



## Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium) for the 2022 to 2023 academic year 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	136
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2022
Statement authorised by	Sarah Hilling
Pupil premium lead	Emma Hatrick
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,465
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14,465

# 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 an 'outstanding' teacher is in every class
- 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 reaches the pupils who need it the most

### **Our Vision**

Delivering a firm foundation to believe and achieve.

### **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 \* Honesty \* Courage \* Kindness

## 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.

## 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 advice in supporting children at home.	Improved communication between home and school, children are supported at home with reading and other school linked activities.

Children to be able to articulate emotions and reflect on incidents both in school and at home.	Children to have access to incident reflection and time to discuss emotions and access nurture support on a weekly basis where required. Therapeutic thinking approach embedded in school
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.	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.
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	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
Children are offered pre-learning activities in order to familiarise with concept and vocabulary prior to teaching in class.	Children access learning quickly and more positively. Children have confidence to participate in lessons more openly and developed resilience and growth mind-set.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	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
SEN Individual Pupil Plans (IPPs) are carefully planned to ensure that children make accelerated progress.	SENDCo monitors outcomes and SMART targets for pupils with IPP. Regular meetings with parents, teacher and SENDCo to discuss progress towards targets to ensure support had a positive impact on outcomes.

## 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: **£11,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Therapeutic Thinking for newly appointed teachers including Restorative conversations.	Independent advice, WBC training	2
Additional teacher to ensure infant children taught core subjects in year groups. This also ensures small classes of 20.	Allows higher staff to pupil ratios, quality first teaching and feedback, improved relationships due to smaller groups. EEF	2,3,4
Peer coaching focused on curriculum development	EEF: Effective Personal Development	3, 4
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: **£1249**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre- learning / over-learning activities to support and prepare children for new learning by familiarizing with vocabulary and key skills	Independent advice, LSS team, EP services, SALT. Impact of pre-learning evident in previous units of work and assessments. Child reports that it helps prior to whole-class learning.	1, 2, 4
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
Literacy Gold	Overlearning of phonics has 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: **£3770**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training and development of school ethos in line with Therapeutic Thinking approach	WBC training	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	1

	<p>a small amount of funding aside to respond quickly to needs that have not yet been identified. Decreasing barriers to participation and ensuring inclusivity.</p> <p>PPG guidance, Equality and inclusion</p>	
1:1 or small group sessions with qualified, in house, Nurture Assistant	EEF: Improving Social and Emotional Learning in Primary Schools	2
Individualised resource and support packages	Pupil specific support packages and resources for pupil premium and disadvantaged pupils. This includes sensory tools and learning aids.	2,3

**Total budgeted cost: £16,219**

## 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 2021 to 2022 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.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted over the last two years, 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	Philly Buck
Reading support programme	Bookmark Readers
Speech Link	Speech Link Multi Media Ltd
Letter Join	Green and Tempest Ltd