

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' CE (VA) Primary School
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	11/139 – 8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019/20, 2020/21, 2021/22,
Date this statement was published	5.10.21
Date on which it will be reviewed	5.10.22
Statement authorised by	Headteacher Mrs S L Smith
Pupil premium lead	Headteacher Mrs S L Smith
Governor / Trustee lead	Mrs Helen Cullen Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9415
Recovery premium funding allocation this academic year	£7882
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	nil
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17297

Part A: Pupil premium strategy plan

Statement of intent

- *Pupils meet age related expectations and where possible greater depth in the core subjects of reading, writing and maths and where this is compromised from further difficulties that pupils make expected progress or meet the specific targets set for them by their teachers in these subject areas.*
- *Pupils have extended hours opportunities throughout the academic year 2021/22 (building upon the extended hours strategy 2020/21) for 4.5 hours each week to address gaps in their reading, writing and maths learning.*
- *Y56 Pupils have at least 4 hours per week to have 1:3 class teacher intervention in Reading for 8 weeks to try to close the gap leading into transition to secondary school.*
- *Lower pupil adult ratio (smaller class sizes) to provide increased opportunities for high quality feedback to ensure good rates of progress*
- *Ensuring pupils have the opportunities to receive high quality teaching by enabling greater adult to pupil ratios in classes.*
- *Pupils always attend extra curricular opportunities that they choose including residential and school trips and visits, also including extra swimming lessons.*
- *Basic needs are provided for to reduce pressure on families.*

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

4	Our observations and discussions with pupils indicate a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment
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PocIntended 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
Targets are achieved following period of intervention	Pupils achieve the individualised targets set in reading, spelling and maths
Barriers to full participation in FUEL Holiday activities removed to enable participation	Pupils full participation in FUEL
Disadvantaged pupils SEND needs are prioritised	TAs allocated to KS2 classes to support QFT as majority of disadvantaged pupils 7/11 are in those classes
Small class sizes (<22 – YR & Y1, <25 Y2) in EYFS and KS1 classes to enable increased access to QFT including effective, quality feedback	Secure financial management to enable 6 classes in school
Enable 7 classes for maths learning every day to include DHT/Maths Mastery Specialist teaching Y5 (2/11 dis pupils) including effective, quality feedback	Extend small classes to ensure increased access to QFT
Enable high quality reading interventions in Key Stage 1 with Headteacher leading the interventions x pms each week	High quality teaching from Headteacher ensuring accelerated progress in reading for 40% of Key Stage 1 pupils including 2 x disadvantaged pupils
Ensuring pupils are aspirational and recognise the importance of education by improving rates of attendance so that it is in line with non-disadvantaged pupils through	No discernible difference in rates of attendance for disadvantaged and non-disadvantaged pupils
Social and emotional health needs are addressed, particularly through meet and greet and ELSA interventions	Disadvantaged pupils have access to 1:1 trusting adult to raise concerns and discuss issues that would have negative impact upon their ability to learn.
Talk 4 Writing strategy introduced for whole school to enable improved vocabulary and oracy skills (dove tailing with word for the day and other vocabulary strategies in school)	Enable all children to learn a bank of stories to increase vocabulary and confidence in writing
Speech and Language interventions prioritised for on entry pupils	SALT referrals prioritised and actioned
Enrichment opportunities enabled (Wrap around care, clubs, music lessons)	Opportunities provided through PPG funding

Basic Needs support provided (uniform, books, trips, residentials)	Items provided through PPG funding
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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: £ £12297

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching - Increase hours for DHT and increase hours on temporary basis for a class teacher delivering Tutoring hours	<p>School in 7 classes (<25) for maths so that</p> <p>Y6 – 15 pupils and 2/11 Dis pupils</p> <p>Y5 – 18 pupils and 2/11 Dis pupils</p> <p>Child-Staff Ratios in Early Childhood Education and Care Settings and Child Outcomes: A Systematic Review and Meta-Analysis:</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5245988/</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
Headteacher leads Reading interventions for 40% pupils in Key Stage 1	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
<i>HT cascades Training from Pockets of Poverty</i>	Termly PDMs to improve pedagogical approaches	1,2,3
<i>Talk 4 Writing</i>	<p>Whole school external training provider for new pedagogical approach to teaching and learning in writing</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3

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

Budgeted cost: £ 4270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring for 4 hours for 8 weeks for UKS2 pupils in RWM	Closing the gap One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3
<i>Extended school hours for all disadvantaged pupils</i>	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3

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

Budgeted cost: £ 730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wrap around care, extra curriculuar clubs and trips including residential	Based on our experiences and those of similar schools to ours, we have identified a need to set aside funding to responding to these needs.	4
<i>Basic Needs</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set aside funding to responding to these needs.	4

Total budgeted cost: £ 17297

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.

Pupil Premium Impact Statement 2020/2021: Summary Information				
Academic Year	2020/21	Pupil Premium Budget (Including Service Pupil Premium)	£14680	
Total Number of pupils (NOR)	140	Number of Pupils (Pupil Premium)	8	
Predicted Current Attainment (July 2021- no SATS due to Covid)				
Children Reaching Age Related Expectations (ARE)	Pupil Premium Attainment	Non Pupil Premium Attainment	All Pupils	Pupil Premium Pupils in cohort
Early Years Foundation Stage (GLoD)	n/a	n/a	68%	0
Year 1 Phonics	50%	68%	77%	2
KS1 (Year 2)				
Reading	n/a	n/a	94%	0
Writing	n/a	n/a	94%	0
Maths	n/a	n/a	94%	0
KS2 (Year 6)				
Reading	100%	75%	85%	2

Writing	50%	65%	75%	2
Maths	100%	75%	85%	2
GPS	100%	65%	75%	2
Barriers to Achievement				
<ul style="list-style-type: none"> • Some lower attendance • Some health considerations • Special Educational Needs (SEND) • Lower communication skills on entry including speech and language development • Social and emotional health are sometimes not in line with the developmental expectation • Less enrichment opportunities outside school • Support for basic learning skills (reading, writing, spelling, counting) is limited • Multiple vulnerabilities within the family 				
Uses of Pupil Premium Funding:				
Small Class sizes for EYFS, KS1 and Lower KS2 pupils with classes ranging from 17-24 pupils			£5180	
ELSA (Emotional Literacy Support Assistant)			£3000	
Learning support in school: (Teaching Assistant in class and offering interventions as small group or 1:1)			£3000	
Speech and Language Therapy			£1000	
School enrichment (including Wrap Around Care, clubs, music lessons)			£1000	
Basic Needs support (Uniform, books, trips, residential,)			£1000	
Additional sports sessions			£500	
Total			£14680	

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
Talk 4 Writing	Talk 4 Writing
Pockets of Poverty Training	Wiltshire Local Authority
Making it Happen	Wiltshire Local Authority

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?	ELSA Support Additional support for SEND interventions Smaller class sizes
What was the impact of that spending on service pupil premium eligible pupils?	Emotional well-being to enable pupils to access all learning opportunities Little Troopers activities led by ELS so that pupils can come together as a group and share experiences.

Further information (optional)

Small numbers of pupils at school and reporting of activities specific to these pupils can be difficult in maintaining anonymity.