

Pupil premium strategy statement – St Nicholas C of E Primary School - 2023/24

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	138
Proportion (%) of pupil premium eligible pupils	7.97%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sarah Hilling
Pupil premium lead	Emma Hatrick
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,155
Recovery premium funding allocation this academic year <i>(Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.)</i>	£2,000
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£
Total budget for this academic year <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>	£17,155

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 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 do 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. Classrooms have a wide range of texts available to children. Reading buddies to support children who need further support and encouragement.
Children will develop fluency and understanding in their reading	Statutory and teacher assessments will indicate significantly improved reading comprehension.
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.
Strong relationships and modes of communication built between home and school. SENCo available to offer support and resources to help parents to support their child at home.	Regular meetings between parents /carers and school where required. Appropriate resources suggested/provided. Open door policy enables quick and easy link / access to school support when required.
In the event of another lockdown, 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 of 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
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 (for example, CPD, recruitment and retention)

Budgeted cost: £4083

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Targeted Staff Training to support teaching of writing in KS2	Zuccollo and Fletcher-Wood (2020), The effects of high-quality professional development on teachers and students, EPI. Demonstrated good quality CPD for teachers had the equivalent to providing a teacher with 10+ years experience in the classroom.	4
Additional TA classroom support to enhance individual-	Teacher assessment Tuition targeted at specific needs	3, 4

<p>ised 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</p>	<p>and knowledge gaps can be an effective method to support low attaining pupils or those falling behind (EEF) IBE International Bureau of Education</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 8302

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>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</p>	<p>1, 3</p>
<p>Booster / catchup groups and targeted support to close gaps identified</p>	<p>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</p>	<p>3, 4</p>
<p>Pre- learning / overlearning activities to support and prepare children for new learning by familiarizing with vocabulary and key skills</p>	<p>Independent advice, EP reports LSS team Impact of pre-learning evident in previous units of work and assessments. Child reports that it helps prior to whole-class learning.</p>	<p>1,2,4</p>
<p>ABC 2 Read twice weekly intervention.</p>	<p>ABC 2 Read Report states that 97% of teachers feedback an increase in reading levels and attitude to read.</p>	

	EEF recommends using strategies such as reading aloud, exposure to varied vocabulary and collaborative activities to rehearse thoughts as effective strategies for improving reading and writing.	
Dynamo Maths	Research and evidence based resource to support pupils with dyscalculia and those struggling with maths.	4
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: £4770

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 or small group sessions with qualified, in house, Nurture Assistant	EEF: Improving Social and Emotional Learning in Primary Schools	2
Staff training and development of school ethos	EEF Research	1, 2
Funding to access school trips to support mental health and cultural development.	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. PPG guidance, Equality and inclusion	1
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

Funding for sports or activity club after school per term.	EEF research	
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Total budgeted cost: £17,155

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Reading Performance 2022/2023

- 56% of children eligible for Pupil Premium were working at below age-related expectation; 44% achieved EXS+; 22% achieved GDS (56% are double-disadvantaged)

Whole school Reading performance has improved on the previous year. In line with these improvements, children eligible for Pupil Premium have made expected or good levels of progress in Reading across both KS1 and KS2 classes.

End of KS1 Performance Data 2022/2023

- 80% of children achieved EXS+ in Reading at the end of KS1 which was above national average and an increase of 20% on the previous year
- 30% of children achieved GDS in Reading at the end of KS1 which was well above national average and an increase of 5% on the previous year

Year 1 Phonics Screening

- 90% of children achieved the expected standard, well above national average and an increase of 11% on the previous year

End of KS2 Performance Data 2022/2023

- 75% of children achieved EXS+ in Reading at the end of KS1 which was above national average and an increase of 5% on the previous year
- 40% of children achieved GDS in Reading at the end of KS1 which was well above national average and an increase of 30% on the previous year

Attendance

- Children eligible for Pupil Premium had an average attendance rate of 90%. This is an increase from 88.69% in the previous year

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
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Reading support programme	Bookmark Readers
Speech Link	Speech Link Multi Media Ltd
Letter Join	Green and Tempest Ltd
Reading Support	ABC to Read