

# Pupil premium strategy statement 2022.2023

This statement details our school's use of pupil 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 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	144
Proportion (%) of pupil premium eligible pupils	15/144 – 10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020/21, 2021/22, 2022/23
Date this statement was published	11.11.22
Date on which it will be reviewed	11.11.23
Statement authorised by	Headteacher Mrs S L Smith
Pupil premium lead	SENCO Mrs Sarah Waddington
Governor / Trustee lead	Mrs Helen Cullen Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13850 (funding for 10 pupils based upon Jan 22 census)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

## 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, 2022.23 (building upon the extended hours strategy 2020/21) for 4.5 hours each week to address gaps in their reading, writing and maths learning.*
- *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 writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our observations and discussions with pupils indicate a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils in rural areas where transport to enrichment activities precludes their involvement (scouts, brownies, sports clubs etc)

5	Anxiety and mental health problems when families are in crisis or requiring additional support
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## 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
Targets are achieved following period of intervention	Pupils achieve the individualised targets set in reading, spelling and maths
Disadvantaged pupils SEND needs are prioritised	TAs allocated to KS2 classes to support HQT as majority of disadvantaged pupils 10/15 are in KS2 classes
Small class sizes (so in YR, 18 in Y1, 22 in Y2) in EYFS and KS1 classes to enable increased access to HQT including effective, quality feedback	Secure financial management to enable 6 classes in school
Enable 7 small classes for the core subjects (Read, Write Maths) every morning. 2 TAs working within these classes support Disadvantaged and SEND pupils	Lower pupil adult ratio in non-mixed age classes enabling HQT and increased pupil outcomes/progress
Teaching Assistants enabling Phonics catch up every morning for pupils not secure in phonics (YR-3) extended school hours as interventions start 8.30am-8.50am when school starts	Accelerated progress in reading for 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 ELSA 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, residential)	Items provided through PPG funding



## 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: £ 10850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teaching - Increase hours for DHT and increase hours on temporary basis for a class teacher delivering Tutoring hours</p>	<p>School in 7 classes (&lt;23) for reading writing and maths            Y6 – 18 pupils - 2 Dis pupils            Y5 – 23 pupils - 4 Dis pupils            Y4 – 22 pupils – 2 Dis pupils            Y3 – 22 pupils – 2 Dis pupils            Y2 – 21 pupils – 1 Dis pupils            Y1 – 18 pupils – 2 Dis pupils            YR - 20 pupils – 2 Dis pupils</p> <p>Child-Staff Ratios in Early Childhood Education and Care Settings and Child Outcomes: A Systematic Review and Meta-Analysis:  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5245988/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5245988/</a>  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://www.tes.com/magazine/archive/does-class-size-matter-course-it-does">https://www.tes.com/magazine/archive/does-class-size-matter-course-it-does</a></p> <p>Does Class Size Matter:  <a href="https://apple.news/AL2zzExqBRhWn7EDz_qbdw">https://apple.news/AL2zzExqBRhWn7EDz_qbdw</a></p>	<p>1,2,3</p>
<p>TA lead Reading interventions those not at ARE in phonics in extended hours</p>	<p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3</p>

	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
<i>5 – a Day training led by HT and DHT HQT</i>	Weekly/Termly PDMs to improve pedagogical approaches	1,2,3
<i>Talk 4 Writing</i>	Whole school external training provider for new pedagogical approach to teaching and learning in writing <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3

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

Budgeted cost: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extended school hours</i>	<a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3
<i>Speech and Language Specialist TA</i>	<a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1
<i>Specialist ELSA TA</i>	<a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	5

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

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wrap around care, extra curricular 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
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**Total budgeted cost: £ 13850**

## 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.

<b>Academic Year</b>	2021.22	<b>Pupil Premium Budget (Including Service Pupil Premium)</b>		£21060
<b>Total Number of pupils (NOR)</b>	140	<b>Number of Pupils (Pupil Premium)</b>		11
Attainment June 2022				
<b>Children Reaching Age Related Expectations (ARE)</b>	<b>Pupil Premium Attainment</b>	<b>Non Pupil Premium Attainment</b>	<b>All Pupils</b>	<b>Pupil Premium Pupils in cohort</b>
Early Years Foundation Stage (GLoD)	0%	75%	67%	2
Year 1 Phonics	0%	90%	86%	1
Year 2 Phonics	100%	0%	50%	1
KS1 (Year 2)				
<b>Children Reaching Age Related Expectations (ARE)</b>	<b>Pupil Premium Attainment</b>	<b>Non Pupil Premium Attainment</b>	<b>All Pupils</b>	<b>Pupil Premium Pupils in cohort</b>
Reading	50%	85%	82%	2



Writing	50%	65%	64%	2
Maths	50%	90%	86%	2
<b>KS2 (Year 6)</b>				
<b>Children Reaching Age Related Expectations (ARE)</b>	<b>Pupil Premium Attainment</b>	<b>Non Pupil Premium Attainment</b>	<b>All Pupils</b>	<b>Pupil Premium Pupils in cohort</b>
Reading	100%	92%	93%	2
Writing	0%	62%	53%	2
Maths	0%	69%	60%	2
GPS	50%	77%	73%	2
<b>Barriers to Achievement</b>				
<ul style="list-style-type: none"> <li>• Some lower attendance</li> <li>• Some health considerations</li> <li>• Special Educational Needs (SEND)</li> <li>• Lower communication skills on entry including speech and language development</li> <li>• Social and emotional health are sometimes not in line with the developmental expectation</li> <li>• Less enrichment opportunities outside school</li> <li>• Support for basic learning skills (reading, writing, spelling, counting) is limited</li> <li>• Multiple vulnerabilities within the family</li> </ul>				
<b>Uses of Pupil Premium Funding:</b>				
Small Class sizes every cohort (YR-6) for Read Write & Maths mornings			£9155	
All day small class sizes for EYFS, KS1 and Lower KS2 (YR-Y3) pupils with classes ranging from 18-22 pupils				
ELSA (Emotional Literacy Support Assistant)			£2000	
Learning support in school: (Teaching Assistant in class and offering interventions as small group or 1:1)			£1695	
Speech and Language Therapy			£250	

School enrichment (including Wrap Around Care, clubs, music lessons)	£250
Basic Needs support (Uniform, books, trips, residential,)	£250
Additional sports sessions	£250
Total	£9695

## 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
5 A Day HQT	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 TA support for SEND interventions Smaller class sizes
What was the impact of that spending on service pupil premium eligible pupils?	Closing the gaps in core subjects Additional sporting opportunities Emotional well-being to enable pupils to access all learning opportunities Little Troopers activities led by ELSA 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.*