

Pupil premium strategy statement – St Nicholas CE Primary 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	144
Proportion (%) of pupil premium eligible pupils	12% - FSM & PLAC 27% - FSM, PLAC & SP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024, 2024-2025, 2025-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs Lucy Hill
Pupil premium lead	Mrs Sarah Waddington
Governor / Trustee lead	Mrs Isabel Holtby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,370 – FSM £2,530 – PLAC £8,710 – SP Total: £31,610
Recovery premium funding allocation this academic year	£2,000 - Recovery £1,485 – NTP Total: £3,485
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
Total budget for this academic year	£ 35,095

<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

All staff and governors of St. Nicholas CE Primary School are committed to supporting all children, regardless of background or individual barriers to success, to make excellent progress and achieve strong outcomes across all areas of the curriculum. This is in line with our vision statement; Let all that you do be done with love (Corinthians 14:16).

We have used the EEF's implementation guidance to help us develop our strategy. Research demonstrates that children from disadvantaged backgrounds often face additional challenges in reaching their potential and generally do not perform as well as their peers at school; the evidence is also clear that disadvantaged children have fallen further behind during the pandemic and we know that these children will also face the biggest challenges in their educational recovery.

The Pupil Premium Grant is received by schools to address underlying inequalities and to help overcome barriers to learning and so improve the progress and outcomes of vulnerable pupils.

St Nicholas CE Primary School's Pupil Premium strategy takes a tiered approach as recommended in the EEF Guide to Pupil Premium) to ensure that all pupils, including those who are disadvantaged, consistently experience the highest possible quality of teaching, have access to targeted academic support as well as benefiting from a range of wider strategies including pastoral support for social and emotional difficulties, attendance, and behaviour, impacting on success in school.

Our intention is to enable every single child in our school to reach, or surpass, the national performance expectation for their age. We wish to narrow the attainment gap between disadvantaged and non-disadvantaged pupils and for all disadvantaged pupils to be confident, independent, and resilient learners. This way, they can move on to the next phase of their education without carrying the burden of inequality with them.

Challenges

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

Challenge number	Detail of challenge
1	The lack of cultural capital evidenced by some disadvantaged pupils across the school resulting in limited verbal skills, vocabulary gaps and

	a lack of the everyday contextual underpinning needed to access learning
2	Internal assessment and observations indicate lower attainment amongst disadvantaged pupils in one or more core subject areas when compared to age related national expectations.
3	Low and inconsistent attendance and lack of parental engagement for several children eligible for Pupil Premium causes learning sequences to be fractured.
4	The impact of Covid in regard to the fine motor development of children which in turn has had a significant impact on transcription and therefore meeting the expected standard in writing
5	Access to technology and curricular materials within the home.
6	Lack of equity compared to non-disadvantaged pupils in accessing extracurricular clubs, trips, funding uniform and wrap around care.
7	Support required for wellbeing, mental health and safeguarding.
8	The impact of Covid on on-entry data for EYFS and KS1 children has had impact on speech and language and social and emotional needs.

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
<i>Improved oral language skills and vocabulary among disadvantaged pupils</i>	<p>Assessments and observations indicate significantly improved confidence with oral language and effective use of subject-specific vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons (demonstrated through use of oracy skills) and ongoing formative assessment.</p> <p>Learning walks, book-looks and staff feedback demonstrate oracy and subject-specific vocabulary development in pupils eligible for Pupil Premium because of quality first teaching across the curriculum</p>
Higher percentage of accelerated progress among disadvantaged pupils so that they close the attainment gap in core subjects.	Assessments and observations indicate significantly improved attainment, engagement, and confidence in core subjects among disadvantaged pupils End-of-year reading, maths, and GPS assessments evidence a higher

	<p>percentage of disadvantaged pupils making accelerated progress over the period of this statement.</p> <p>End-of-year reading, writing, maths and GPS assessments evidence a higher percentage of disadvantaged pupils working at the expected standard.</p>
Improved attendance	Negligible difference in attendance for disadvantaged children in comparison to their peers.
Children's stamina and quality of writing improves.	Assessments and observations indicate significantly improved attainment, engagement, and confidence in writing among disadvantaged pupils
Children use devices to support home learning	All disadvantaged children have access to devices at home to support their home learning.
Increased opportunities for disadvantaged pupils to achieve greater equality	<p>All KS2 children eligible for PPG are offered (and encouraged to take up) extra-curricular music or sports tuition.</p> <p>100% of children eligible for PPG, for at least one term across the year, attend a suitable, quality extra-curricular club.</p> <p>100% of children eligible for PPG attend Yr. 6 residential school trip.</p> <p>100% of children eligible for PPG take on a position of responsibility such as play leader, collective worship team, school council, librarians, eco warriors or prefects.</p> <p>All PPG children are offered wrap around care</p>
All learners have access to High Quality Teaching to meet their needs	<p>Learning walks and lesson observations show evidence of high quality teaching strategies.</p> <p>Improved attainment in core subjects for disadvantaged learners.</p> <p>All staff have CPD on High Quality Teaching strategies</p>
EYFS and KS1 teachers will overcome and eliminate on entry deficits enabling children to catch up and keep up.	EYFS data and in year transfers in KS1 make accelerated progress in areas of deficit.

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: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The highest quality teaching throughout the school developed through successful continual professional learning.</p> <p><i>Small class sizes for Maths and Spelling.</i></p> <p><i>5 a day HQT</i></p> <p><i>Strategies CPL for all staff (explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology)</i></p> <p><i>Termly CPL given to all staff sharing the relevant priorities for PP children in the class room and the progress being made towards these outcomes.</i></p> <p><i>Use of a bank of high quality resources relating to teaching pedagogy</i></p> <p><i>Coaching and Mentoring of new members of staff/ECTs.</i></p> <p><i>Buddy systems in place.</i></p>	<p>EEF: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. “The most important factor for attainment and progress is effective teaching. This has been highlighted by the Sutton Trust, whose 2011 report on improving the impact of teachers on pupil achievement in the UK revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds – equivalent to 1.5 years’ worth of learning.”</p> <p>EEF: ‘Reducing Class size’ Reducing class size has a small positive impacts of +2 month, on average. There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school. In the UK, there is some indicative evidence to suggest that reception and Key Stage 1 pupils with lower prior attainment and from lower socioeconomic backgrounds may benefit from small classes</p> <p>Sources of evidence on effective delivery of CPL (such as The Teacher Development Trust’s report ‘Developing Great Teaching’ and the</p>	<p>2, 4, 8</p>

<p><i>Additional release time for Core subject leaders.</i></p> <p><i>Use of Walkthrus to support CPL</i></p>	<p>Department for Education ‘Standards for teachers’ professional development’) underline the importance of having regular sequential slots to develop teaching.</p> <p>EEF: As well as explicit instruction and modelling, classroom dialogue can be used to develop metacognitive skills. Pupil-to-pupil and pupil teacher talk can help to build knowledge and understanding of cognitive and metacognitive strategies.</p>	
<p>To develop oracy, vocabulary and verbal reasoning.</p> <p><i>CPL on verbal reasoning in maths</i></p> <p><i>Focus on development of oracy in EYFS through song, rhyme and chanting</i></p> <p><i>Expectation that children answer in full sentences in maths.</i></p> <p><i>All children learn poems off by heart to perform in the summer</i></p> <p><i>Word of the day training – tiered vocabulary CPL.</i></p> <p><i>Develop consistent approach to reading in KS2 using VIPERS approach.</i></p>	<p>DFE guidance states that children at risk of falling behind must be identified within the first three weeks of their starting in their Reception year). “One barrier faced by disadvantaged pupils is common across the majority of our schools – poor oral language and communication skills. Our data – based on diagnostic assessment tools to assess pupil’s language skills- has consistently illustrated this gap on school entry.”</p> <p>EEF On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p>	<p>1, 2, 7, 8</p>
<p>A rigorous monitoring schedule so we can swiftly identify the</p>	<p>Recent research in England (Kirkup et al 2005) found that the effective</p>	<p>2, 4, 7, 8</p>

<p>specific needs of each child so staffing, intervention and timetabling can be amended to meet needs:</p> <p><i>Termly data driven pupil progress meetings.</i></p> <p><i>Pupil premium children to be closely monitored.</i></p> <p><i>Service children closely monitored.</i></p> <p><i>Behaviour incidents monitored/tracked through our digital safeguarding system.</i></p> <p><i>Safeguarding monitored and tracked through our digital safeguarding system</i></p>	<p>use of data can promote better teaching and learning through: • More effective allocation of staff and resources • Monitoring the effectiveness of initiatives and strategies • Evidence-based discussions with the Office for Standards in Education (Ofsted), • Challenging expectations of staff, pupils, parents, among others • Transitions and transfers - particularly transitions between key stages within schools • Identification of pupils' achievements and setting of targets (Kirkup et al, 2005, p.1)</p>	
<p>Release time for staff to signpost and organise free/low cost opportunities for cultural capital</p> <p>Termly inclusion newsletters</p> <p>School Comms</p> <p>Admin Officer time for letters</p>	<p>Only 8% of children eligible for FSM, compared to 16% of those not eligible, have participated in a group extracurricular lesson, for example a drama class [during lockdown].</p> <p>National Curriculum and OFSTED handbook (2019): Those parents equipped with cultural capital are able to drill their children in the cultural forms that predispose them to perform well in the educational system. 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.</p>	<p>1, 6, 7,</p>

<p>CPL for EYFS and KS1 staff to ensure early identification and support of SALT and SEMH needs; SALT conference Use of PSCT within first term for EYFS Baseline completed within 2 weeks of start date for EYFS. Additional phonics training for S4A.</p>	<p>DFE guidance states that children at risk of falling behind must be identified within the first three weeks of their starting in their Reception year). “One barrier faced by disadvantaged pupils is common across the majority of our schools – poor oral language and communication skills. Our data – based on diagnostic assessment tools to assess pupil’s language skills- has consistently illustrated this gap on school entry.”</p> <p>EEF On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>EEF: Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Public Health England published a report for head teachers and school staff outlining the link between pupil health and wellbeing and attainment.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>National Tutoring Programme</p> <p><i>One to one tuition or small group tuition 2 x per week regularly</i></p>	<p>EEF states on average, one to one tuition is very effective at improving pupil outcomes + 5 months. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	<p>1, 2, 4,</p>
<p>Regular targeted reading intervention for lowest 20% of readers, meeting the individual needs of the child and giving them the opportunity to read with and to an adult on a regular bases: Lightning Squad – extended school hours</p> <p><i>5 x per week extended school hours – 4 TAs provide reading intervention.</i></p>	<p>EEF states that small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	<p>1, 2, 3, 7</p>
<p>ELSA support</p> <p><i>ELSA 1:1 and small group sessions</i></p> <p><i>Providing release time for ELSA supervision</i></p>	<p>EEF states that Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p>	<p>7</p>
<p>Chaplaincy</p> <p><i>The Bridge providing mentoring and small group social skills groups – PP/SP children prioritised.</i></p>	<p>EEF states that Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p>	<p>7</p>

<p>Teacher Led Pre-teaching interventions for maths</p> <p><i>All teachers pre teaching maths x 3 per week PP chn prioritised.</i></p>	<p>EEF states that small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	1, 2,
<p>TA Led Pre-teaching interventions of key vocabulary</p> <p><i>TA's provide additional pre-teach or Key vocabulary in foundation subjects.</i></p>	<p>EEF states that small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	1, 2, 4, 8
<p>SALT interventions</p> <p><i>SALT Specialist TA – SandL course</i> <i>Release time to watch all SALT Therapists perform therapy.</i> <i>SALT interventions prioritised.</i></p>	<p>EEF states on average, one to one tuition is very effective at improving pupil outcomes + 5 months. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	1, 8
<p>TA support S4A delivery to allow for smaller groups and targeted intervention</p> <p><i>TA support and training for S4A.</i></p>	<p>EEF states that small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	1, 2, 8

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

Budgeted cost: £6,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide disadvantaged children with free access to enhance	Only 8% of children eligible for FSM, compared to 16% of those not eligible, have participated in a group	1, 3, 5, 6, 7,

<p>their cultural capital:</p> <p><i>Subsidised instrumental lessons</i></p> <p><i>Subsidised after school clubs (sports clubs/choir/magazine club)</i></p> <p><i>Subsidised wrap around care</i></p> <p><i>Subsidised trips and visits including residential.</i></p> <p><i>Subsidised swimming catch up lessons</i></p> <p><i>Devices provided</i></p> <p><i>Uniform purchased/2nd hand passed on</i></p>	<p>extracurricular lesson, for example a drama class [during lockdown].</p> <p>EEF: Only 2% of children eligible for FSM, compared to 11% of those not eligible for FSM, have participated in a private lesson for extracurricular activities, such as a piano lesson [during the period of the pandemic]</p> <p>More than a third (36%) of primary school-age children did not always have access to an adequate device for online learning at home, compared to 17% of secondary-age children.</p>	
<p>Improving home learning</p> <p><i>Devices provided for PP children for use at home</i></p>	<p>More than a third (36%) of primary school-age children did not always have access to an adequate device for online learning at home, compared to 17% of secondary-age children.</p> <p>EEF: Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</p>	5
<p>Implementing strategies to ensure regular attendance</p> <p><i>Working closely with the EWO</i></p> <p><i>Providing funded places at Breakfast Club</i></p> <p><i>Providing extended school hours through Lightning Squad.</i></p> <p><i>Parental workshops</i></p>	<p>Poor school attendance is a significant problem in England. In the 2021 autumn term, the most recent period for which data is publicly available, 23.5% of all pupils were persistently absent (defined as missing 10% or more of sessions) and 1.4% were severely absent (meaning they missed at least 50% of sessions). This is of particular concern to the EEF because evidence suggests many students with poor attendance are likely to be</p>	3

<p><i>Allocating time for SLT to liaise with struggling families when required.</i></p>	<p>those from disadvantaged backgrounds. 33.6% of pupils who were eligible for free school meals were persistently absent in autumn 2021, compared to 20.0% of pupils who were not eligible. Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>DfE (2020): Central to raising standards in education and all pupils can fill their potential is an assumption that is so widely understood that it is insufficiently stated: pupils need to attend school regularly to benefit from their education.</p>	
<p>ELSA Support <i>Providing one to one support</i> <i>Providing group support</i></p>	<p>EEF: Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Public Health England published a report for head teachers and school staff outlining the link between pupil health and wellbeing and attainment.</p>	7
<p>Chaplaincy <i>Providing one to one mentoring</i> <i>Providing a SP lunchtime club</i></p>	<p>EEF: Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Public Health England published a report for head teachers and school staff outlining the link between pupil health and wellbeing and attainment.</p>	7
<p>Curriculum Days <i>Provide outside agencies/release time for staff to plan and deliver events to support cultural awareness through our Big Idea Curriculum Days</i></p>	<p>Only 8% of children eligible for FSM, compared to 16% of those not eligible, have participated in a group extracurricular lesson, for example a drama class [during lockdown].</p> <p>EEF: Only 2% of children eligible for FSM, compared to 11% of those not eligible for FSM, have participated in a private lesson for extracurricular activities, such as a piano lesson [during the period of the pandemic]</p>	1, 6 7

	<p>Research indicates that children will find life more challenging without adequate cultural capital, from everyday social interactions to future job interviews.</p> <p>The better language, social skills and knowledge a child has when entering the school system, the better they can fit into the school habitus. On the other hand, if children come to school with a poorer vocabulary, less knowledge, limited experiences and a poorer understanding of how to behave in the school setting, they are already at a disadvantage compared to their peers.</p>	
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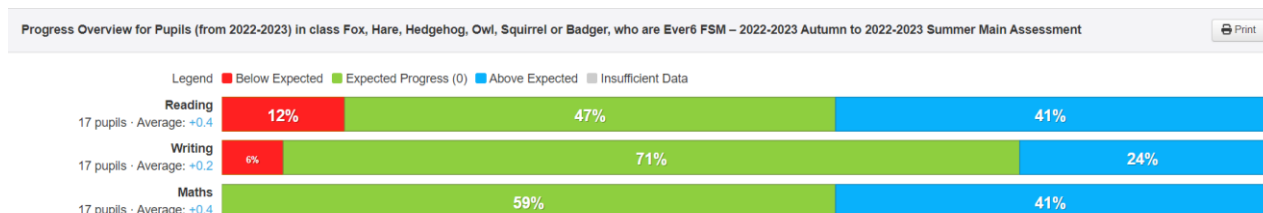
Total budgeted cost: £35,095

Part B: Review of the previous academic year

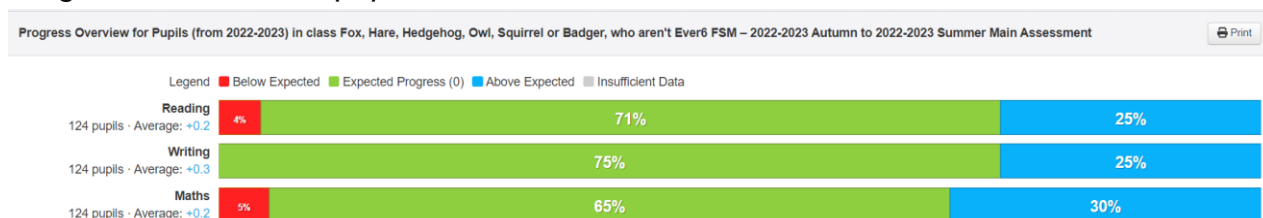
Outcomes for disadvantaged pupils

Progress of disadvantaged (Ever6) pupils:

Autumn 22 – Summer 23



Progress of not Ever 6 pupils:



A higher percentage of pupil premium children made accelerated progress.

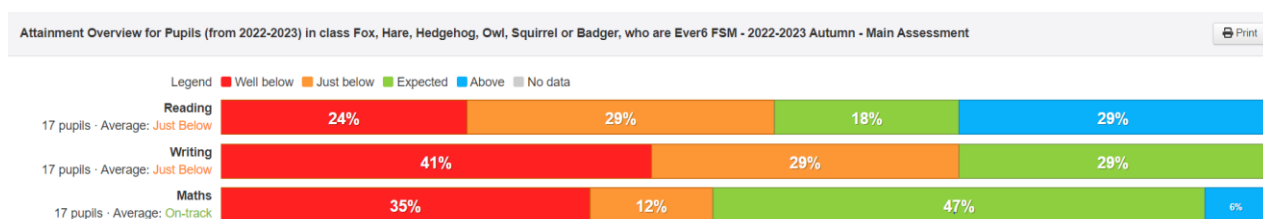
Reading – of the 7 children who made accelerated progress 5 (71%) moved from WTS to EXS.

Writing – of the 4 children who made accelerated progress 3 (75%) moved for WTS – EXS.

Maths – of the 7 children who made accelerated progress 2 (29%) moved from WTS to EXS and 3 (43%) moved from EXS to GDS.

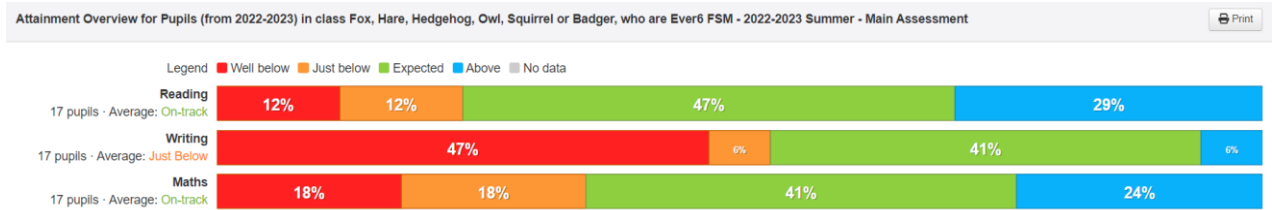
Attainment – Autumn 2022

Ever6



Attainment – Summer 2023

Ever 6



Statutory Examinations:

Year 1 Phonics Check: 100% of disadvantaged children passed.

KS1 SATS results: N/A- Disadvantaged children also have SEND needs in KS1

KS2 SATS results:

Reading: 2/2 (100%) met the expected standard.

Writing: 0/2 (0%) met the expected standard

Maths: 1/2 (50%) met the expected standard.

Attendance

Overall attendance for disadvantaged children in 2022/2023 was higher (94.5%) than the preceding year 93.13%. The attendance of disadvantaged children remains a focus, with support from the EWO.

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

Service pupil premium funding

At St Nicholas CE Primary School our focus with service children is to ensure that no child is disadvantaged due to the service of their parent. Primarily, the measures we put in place ensure service children have adults that they feel they can approach and talk to that can reassure, assist and advise. We use our SPP to contribute towards the following:

*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***

Support for ELSA provision – Service Premium children prioritised when parents are deployed.

ELSA trained adult on morning break for 1:1 check ins 3 x per week.

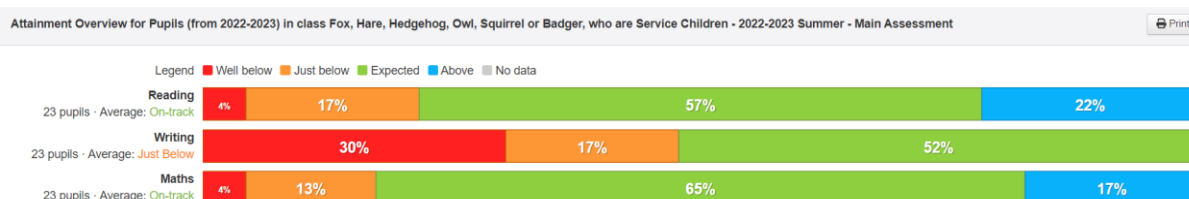
Small group and 1:1 intervention

Chaplaincy support: Service Premium pupils prioritised for one to one mentoring.

Little Troopers event advertising through school communication channels.

The impact of that spending on service pupil premium eligible pupils

Children's whose parents were deployed had a trusted adult for support. Children of service families were emotionally supported.



Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

Enhancing our curriculum by ensuring all subjects demonstrate and make explicit key nuggets of knowledge for each unit of learning.

Utilising trust wide CPL and meetings

Utilising support from the School Nurse if required.

Offering a wide range of high quality extracurricular days and events to boost wellbeing, behaviour, attendance and aspiration. Activities such as poetry competitions, mental health day, workshops at local grammar schools, AIM higher events.

Visiting schools for 'best practice'