



Pupil premium strategy statement St Nicholas C of E VA Primary and Nursery School

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	227
Proportion (%) of pupil premium eligible pupils	21.58% (49)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Lorraine Collins
Pupil premium lead	Lisa King
Governor / Trustee lead	Andrea Thomson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,680
Recovery premium funding allocation this academic year	£ 7105.
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>	£56785
Total budget for this academic year <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>	£

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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 flourish 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 and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. At S Nicholas School we believe that the most important part of any child's education is quality first class teaching and as such this will always be the priority for all our learners. We believe that this will be achieved through the rigorous monitoring that is in place within our school and the high standards that all of our teaching and support staff set for the children in our school. Our support staff are used to primarily support class-based learning and are directed by the class teacher who has a thorough understanding of their classes learning profile. We strongly believe that each child has individual strengths and approaches to learning and as such we aim to provide the best possible for each child regardless of background, ethnicity, gender or learning profile. We view all provision on an individual basis and will place relevant support for each child aiming to bridge gaps at the point of them arising. The support that we provide to pupils is based on an equity model, where we accept that some children may need a highly personalised offer in order to fulfil their potential. For this reason, we have fluidity to many of the provisions in place. Children will access support for focus areas, as identified by the class teacher, for the shortest time possible in order to move learning on swiftly. We also follow the principles of Maslow's Hierarchy of Need and as such the children's emotional wellbeing is key to all that we do. If children are experiencing difficulties or trauma, of any level, then this will be supported in order to maintain personal, social, emotional and academic progress. This information will link in heavily with the further provision listed below.

Our intentions are underpinned by our core Christian values and the schools Christian vision

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Challenges

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

Challenge number	Detail of challenge
1	Attendance Comparison shows that our PP children have, on average, a poorer attendance record than our non-disadvantaged children. Poor attendance equates to missed learning opportunities. Children with an attendance at 90% have missed 20 days or four weeks, of education in an academic year. This impacts attainment and progress.
2	Additional SEN A high percentage of our Pupil Premium (PP) pupils have specific learning difficulties which can impact upon their progress.
3	Social and Emotional Needs Some of our PP pupils have external social and emotional issues, which affect their readiness to learn. Others have experienced adverse childhood experiences which can cause trauma and lead to learning difficulties. These children require additional support and understanding to help to make them ready to learn.
4	Poorer starting baseline Our PP pupils typically have a lower baseline when they join us in Nursery and Reception. This includes poorer vocabulary and speech and language difficulties.
5	Lack of cultural capital Some of our PP pupils do not have access or exposure to quality reading materials or wider opportunities, outside of school, which has an impact upon their vocabulary and wider knowledge.

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	Target Date
Progress in Reading	That PPG pupils make either comparable progress to non PPG pupils or, where there is a specific SEN barrier, the child still makes measurable progress	Summer 24

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Progress in Writing	That PPG pupils make either comparable progress to non PPG pupils or, where there is a specific SEN barrier, the child still makes measurable progress	Summer 24
Progress in Mathematics	That PPG pupils make either comparable progress to non PPG pupils or, where there is a specific SEN barrier, the child still makes measurable progress.	Summer 24
Phonics	For PPG children to achieve expected level in Year 1 phonics test or, where there is a specific SEN barrier, the child still makes measurable progress.	Summer 24
Other	Improve attendance of all disadvantaged pupils to national average 95%	Summer 24

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: £46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of standardised diagnostic assessments. Training from maths and English Lead on how to use the results to plug gaps.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests	1, 2, 3, 4
Embedding dialogic activities	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are 1 6 key ideas, consolidate	1

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<p>across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary</p>	<p>understanding and extend vocabulary. inexpensive to implement with high impacts on reading: impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Introduction of Little Wandle – a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and improve engagement in reading</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
<p>Improve the quality of social and emotional (SEL) learning. We will encourage those from disadvantaged backgrounds to join extracurricular activities including breakfast club.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF Social and Emotional Learning.pdf</p>	5

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

Budgeted cost: £ [insert amount]

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send “School Leadership should: -Develop a whole school approach and collective responsibility through a clear rationale and policies to support SEMH .. Whole-school culture should ensure positive SEMH is embedded ...[by] intentionally teaching -social skills -emotional wellbeing -resilience -confidence and self-esteem.” Social, Emotional and mental health p92 M.Rowland -Adressing Educational Disadvantaged in schools and colleges)</p>	<p>“Research has shown that improving the nature and quality of TAs’ talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks. TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.” https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>2,4,</p>
<p>Small targeted teaching groups Tuition led by member of staff, to include PP children. Staff member employed 1 days per week.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>2,4</p>
<p>To enhance self-esteem and social skills through access to extra-curricular activities, cultural capital opportunities. - Subsidising targeted resources for supporting PPG children’s learning. Inclusion of children in opportunities available in the wider school musical opportunities, trips, Bikability, after school club, revision materials, reading resources etc) - Supporting purchase of school clothes and footwear - Support “wrap around care”- breakfast club.</p>	<p>“Cultural capital - As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum: It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.” (Ofsted Handbook paragraph 203)</p>	<p>4,5</p>

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker To support PPG children in their homes through helping with paperwork, housing issues, absences and behavioural challenges etc. £1550</p>	<p>Early identification of families who's needs are bigger than access to school. Support with attendance as well as any housing issues including access to the Food and Hygiene Banks. Wider access to parenting support groups.</p>	<p>1 2 3 5</p>
<p>Breakfast Club support for disadvantaged pupils. Targeted PPG children with poor and low attendance/punctuality. £ per morning for targeted children</p>	<p>Close monitoring of attendance trends and a history of improved attendance for children who access Breakfast Club. Supporting families with giving children breakfast who struggle with access to food.</p>	<p>1</p>
<p>After school club for disadvantaged families</p>	<p>Additional support for working parents, supporting families by providing an after school</p>	<p>1</p>
<p>Trip allocation To enable PPG children to enjoy the same extra-curricular or curricular activities as their non PPG peers per trip/visitor/experience</p>	<p>Ensuring all children have access to a full and wide curriculum even if financial income prevents families from supporting extracurricular activities. All children have equal access to experiences in school.</p>	<p>4 5</p>
<p>To ensure that our PP /SEND children with specific social and emotional needs and learning difficulties are supported in the best way possible to help them achieve. - Provide a non-class based SENDco (2</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send "School Leadership should: -Develop a whole school approach and collective responsibility through a clear rationale and policies to support SEMH .. Whole-school culture should ensure positive SEMH is embedded ...[by] intentionally teaching -social skills -emotional wellbeing -resilience -confidence and self-</p>	<p>3</p>

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<p>days per week) to more effectively provide SEMH opportunities where needed and to oversee and direct the SEMH strategy for whole school, including training for all staff. - SENDco to complete Gov funded Senior mental Health Lead training - Dedicated SEN TA to provide talk/ art therapy as needed to help our children to be ready to learn - SENDco and SEN TA to have allocated time to help support Early Identification of needs and rapid assessment of needs - Continue with whole school well-being - To ensure all children have access to quality in house or purchased social and emotional support/counselling Provision of external counselling where appropriate</p>	<p>esteem.” Social, Emotional and mental health p92 M.Rowland -Adressing Educational Disadvantaged in schools and colleges)</p>	
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Total budgeted cost: £ 51,000

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Our results from 2022 were low in comparison to previous years in Key Stage Two. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using prepandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. Challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

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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
Little Wandle Phonics + Big Cats	Little Wandle Phonics + Big Cats
Mathletics 3P Learning	Mathletics 3P Learning
Wellcome GL Assessment	Wellcome GL Assessment
HfL Essentials Maths Herts for Learning	HfL Essentials Maths Herts for Learning
Purple Mash 2 Simple	Purple Mash 2 Simple
Times Tables Rock Stars Times Tables Rock Stars	Times Tables Rock Stars Times Tables Rock Stars
Language Angels Language Angels	Language Angels Language Angels

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

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