disadvantaged pupils with SEND receive the support they require to access learning – the strong correlation between disadvantaged pupils and a correlating SEND need at St Nicholas means the SENCO will work closely with PP leads to ensure appropriate adaptations are made in school to support their learning. (9)	The Senco and PPG leads will have a clear understanding on the impact of SEND pupils who are also disadvantaged. All disadvantaged pupils with correlating SEND will have clear personal provision plans to support the children's attainment and progress. Reviews of quality of education at St Nicholas will show adaptations to the curriculum are enabling SEND children to access the learning needed.

## 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: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide high-quality leadership of outcomes for disadvantaged children.	Education Endowment Fund's (EEF) diagnostic assessment EEF Pupil Premium Guide – June 2019 Standards for Teacher Professional Development – July 2021 School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report Department for Education – May 2018	1, 2, 3
Use of Early Years communication and language equipment.	EEF Early Years Toolkit	1, 8
Enhancing phonics teaching (phonics leader running a programme of monitoring, coaching and team-teaching with all staff delivering Read, Write Inc, additional staffing for small group teaching, regular phonics assessment of every child from Reception to Y3, purchase of Read Write Inc resources and Consultant time, training for all new staff).	EEF Teaching and Learning Toolkit	1, 7
In school experiences and events to enhance cultural capital (particularly important while external events are challenging to organise).	The Social Mobility Commission's report, An unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility.	5

(Themed activities in each class linked to history using Stevenage Museum, visiting theatre in school twice).		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics catch up Small group phonics teaching in Reception, Y1 and Y2. Additional small group phonic sessions for those not on track to pass phonics screening.	From EEF Teaching and Learning Toolkit.	7
Individual and small group Maths teaching for 3 children working significantly below age-related expectations in Y4 and Y6. Additional diagnostic and planning support from HfL Maths Consultant to plan teaching sequences and activities that will maximise progress in Maths.	From EEF Teaching and Learning Toolkit.	1
Maths and English tutoring for Y6 Targeted small group sessions planned by the child's current teacher but led by other experienced staff (teacher and teaching assistant).	From EEF Teaching and Learning Toolkit.	1
Speech and language support Personalised intervention		8

<p>programmes delivered by specialist sen teaching assistant.</p> <p>Use of Wellcome toolkit to provide targeted support to children in EYFS.</p> <p>Delivering Nuffield Early Language Intervention in EYFS</p>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting wellbeing Counselling sessions.</p> <p>Family Support Worker delivering targeted interventions and providing support to children and families.</p> <p>Zones of Regulation in place throughout school and small group sessions led by Specialist SEN teaching assistant.</p>	<p>From Public Health England guidance report on The link between pupil health and wellbeing and attainment.</p>	<p>3, 4 and 8</p>
<p>Monitoring, supporting and responding to attendance</p> <p>Morning admin assistant has specific attendance role, checking and chasing reasons for non-attendance.</p> <p>Planning meetings held with targeted families to identify reasons for non attendance and agree action plans.</p> <p>Regular meetings and communications between admin team, Headteacher and Attendance Improvement Officer to</p>	<p>This follows the principles of good practice set out in the DfE Improving School Attendance guidance.</p>	<p>2</p>



<p>monitor attendance and identify next steps.</p> <p>Rewards for excellent attendance at the end of each term.</p>		
<p>Providing a good start to the day through breakfast club</p> <p>Provided free to a small number of disadvantaged children.</p> <p>Encourage attendance, arriving on time and being ready to learn at the start of school.</p>	<p>From DfE report: Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation.</p>	2
<p>Delivering a programme of off-site visits to enhance Cultural Capital</p> <p>Trips are subsidised for many disadvantaged children including residential trip for Y6.</p>	<p>See evidence from Social Mobility Commission's An Unequal Playing Field report.</p>	5
<p>Adverse childhood experiences training for all staff</p> <p>Understanding the impact of trauma on children and young minds.</p>	<p>See evidence from Public Health England guidance report on The link between pupil health and wellbeing and attainment.</p>	3, 4 and 8
<p>Sensory circuits</p> <p>Daily individual sessions for targeted children during the morning.</p> <p>Activities designed to alert, organise and then calm.</p> <p>Helps children to regulate and organise their senses in order to achieve the optimum level of alertness and wellbeing required for effective learning.</p>	<p>Prior experiences of using this intervention in school were very positive with teachers reporting children in class are in a better mood, alert and ready to learn.</p>	3, 4 and 8

**Total budgeted cost: £61,775**

## 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 2020 to 2021 academic year.

With no external testing available for the last two years, we have had to rely on internal data to evaluate the impact of our Pupil Premium Strategy over the last year. This shows that the attainment of all children has fallen, but the impact had been most pronounced on our disadvantaged children. We believe that the impact of Covid-19 on education was the primary cause of this. Children were regularly out of school due to lockdowns, bubble closures and household isolation procedures. It was not possible to completely deliver learning in the way that we usually would (mixed age phonics groups, mixed age interventions etc). As evidenced in schools across the country, this impact was most detrimental to our disadvantaged children. During periods of lockdown, these families found it the hardest to engage in remote learning despite devices and offering school places, there was much anxiety in families regarding the pandemic.

Despite all of the above, regular monitoring by SLT and external professionals showed good quality teaching being delivered, which incorporated many of the aspects which formed part of our Pupil Premium Strategy, such as high-quality phonics provision.

Finally during and after lockdowns, clearly wellbeing and mental health had been significantly impacted.

### 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
Read Write Inc	Oxford Owl
Read Write Inc Spelling	Oxford Owl
Mathletics	3P Learning
Wellcome	GL Assessment
HfL Essentials Maths	Herts for Learning

Purple Mash	2 Simple
Back on Track Curriculum Planning (English and Maths)	Herts for Learning
Times Tables Rock Stars	Times Tables Rock Stars
Language Angels	Language Angels

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

