



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 Primary School
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	7.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Debra McGrail
Pupil premium lead	Sarah Hilling
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,415
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£12,220

Part A: Pupil premium strategy plan

Statement of intent

At St Nicholas Primary School we believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to our School Development Plan priorities and individual need. This enables us to implement a blend of short, medium and long-term interventions and align the pupil premium use with wider school improvements. Overcoming barriers is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We understand that the best use of resources is to ensure that all children are exposed to Quality First Teaching every lesson.

Our Priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring outstanding provision is delivered to all pupils
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring the PPG is targeted to impact on the pupils who need it the most

Our Vision

Delivering a firm foundation for our children's future success by celebrating individual and community achievement, built on Christian values

Our Values

As a Christian school, our values are at the foundation of all we do. All members of the St Nicholas community are committed to upholding our school values.

Respect * thoughtfulness * friendship * perseverance

Challenges

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

Challenge number	Detail of challenge
1	Pupils eligible for PPG are not always accessing reading at home and do not always receive the same level of support in comparison to their peers. Parents have often had negative experiences themselves at school.
2	Pupils show difficulties with self-regulating and expressing their emotions
3	Teacher assessments show many PPG children have difficulties in fluency and comprehension in reading
4	Teacher assessments indicate that the children in this group are below or significantly below age related expectations and show gaps in their learning. For this group, remote learning may not have been accessed at home during the lockdown period or was less accessible. 30% of PPG children are new to school and have transferred from out of borough..

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
Children will choose to read for enjoyment and embrace a whole school approach to reading which includes texts with a range of genre, interest and cultural heritage reflecting children's own experiences.	Assessments and observations indicate significantly improved reading scores. Children will read regularly both in school and at home. Reading champions will be established in school for targeted pupils. Classrooms have a wide range of texts available to children.
Children will have developed fluency and understanding in their reading	Statutory and teacher assessments will indicate significantly improved reading comprehension.
Family support worker to work with families to offer pastoral care and	Improved communication between home and school, children are supported at home with reading and other school linked activities.

<p>advice in supporting children at home.</p> <p>Children to be able to articulate emotions and reflect on incidents both in school and at home.</p>	<p>Children to have access to incident reflection and time to discuss emotions and access nurture support on a weekly basis where required.</p> <p>Therapeutic thinking approach embedded in school</p>
<p>Strong relationships and modes of communication built between home and school being on hand to offer support and resources in order to support their child at home.</p>	<p>Regular meetings between parents /carers and school Resources provided where required. Family support worker linked support. Open door policy enables quick and easy link / access to school support when required.</p>
<p>In the event of another lockdown or period of self-isolation, children will be able to access a consistent and high level of provision at home or in school if applicable</p>	<p>Good progress will continue regardless whether teaching is face to face or remote Good communication with home will ensure that children working at home have full access to learning and resources required</p>
<p>Children are offered pre-learning activities in order to familiarise with concept and vocabulary prior to teaching in class.</p>	<p>Children access learning quickly and more positively. Children have confidence to participate in lessons more openly and developed resilience and growth mind-set.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>The overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced</p>
<p>SEN Individual Pupil Plans (IPPs) are carefully planned to ensure that children make accelerated progress.</p>	<p>SENCo monitors outcomes and SMART targets for pupils with IPP. Regular meetings with parents, teacher and SENCo to discuss progress towards targets to ensure support had a positive impact on outcomes.</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

Budgeted cost: **£6,762**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Therapeutic Thinking for Teaching Assistants including Restorative conversations.	Independent advice, WBC training	2
Additional TA classroom support to enhance individualised learning. Support during English and Maths in line with attunement strategies to support children sensitively and from a child’s perspective and provide suitable scaffolding	Teacher assessment Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind EEF IBE International Bureau of Education	3 4
Booster / catchup groups and targeted support to close gaps identified	Teacher Assessment QLA/ Qualitative assessment EEF research (educational Endowment Foundation) Targeted interventions have been shown to be more effective when delivered on a regular basis over a period of 12 weeks	3 4

Targeted academic support

Budgeted cost: **£1280**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre- learning / over-learning activities to support and prepare children for new learning	Independent advice, EP reports LSS team Impact of pre-learning evident in previous units of work and assessments. Child	1 2 4

by familiarizing with vocabulary and key skills	reports that it helps prior to whole-class learning.	
Book mark readers for targeted children for reading 1:1 regularly with a familiar adult to develop reading fluency and comprehension as well as a joy for reading.	The wide variety of books on offer in the classrooms, library and purchased for home-use have all helped to engage both children and help begin to foster a love for reading	1 3
Nessy	repetitive phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	3 4

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

Budgeted cost: **£3350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training and development of school ethos in line with Therapeutic Thinking approach	WBC training equality	1 2
Family Support worker to provide link with school and home support for families who may be struggling with complex needs, family issues or changes in behaviour etc	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1 2
Payments for music / uniform / trips	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. Decreasing barriers to participation and ensuring inclusivity.	1

	PPG guidance, Equality and inclusion	
JAC	Children are empowered to become more independent, have improved confidence and raise self esteem Teacher assessments and observations. Attendance.	2 3
The letterbox scheme children receive monthly pack with a variety of reading books and activities	Pupil engagement and parent questionnaire	1

Total budgeted cost: £11,392

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.

PPG funding received by the school has been spent in a highly targeted way in order to ensure our most disadvantaged pupils flourish. Progress has been identified in teacher assessments and the use of the Accelerated Reader for all pupil premium children. Pupils with limited progress and/or working below their age expected attainment level have been identified through teacher assessments and had interventions identified for them. Pupils have had equality of access to extra-curriculum provision, targeted nurture support and interventions, all of which have enabled the children to have equality of access to all aspects of school life. The impact was reduced by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was assisted by use of online resources such as those provided by Oak National Academy, white Rose Maths and live, interactive lessons with class teachers.

The school proactively worked in partnership with colleagues and utilised DfE initiatives to support the children accessing funding and tutoring programmes through Third Space Learning, to support those most disadvantaged who may have had greater disruption in their learning during the School closures.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan through continuing to provide quality family support through our Family Support Worker and Nurture Assistant.

Externally provided programmes

Programme	Provider
Family Support Worker	PB Support - Philly Buck
Reading support programme	Bookmark Readers
Equine therapy / alternative provision	JAC Just Around the Corner
The Letterbox Scheme	Book Trust
1-1 Maths Tuition	Third Space Learning

