



# Pupil premium strategy statement – St Nicholas Primary and Infant School Stevenage

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	221
Proportion (%) of pupil premium eligible pupils	47/221 21.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Lorraine Collins
Pupil premium lead	Ellie Onur
Governor / Trustee lead	Emily Lambert

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 64,020
Recovery premium funding allocation this academic year	£5909
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>	£69,929

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 forever and ever.  
Psalm 52:8*



## Part A: Pupil premium strategy plan

### Statement of intent

St Nicholas School Stevenage is a welcoming and open-hearted school which embraces the diversity of our community. We provide a safe and nurturing environment which enables our children to become confident and ambitious learners. The focus of our Pupil Premium strategy is to fully support our disadvantaged pupils to achieve well and make at least good progress, including those who are already high attainers. In Key Stage 2, 34% of Pupil Premium children did not attend our Foundation Stage. 80% of these pupils have an SEND or EAL need. Therefore assessing and meeting the needs of these children are vital.

*Our Pupil Premium Strategy is based on the EEF tiered approach to Pupil Premium spending:*

#### **1. Teaching and subject leadership**

A key priority in our Pupil Premium spending is investing in the professional development of our staff as well as the development of a high-quality curriculum. This will ensure that all children have access to high-quality teaching and learning which supports them to thrive and make at least good progress, irrespective of their backgrounds or starting points. Senior leaders have been working closely with subject leaders to ensure that the curriculum is well sequenced and ambitious. There is a monitoring schedule in place which holds teachers to account and systems in place so that teachers model good practice for each other.

Our aim is to build expertise of all curriculum leaders with a focus to review their subjects through the lens of currently disadvantaged learners. Subject leaders are accountable for ensuring effective implementation, and good impact, of the curriculum. CPD will build and secure teachers' subject leaders knowledge to sustain Quality First Teaching to ensure high standards in progression in learning for all pupils and gaps in learning are diminished. Staff training has focused on the EEF's 5 a day, these evidence-informed strategies support learning and improve outcomes for all learners including those with SEND and Pupil Premium. Meanwhile our computing lead is working with subject leads and class teachers to embed **now>press>play** across our curriculum. It is an award-winning immersive audio resource for primary schools that engages children in the curriculum through sound, story and movement with 90+ Experiences. In a **now>press>play** Experience every child is given a pair of wireless headphones. Immersed in sound, they become the main character in a story, meeting people, discovering places and solving problems on an educational adventure they'll never forget. **now>press>play** can be used as a whole class activity or with smaller groups for intervention work. It is a fun and inclusive way to engage children in the curriculum.

#### **2. Targeted Academic Support**

### 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 forever and ever.  
Psalm 52:8*



We maximise the impact of our Pupil Premium spending through targeting the specific and diverse needs of our children here at St Nicholas. We have a wide range of targeted and evidence based interventions which are completed in small groups or 1:1 with our teachers or teaching assistants. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

We understand that early intervention is key and language screening in EYFS is fundamental to identifying communication barriers which impede access to the curriculum and individual's engagement with their learning. Little Wandle Rapid Catch Up intervention is used across the school to ensure that gaps in pupil's phonics knowledge are identified and targeted. We are also part of Herts for learnings reading fluency project for our Key Stage 2 children. The project uses the York Assessment for Reading Comprehension (YARC) to assess the pupils at the start and end of an 8 week intervention which aims to improve their reading fluency including automaticity, accuracy and prosody. On average children who begin the intervention at a reading age of 5 -6 years, over the course of the intervention make 3 years and 3 months progress.

We will be introducing Spelling Shed across the school to make learning spellings active and engaging. Spelling Shed has carefully selected word lists and engaging activities which provide opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary acquisition. Our English Lead plans to deliver parent training and teachers ensure children have opportunities to use it class and can set individualised spelling activities as homework.

After careful consideration our Maths lead is driving the change of our maths scheme of work, we will be using White Rose Maths. White Rose Maths use a mastery approach to maths teaching. This is a research-driven teaching and learning method that meets the goals of the National Curriculum. Teachers will be receiving support and training throughout the year as they begin to use the White Rose Maths scheme and resources. Children who need to consolidate the lessons learning are identified by their class teacher and they are able to then plan small group opportunities to revisit learning. For a small number of pupils who struggle to access the class teaching we also run interventions recommended by the Specific Learning Difficulties Base such as UCAN Maths, The Numicon intervention Programme, or Maths for Life.

Pupil's progress is closely monitored throughout all interventions and as part of termly pupil progress meetings, where a child is making slow progress, we will explore a child's needs carefully and thoroughly as part of our assess, plan, do and review process and seek professional advice where appropriate. Our Inclusion Manager works closely with a wide range of professionals such as Educational Psychologists, Advisory Teachers, Speech and Language Therapists, Occupational Therapists, Physio Therapists, Special School Outreach and others. Advice and support is sought to ensure that all pupils' needs are being met and they are able

### **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 forever and ever.  
Psalm 52:8*



to make good progress. A significant number of our Pupil Premium children also have additional vulnerabilities such as Special Educational Needs (38.9% 14/38) and or English as an additional language (10.5% 4/38). A number of our children who are in year admissions have come from other countries and some of these have little English. We use Racing to English resources for these pupils to support them in developing their language and understanding.

### 3. Wider Strategies

We work closely with our disadvantaged families to identify and support the welfare needs of many pupils, including where punctuality and regular attendance may be challenging. Some of our funding is used to provide external support from a School Family Worker when there are domestic and/ or behavioural challenges which may impact upon learning. A high proportion of our disadvantaged pupils have emotional needs due to family circumstances and may require social, emotional and behavioural support. That is why we have a member of staff trained by the Educational Psychologist team to be an ELSA (Emotional, Literacy, Support, Assistant). ELSAs help children and young people learn to understand their emotions and respect the feelings of those around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them. ELSAs have regular professional supervision from educational psychologists to help them in their work. We also employ a qualified play therapist through the organisation Safe Space who works one afternoon per week supporting vulnerable pupils. Some of our Pupil Premium students access a music nurture group, which uses music as a means to help young people to connect and feel confident with their peers and other adults; express their ideas, make choices. They try things out, take risks in a nurturing environment and so build their resilience and agency. Our school is also a part of the Mental Health Support Team (MHST) trailblazer project which means that an Education, Mental Health practitioner is based in our school one day a week. They support children, parents/carers and staff with small groups, workshops and training.

## Challenges

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

Challenge number	Detail of challenge
1	Some of our disadvantaged pupils have poor attendance or punctuality. In the year 2022-2023 attendance of Pupil Premium pupils was 91.29% compared to non-pupil premium pupil attendance at 93.48%. Our analysis shows that some disadvantaged / vulnerable pupils and their

### 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 forever and ever.  
Psalm 52:8*



	families need additional support to secure and maintain good attendance. As of December 2023, 25% of our Pupil Premium children are persistently absentees.
2	Low attainment and slow progress rates made by some eligible/disadvantaged pupils. Our internal assessments for July 2023 indicate that some disadvantaged pupils attain less well than non-disadvantaged pupils in reading, writing and mathematics. Year 6 SATs results showed that 45% of non-Pupil Premium students achieved the expected standard in Reading, Writing and Maths. This is compared with only 10% for Pupil Premium students.
3	Our assessments and observations suggest that a significant number of Pupil Premium children have additional vulnerabilities such as Special Educational Needs (25.5%) and/or English as an Additional Language (12.7%) and therefore require additional interventions. In Key Stage 2, 34% of Pupil Premium children did not attend our Foundation Stage. 80% of these pupils have an SEND or EAL need. 51% of our current Year 6 class joined the school in Key stage 1 or 2.
5	A high proportion of our disadvantaged pupils have emotional needs due to family circumstances and may require social, emotional and behavioural support. Many also lack confidence and self-esteem.
6	Observations, and discussions with pupils and their families suggest that children from disadvantaged backgrounds have less access to books, stories, conversations, games, toys and technology at home and have limited activities or outings.

## 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
To achieve and maintain improved attendance for all pupils, particularly our disadvantaged/vulnerable pupils.	The attendance rate for disadvantaged / vulnerable pupils will be at least 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers will narrow.
Improve attainment in reading and mathematics. Narrow and/or close	Teachers are consistently using the EEF's 5 a day strategies in their teaching. Children are able to know and remember more through rehearsal of key knowledge, skills and facts

### 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 forever and ever.  
Psalm 52:8*



<p>progress gaps in reading, and mathematics.</p>	<p>within the curriculum redesign and apply them to future learning in a variety of contexts.</p> <p>Booster groups in Years 5 and 6 taught by a qualified teacher from January 2024, assessments will show progress for these pupils in targeted subjects.</p> <p>All disadvantaged/vulnerable pupils make at least expected progress in reading and mathematics at the end of each academic year.</p>
<p>Continue to provide targeted support to disadvantaged/vulnerable pupils who also have special educational needs and/or disabilities, including support from external agencies.</p>	<p>Impact of interventions show that they have helped to accelerate progress and have had a positive impact on the education of disadvantaged/vulnerable pupils. Pupils have retained and are able to recall prior knowledge to support their learning.</p>
<p>Social, emotional and/or mental health support for disadvantaged/vulnerable pupils who would benefit from this provision. For this provision to be available to all children who would benefit from it.</p>	<p>Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils have high aspirations, positive attitudes to learning, ability to share feelings and regulate emotions.</p> <p>Timely identification and response to wellbeing and family welfare needs, work with agencies to ensure they access help.</p>
<p>To ensure all learners have access to a range of experiences that will support their learning and develop their personal experiences and interests.</p>	<p>Pupils experience wider opportunities and participate in trips and visits. Lack of funding does not impact negatively on a PP child's access to extra-curricular activities.</p> <p>Trips, workshops and visits are subsidised so PP children have the same opportunities and experiences as non- disadvantaged children.</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: £ 34,964

### 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 forever and ever.  
Psalm 52:8*



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all staff access Little Wandle Phonics training and resources.</p> <p>Ensure all staff are trained to implement the Herts for learnings reading fluency project.</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:</p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF toolkit states that phonics interventions have a +4 months impact on the most vulnerable pupils. EEF guidance report Improving Literacy in KS1 states that effectively implementing a systematic phonics programme has ‘very extensive’ evidence to suggest it will be effective. It states progress should be monitored, lessons should be engaging and all staff should receive training</p> <p>Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+6 months impact). It also has a ‘very extensive’ evidence strength as mentioned in the Guidance Report Improving Literacy in Key Stage 2. Developing pupils’ language capability to support their reading and writing has ‘extensive’ evidence according to EEF Guidance Report Improving Literacy in Key Stage 2. This includes reading books aloud, vocabulary, structured questioning to develop comprehension and thinking aloud.</p>	<p>2 and 3</p>
<p>Enhancement of our maths teaching and curriculum in line with DfE and EEF guidance. Subscription to White Rose maths planning resources. We will fund teacher release time to embed key elements of guidance in school.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>2 and 3</p>
<p>Enhance learning experiences for all pupils through the use of Now</p>	<p>‘Good teaching is the most important lever schools have to improve outcomes for</p>	<p>2 and 6</p>

**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 forever and ever.*

*Psalm 52:8*



Press Play (interactive technology)	disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.' EEF Guide to Pupil Premium 2019	
-------------------------------------	---	--

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

Budgeted cost: £17482

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Teaching assistant deployment and interventions.</li> <li>Qualified Teacher running booster group for targeted children in Year 5 and 6.               <ul style="list-style-type: none"> <li>One to one and small group intervention</li> </ul> </li> <li>Activity and resources to meet the specific needs of disadvantaged pupils with SEND Targeted intervention / support strategies delivered by the class teacher / teaching assistant (TA) to eligible/vulnerable pupils.</li> </ul>	<p>Small group support/tuition is most likely to be effective if it is targeted at pupils' specific needs. Ongoing assessment will be used to identify the areas of learning that need to be addressed.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>.</p> <p>Use of the UCAN Maths programme recommended by the Specific Learning Difficulties Base. Previous school data has proved this targeted small group intervention has supported our pupils to make accelerated progress in arithmetic skills in order to be able to access class teaching. Maths vocabulary has also shown great improvements. Children develop their confidence and once ready, return to class</p>	3

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

Budgeted cost: £ 17482

**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 forever and ever.  
Psalm 52:8*





Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion Lead to track persistent absence and work with pupils and their families in order to improve attendance and close/narrow the attendance gap between eligible pupils and their non-disadvantaged peers.</p> <p>The school's Attendance Policy will be applied to promote the importance of good attendance. This will include staff following up on absences and sending out letters to parents/carers. Meetings will be held with parents/carers of pupils who are persistently late or absent.</p> <p>Strategies (e.g. access to the Breakfast Club funded through the PPG grant) will be discussed to support these families and attendance will continue to be closely monitored. Currently two families are being supported with the cost of transport to school.</p> <p>MHST and Inclusion lead to support pupils and families where emotion based school avoidance becomes an issue.</p>	<p>Inclusion Lead and SLT will check the attendance/punctuality figures of disadvantaged/vulnerable pupils regularly. Staff will also be informed of attendance concerns via the Inclusion Lead who will be tracking attendance. The Attendance Policy will be applied to tackle issues related to attendance. Staff will help to improve attendance where needed by working with families and reporting concerns/patterns to SLT so that further action can be taken (in line with the school's policy).</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf</a></p>	1
<p>For pupils with social and emotional, mental health needs to have targeted support through;</p> <p>ELSA MHST Music Nurture group PSHE Curriculum Play therapy (with Safe Space/ Nessie/ Butterfly Room)</p>	<p>ELSA work is supervised by the Educational Psychologist Service and there are baseline assessments completed by teachers to gain an understanding of needs and measure progress towards targets.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic</p>	1 and 5

### 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 forever and ever.*

*Psalm 52:8*



<p>The MHST continue to provide interventions and measure their impact through surveys with parents and pupils.</p> <p>Our ELSA supports targeted children through a referral system, they monitor impact through staff questionnaires and pupil voice.</p> <p>We also access outside professionals to work children in small groups or 1:1 such as play therapy, art therapy and a music nurture group.</p>	<p>outcomes over the course of an academic year. Social and emotional learning</p> <p><a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Free breakfast club/ after school club places as needed to improve attendance, punctuality and wellbeing of disadvantaged pupils.</p> <p>Covering the cost of transport to school for families where this is a significant issue.</p> <p>Trips, workshops and visits are subsidised so PP children have the same opportunities and experiences as non-disadvantaged children.</p> <p>Technology is supplied to children who may need access to equipment at home</p>	<p>Free breakfast club places to improve attendance and punctuality and ensure children have eaten and are ready to learn. If children are not attending school, they are not getting access to high quality teaching and learning. Providing spaces for children who have low attendance to attend breakfast club ensures children are on time to school and also have been provided with an adequate breakfast to support their concentration</p>	<p>1, 5, 6</p>

**Total budgeted cost: £ £69,929**

**Learning, Loving, Living in God’s Family**

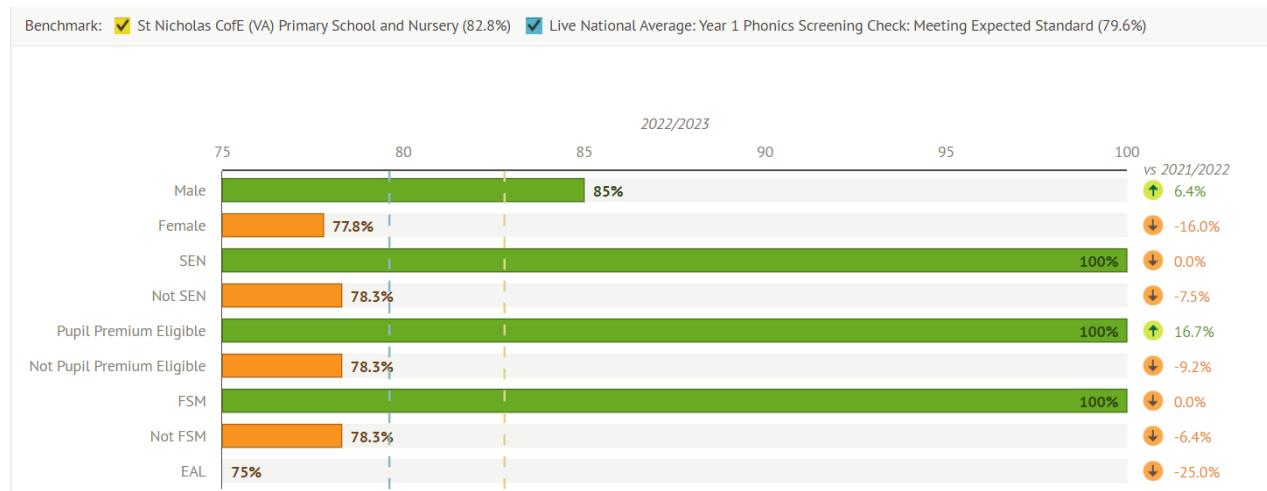
*“But I am like an olive tree flourishing in the house of God; I trust in God’s unfailing love forever and ever.  
Psalm 52:8*



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

All teaching staff have received training to effectively deliver the Little Wandle Phonics scheme so that disadvantaged pupils obtain the required attainment outcomes against their peers nationally, based on the Phonics Check. Professional development during 2022-2023 related to the teaching and learning of phonics has increased staff knowledge and skills. Consequently, results were above the national average with eligible pupils outperforming non-pupil premium pupils.



In Key Stage one and two there was a drop in the overall percentage of pupils achieving expected standards for reading, writing and maths. There was also a drop in the percentage of Pupil Premium pupils attainment compared with the previous year.

However as a school we have a high percentage of children joining us in Key Stage 1 and 2. Currently 51% of our Year 6 class did not start St Nicholas in our Nursery or Reception class. Typically children who join our school through in-year admissions have special education needs, have moved from another country/ have EAL or are refugees. This has affected our attainment percentages particularly at key stage 2. Therefore our interventions supporting Key Stage 2 are vitally important in accelerating the progress of these pupils.

For the academic year 2022-2023 the attendance of pupil premium pupils (91.2%) was below that of non-eligible pupils (93.48%). Being in school is the best way for pupils to learn and reach their potential. Time in school also keeps children safe and provides

#### 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 forever and ever.  
Psalm 52:8*



access to extra-curricular opportunities and pastoral care, therefore improving attendance especially for our most vulnerable pupils will be a priority.

Last year, we observed that wellbeing and mental health was an area of concern for many pupils including for disadvantaged/vulnerable pupils. Therefore, we provided wellbeing support where required. We believe that wellbeing / mental health is fundamental to academic success therefore it also continues to be a priority. This has included funding a member of staff to become an ELSA, increasing our ability to offer pastoral support in school.

### 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.*

<b>Programme</b>	<b>Provider</b>
Little Wandle Phonics Programme	Little Wandle Phonics + Big Cats
Family Support Worker	FSW service
Music Nurture	Herts Music Service
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

**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 forever and ever.  
Psalm 52:8*