

St Nicolas and St Mary CE Primary School

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 Nicolas and St Mary CE Primary School
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	(12.2%) 50 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22-2024/5
Date this statement was published	1.12.21
Date on which it will be reviewed	1.12.22
Statement authorised by	Andrew Lincoln
Pupil premium lead	Victoria Bishop
Governor / Trustee lead	Helen Harvey/Sue Emberlin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,993
Recovery premium funding allocation this academic year	£3,144.06
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	£83,137.06

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to have high aspirations for all of our pupils so that they achieve to the best of their ability, whatever background they come from and in spite of any challenges they face. Our Pupil Premium Strategy is to enable disadvantaged children to reach their potential both academically and socially and to provide them with an inspiring, innovative and inclusive curriculum which gives them the cultural capital they need to succeed in life.

We will carefully consider all the challenges experienced by disadvantaged pupils and provide a whole school approach to tackling these, working in partnership with parents and carers.

Our strategy adheres to the three main strategies recommended by EEF research:

High Quality Teaching

Quality first teaching by highly-trained teachers and inclusive practice which meets the needs of all children is at the heart of our strategy. We will maximise every opportunity to develop language and comprehension skills across the curriculum and ensure that pupils receive the correct level of challenge, including those who are more able.

Targeted Academic Support

Following robust assessment, we will provide targeted academic intervention in a range of different ways to close attainment gaps between disadvantaged and non-disadvantaged pupils (increased by Covid), including pre-teaching, post-teaching and intervention groups - where possible delivered by teachers. We will also strive to find the right balance between providing extra targeted support where needed, and ensuring pupil access to a broad, rich and balanced curriculum, so as not to narrow their educational experience.

Wider Strategies

We will work in partnership with educational professionals within our school community and beyond to enable children to access their learning successfully by ensuring that they are well-regulated, academically and emotionally supported and have good attendance at school. We will provide learning opportunities which extend pupils' understanding and experience beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	<i>Number of eligible pupils who are also on the SEND Register</i> 22% of disadvantaged pupils are also on the SEND register – some with a high level of need (10% with an EHCP). This can cause challenges academically eg in terms of their ability to learn at the same rate as their peers/retain information and also in terms of their self-regulation and learning behaviour within the classroom, which can impact their concentration.
2	<i>Social, emotional and mental health needs</i> Our communication with teachers, parents and pupils shows that some disadvantaged children require support regarding their emotional well-being and the social aspects of school life. Low self-esteem, difficulties with emotional regulation, attachment, experiences of trauma and poor emotional literacy can provide significant challenges to learning in all areas. This is heightened for some children this year due to lack of schooling due to the COVID 19 pandemic. In some cases, parental social, emotional and mental health needs have also impacted upon children's own anxieties.
3	<i>Poor attendance</i> Our attendance data indicates that some disadvantaged pupils have very low attendance due to family circumstances (eg. travel from a distance into school on public transport) or due to health concerns/isolation, particularly heightened by the Covid pandemic. This has resulted in gaps in knowledge and caused them to fall behind expected standards in reading, writing and maths, as identified in recent school attainment data. In spite of being offered sought after places in our 'Rainbow Classes' during lockdown – some disadvantaged children did not attend.
4	<i>Poor language acquisition and development</i> Our assessments indicate that some pupils require extra support in the development of key language skills eg spoken communication, understanding of vocabulary, reading and comprehension. Lack of these skills provides a significant challenge across the curriculum from the outset but increasingly in later primary years, when the learning becomes more complex and reliant on these core skills. 'The language gap is one of the biggest causes of underachievement in later life, especially for disadvantaged learners.' Marc Rowland (Deputy Director of the National Education Trust).
5	<i>Low attainment in maths</i> Internal assessments from Summer 2021 indicate that maths attainment for disadvantaged pupils is below that of non-disadvantaged pupils, with 52.5% achieving below the expected standard.
6	<i>Low attainment in writing</i> Internal assessments from Summer 2021 indicate that attainment in writing of disadvantaged pupils is below that of non-disadvantaged pupils, with 62.5% of pupils achieving below the expected standard.
7	<i>Lack of parental support and engagement</i> Reports from our Home School Link Workers, teachers and pupil surveys indicate that due to difficulties in family circumstances, some children have little or no support with reading/home learning outside school and this means that, in addition, they did not engage with the schools home learning during school closure last year. This has caused large gaps in their knowledge. They also do not have the same 'cultural capital' as other pupils which can impact on their understanding across the curriculum.

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
Improved outcomes for SEND children.	<p>Pupils with SEND achieve exceptionally well.</p> <p>Pupils engage with an ambitious curriculum that gives them the knowledge and cultural capital to succeed in life.</p> <p>Pupils have a positive attitude towards their learning and are resilient, independent learners.</p>
To ensure self-regulation and well-being for all pupils including disadvantaged.	<p>Monitoring shows that:</p> <p>behaviour in the school is excellent</p> <p>pupils are well-regulated and resilient when dealing with challenges both academically and emotionally</p> <p>pupil surveys show that they feel happy, safe and equipped to deal with difficult situations.</p>
To achieve and sustain high attendance for all pupils, particularly disadvantaged.	<p>Attendance for all pupils including disadvantaged is in line with or above National levels.</p> <p>The gap between disadvantaged pupils' attendance and their peers is reduced..</p>
Improved spoken language skills and vocabulary comprehension for disadvantaged pupils.	<p>Teacher assessment and monitoring show:</p> <p>improved confidence during discussion sessions and when answering teacher questions across the curriculum</p> <p>improved comprehension when reading</p> <p>improved fluency when reading</p> <p>improved vocabulary when writing.</p>
Improved maths progress for disadvantaged pupils across the school and in attainment at the end of KS2.	<p>Progress for disadvantaged children in maths is in line with non-disadvantaged.</p> <p>KS2 maths outcomes show that more than 60% of disadvantaged pupils met the expected standard.</p>
Improved writing progress for disadvantaged pupils across the school and in attainment at the end of KS2.	<p>Progress for disadvantaged children in writing is in line with non-disadvantaged.</p> <p>KS2 writing outcomes show that more than 60% of disadvantaged pupils met the expected standard.</p>

<p>Improved parental engagement particularly from those from disadvantaged families.</p>	<p>All parents including those from disadvantaged families attend parent meetings</p> <p>Parents are actively engaging with a range of training sessions to learn more about supporting their children at home both academically and emotionally including online videos.</p>
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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: £26,498

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Empowerment Approach whole staff CPD (inset run by Kit Messenger)</i>	EEF Toolkit Metacognition and self-regulation - a strong evidence base for +7 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/metacognition-and-self-regulation	1,3
<i>Teaching staff CPD on Quality First Teaching</i>	Examples of topics covered: EEF Toolkit Providing effective feedback - a strong evidence base for +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/feedback Oral language interventions - a strong evidence base for +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/oral-language-interventions Reading comprehension strategies - a strong evidence base for +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/reading-comprehension-strategies	4,5,6
<i>Release of Phase Leader to undertake coaching for teachers on Quality First Teaching</i>	As above	4,5,6
<i>Teaching/TA staff CPD on RWI</i>	EEF Toolkit Phonics - very strong evidence for +5 months progress	4,6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/phonics	
<i>SLT time leading the Disadvantaged Strategy</i>		1-7

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

Budgeted cost: £50,687

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pre-teaching/Post teaching</i>	EEF Toolkit Small group tuition - a moderate evidence base for +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4,5,6
<i>Catch up Teacher interventions (small groups)</i>	EEF Toolkit Small group tuition - a moderate evidence base for +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4,5,6
<i>Continued development of Read Write Inc across the school resources to support early reading/writing</i>	EEF Toolkit Phonics - very strong evidence for +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/phonics	4,6

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

Budgeted cost: £5,952.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>HSLW hours</i>	EEF Toolikit Parental engagement has a strong evidence base for +4 months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,7
<i>Provision of training opportunities for parents including workshops and online videos.</i>	As above	1,2,4,5,6,7
<i>Counselling hours for vulnerable children</i>	According to the EEF, on average, social and emotional interventions have an identifiable and valuable impact upon attitudes to learning and social relationships in school. They have an average overall impact of +4 months additional progress on attainment.	1,2
<i>Teaching staff CPD on Trauma (in-house)</i>	As above	1,2
<i>Enrichment activities to provide Cultural Capital</i>	In house pupil surveys following enrichment activities have shown that these activities have a positive impact on pupil's engagement, curriculum knowledge and well being.	2,4

Total budgeted cost: £83,137.06

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.

The impact of key strategies in place from funded by last year's Pupil Premium allocation are detailed as follows:

Please note: the following information has been assessed in a variety of ways including: pupil voice, use of Boxall Profile, analysis of in house assessment data, parent/carer voice, therapy reports, strength and weaknesses questionnaires.

Services from Your Space Therapies including:

Staff training for all teachers on strategies to support pupil engagement and whole class regulation.

Staff training key staff members on supporting transitions – at drop off and at the beginning of the school year.

Staff training for teachers and TAs on attachment disorders.

Observations of individual children in class, to offer advice and guidance on their behaviour management.

Training session for parents on supporting children's anxieties during the pandemic.

Therapy sessions for individual children

Impact: *greater pupil engagement and self-regulation within the classroom, particularly for individual children; less transition issues at drop off and smooth transitions for children at the start of the school year; greater confidence from staff when dealing with behaviours linked to attachment; improved parent confidence on supporting children with anxiety and well-being for the whole family; greater emotional well-being for pupils in receipt of counselling. 34 families attended the anxiety workshop Nov. 2020 (14 of them being PP families).*

Development of Read Write Inc including:

Training for staff members entering EY/KS1 from the RWI Lead

Purchase of RWI resources

Impact: *increased confidence when leading interventions; a greater number of intervention groups are being run eg pinny time.*

Additional TA Hours including:

Extra support provided in the EYFS where there was a high level of PP children, who also had a high level of need both academically and emotionally

Running high impact interventions such as 1st Class @ Number and Precision Teaching.

Releasing class teacher to do pre-teaching and structured small group interventions

Impact: *greater support for PP children in class to provide the right level of support and challenge; improved progress for those receiving interventions.*

Home School Link Worker hours including:

starting Early Help Plans to help coordinate and access additional support

providing strategies to support behaviour and daily routines

contacting outside agencies for extra support

Impact: *improved levels of engagement with families; improved well-being for the whole family; parent evenings and other events attended; improved attendance; improved progress (social/emotional/academic) and attainment.*

Provision of ICT equipment:

Google chrome books purchased to facilitate home learning during lockdown.

Impact: All PP children had the facilities to attend online learning at home – with most attending online classes. Please note, a small number did not take part in spite of access to this.

Funding for enrichment activities including:

breakfast club sessions for a PP child

funding towards the school residential trip for a PP child.

funding towards enrichment activities for PP children eg in house theatre visits, school trips.

Impact: PP child was able to attend breakfast club to enable parent to work. PP child able to attend the residential trip to Dalesdown; all children were able to attend enrichment activities across the school; a broad and rich curriculum provided increasing Cultural Capital and pupil well-being.

Additional Information:

Last year, within our in-house tests using past SATS papers, of the 6 disadvantaged pupils in Year 6, 2 PP pupils achieved the expected standard in reading, writing and maths; 1 PP pupil achieved the expected standard in maths and 3 PP pupils were below the expected standard. All 3 had a very high level of need; 2 had EHCPs and school applied for an EHC Needs Assessment in Year 6 for the other child due to the high level of need. Targeted academic support, including one to one provision had been provided for all these children who were lower than the expected standard and all had made progress during the year in spite of lower attainment.

During the lockdown periods, in order to ensure the well-being of our PP children, particularly those classed as SEND/vulnerable, we offered them a place in 'Rainbow Classes.' This ensured they were able to access learning in school (as many found this a challenge if not impossible at home) and also boosted their emotional well-being as they were able to stay in touch with their teachers, some of their peers and have access to our grounds, exercise facilities and equipment.

However, due to increasing numbers of key worker children with the right to be in school during subsequent lockdowns, it was not possible to offer places for all PP children every day and this has had a significant impact on their progress. In addition, although we used PP funding to provide chrome books to access our Google Classrooms to all PP families without the right tech equipment - our teachers reported that some pupils did not engage with the online learning or submit work during this period. This was in spite of regular calls from teachers and our Home School Link Workers to try to facilitate engagement. When the children returned to school, PP and

catch up funding was used to provide a range of interventions for pupils, run by teachers working specifically for this purpose, which enabled them to make some progress but not a significant amount for many to bridge all the gaps in their learning. This is something we are continuing to provide within this academic year.

Our internal data shows that the Covid Pandemic has had a big impact on the attainment of disadvantaged pupils and many were below the expected end of year standard according to our in-house Summer 2 data on Target Tracker (47.5% below in reading, 62.5% below in writing and 52.5% in maths).

We will continue to use all the methods within this strategy plan to ensure that we do all we can to raise outcomes for these pupils to close the attainment gap, as well as ensuring that they are happy and well regulated and have access to a rich curriculum experience.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

As a school, to increase Cultural Capital we are launching a programme entitled, 50 things to do before you leave St Nic's, which provides children with opportunities to have rich life experiences during their time at school, outside the usual curriculum, from den making and bubble blowing in the Early Years, to visiting the theatre and learning an instrument in KS2.