

Pupil premium strategy statement – St Nicolas and St Mary 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	392
Proportion (%) of pupil premium eligible pupils	12.5% (49 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021/22-2024/5
Date this statement was published	5.12.23
Date on which it will be reviewed	5.12.24
Statement authorised by	Andrew Lincoln
Pupil premium lead	Victoria Bishop
Governor / Trustee lead	Helen Harvey and Sue Emberlin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year.	£79,695
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>).	£0
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>	£79,695

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to have high hopes and 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 and outside agencies where necessary.

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

High Quality Teaching

Quality first teaching by well-trained teachers and inclusive practice, which meets the needs and improves the progress 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, 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, emotionally supported and have good attendance at school. This can also include providing advice and support for the families of disadvantaged pupils, where home life is impacting well-being and academic performance. We will provide learning opportunities which extend pupils' understanding and experience

beyond the classroom and opportunities to develop their oracy skills and confidence as communicators.

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Number of eligible pupils who are also on the SEND Register</i></p> <p>24% of disadvantaged pupils are also on the SEND register – some with a high level of need – including 8% with an EHCP and an additional 10% with EHCPs either pending or due to be applied for this year. 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 impacts their concentration.</p>
2	<p><i>Social, emotional and mental health needs</i></p> <p>Our communication with teachers, parents and external agencies shows that some disadvantaged children require additional support for their emotional well-being and to navigate the social aspects of school life. Children who are fostered or have been adopted, those who suffer from low self-esteem, have difficulties with emotional regulation, attachment or have experience of trauma can experience significant challenges in the school learning environment. In some cases, parental social, emotional and mental health needs and family circumstances or relationships can also impact upon children’s own anxieties.</p>
3	<p><i>Poor attendance</i></p> <p>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 or parental mental health issues). 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. The learning gaps created by their lack of attendance during the pandemic (in spite of being offered school places) have still not closed.</p>
4	<p><i>Poor language acquisition and development</i></p> <p>Assessments made by teachers (including Baseline assessments in the EYFS) and external speech and language professionals indicate that some disadvantaged pupils enter school with very poor speech and language skills (3 in Year R this year) and continue to require extra support in the development of key language skills eg pronunciation, 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).</p>
5	<p><i>Low attainment in maths</i></p> <p>Internal assessments from Summer 2023 show that maths attainment for disadvantaged pupils is often significantly below that of non-disadvantaged pupils. Percentages for those recorded as being below age related expectations were as follows: 43% in Y1, 43% in Y2, 66% in Y3, 50% in Y4, 75% in Y5 and 57% in Y6).</p>
6	<p><i>Low attainment in writing</i></p> <p>Internal assessments from Summer 2023 show that attainment in writing for disadvantaged pupils is significantly below that of non-disadvantaged pupils. Percentages for those recorded as being below age related expectations were as follows: 71% in Y1, 43% in Y2, 44% in Y3, 67% in Y4, 100% in Y5 and 57% in Y6)</p>
7	<p><i>Lack of parental support and engagement and opportunities outside school</i></p> <p>Reports from our Home School Link Workers, teachers and pupil surveys indicate that some children have little or no support with reading/home learning outside school and the impact of this during the pandemic is still having an impact- This has caused large gaps in their knowledge and made it difficult to catch up. These pupils also do not have the same ‘cultural capital’ as other pupils which can impact on their understanding across the curriculum.</p>

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 inspirational, innovative and inclusive 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 they face both academically and emotionally.</p> <p>Pupils know which tools can support them when they feel dysregulated.</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 vocabulary when writing.</p> <p>Improved confidence in understanding and applying different tiers of vocabulary across the curriculum.</p> <p>Improved speech and language skills and children are less frustrated because they can communicate effectively.</p>
Improved maths progress for disadvantaged pupils across the school and at the end of KS2.	<p>Progress for disadvantaged children in maths is in line with non-disadvantaged.</p> <p>KS2 maths outcomes in 2024/5 for disadvantaged children are in line with national results for disadvantaged children.</p>

Improved writing progress for disadvantaged pupils across the school and at the end of KS2.	Progress for disadvantaged children in writing is in line with non-disadvantaged. KS2 writing outcomes in 2024/5 for disadvantaged children are in line with national results for disadvantaged children.
Improved parental engagement particularly from those from disadvantaged families.	<p>All parents including those from disadvantaged families attend parent meetings.</p> <p>All parents, including those from disadvantaged families, are actively engaged in school life and their child's learning.</p> <p>All parents know how to seek support and they seek support, if needed.</p> <p>Parents are actively engaging with a range of training sessions to learn more about supporting their children at home both academically including online videos.</p> <p>Parents are supported in providing the correct uniform, equipment and enrichment opportunities for their children (access to clubs and trips) if they are not financially able to do so.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 23,086

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Empowerment Approach – continued CPD from Deputy Head for staff to ensure that all strategies are being used effectively.</i>	<p>EEF Toolkit</p> <p>Metacognition and self-regulation - a strong evidence base for +7 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1,3
<i>Teaching staff CPD on Quality First Teaching via the introduction of the NPQ Programme</i>	<p>Examples of topics covered:</p> <p>EEF Toolkit</p> <p>Providing effective feedback - a strong evidence base for +6 months</p>	4,5,6

for all teachers Spring 2024	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Oral language interventions - a strong evidence base for +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Reading comprehension strategies - a strong evidence base for +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Release of the Extended Leadership Team to undertake coaching for individual teachers on Quality First Teaching	As above	4,5,6
Teaching/TA staff CPD on RWI via RWI Lead and release for visits to other schools	EEF Toolkit Phonics - very strong evidence for +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4,6
SLT time leading the Disadvantaged Strategy and undertaking relevant CPD		1,7

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

Budgeted cost: £36,321

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teaching/Post teaching	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
Teacher interventions – pre and post teaching (small groups)	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 including purchase of 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-toolkit/phonics	4,6

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

Budgeted cost: £20,288

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Home School Link Worker hours supporting pupil attendance and parental engagement</i>	EEF Toolkit 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 via Your Space Therapies</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 via consultation with the lead therapist and parent consultations via Your Space Therapies</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: £ 79,695

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 and attendance data, parent/carer voice, therapy reports and intervention impact forms, teacher performance management data.

Development of Read Write Inc including:

Training for staff members entering EY/KS1 from the RWI Lead and refreshers for existing staff.

Purchase of RWI resources including RWI blending and book bag books for Reception and KS1 pupils.

Impact: *increased confidence from staff when leading interventions and consistency across the school; a greater number of intervention groups are being run eg pinny time; children are now taking home books to practise reading which only have the sounds and phonetic patterns they already know which will positively impact reading confidence and outcomes. Children in Reception achieved 100% expected for word comprehension and 80% expected for word reading in their ELGs.*

Disadvantaged Lead hours including:

Implementing a whole school strategy to improve oracy based around training recommended by West Sussex.

Monitoring oracy opportunities in the classroom through a PP lens.

Coaching a UPS teacher, whose NPQ project was to deliver staff training to improve oracy within the classroom (to teachers and TAs).

Mentoring the LKS2 Phase Leader, who facilitated coaching for teachers in her phase, which improved teaching standards.

Monitoring overall provision for disadvantaged children through book looks, observations and pupil voice.

Impact: *The Disadvantaged Lead is up to date with the latest research and legislation for Pupil Premium/Disadvantaged pupils; all staff are aware of strategies to support disadvantaged children and in particular through the development of oracy; provision for disadvantaged children is carefully monitored and suggestions made for*

improvement where necessary; all teaching staff know who their Pupil Premium are thus ensuring that their needs are met and that they maximise learning opportunities. CPD on oracy has ensured that there are greater oracy opportunities planned across the curriculum and that PP children are targeted for questioning and discussion. This is successfully shown in monitoring by the SLT and outside observers such as a Maths specialist teacher from a local school.

Coaching and mentoring for individual teachers including:

Individual coaching led by one of our Phase Leaders and UPS teachers to improve quality first teaching.

Mentoring for two ECTs via the UCL ECT Programme.

Impact: *The teacher receiving coaching improved their quality first teaching across the standards and has now successfully moved through threshold. Both ECTs have successfully passed their ECT period and are now qualified teachers.*

Additional TA Hours including:

Extra support provided to support pupils in Year 2, 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.

Support with behaviour for PP children with additional needs and who struggle with managing their feelings including one to one.

Targeting a higher ability PP child in Y6 through Maths and English extension interventions.

Impact: *greater support for PP children in class to provide the right level of support and challenge; improved progress for those receiving interventions; improved emotional regulation for individual children, a significant decrease in the number of behaviour incidents for individual children; Year 6 pupil achieved greater depth in all SATs exams and gained a scholarship to Christs Hospital School.*

Services from Your Space Therapies including:

Observations of individual children in class, to offer advice and guidance on behaviour management and regulation strategies to teaching staff and parents/carers.

Follow-up meetings with parents to help them with managing behaviour which is happening at home.

Follow-up meetings with teaching staff to support them in managing behaviours in class.

Since September 2022, these services have been accessed for 6 disadvantaged children, several of which accessing multiple appointments.

Individual counselling/play therapy sessions were provided for 3 pupil premium children and follow up parent meetings.

Impact: *greater pupil engagement and self-regulation within the classroom, particularly for individual children; greater confidence from staff when dealing with behaviours linked to attachment; improved parent confidence and skill in supporting children with a range of social emotional needs; greater emotional well-being for pupils in receipt of therapy.*

Home School Link Worker hours including:

Starting Early Help Plans to help coordinate and access additional support for families struggling with behaviour, routines, relationships at home.

Contacting outside agencies for extra support e.g. the school nurse.

Providing strategies for parents/carers to support pupils' behaviour, daily routines and emotional well-being.

One to one and small group work to support pupils with behaviour and emotional well-being.

Monitoring attendance of Pupil Premium children and working together with families to address barriers.

Liaising with the SLT to provide essential clothing and cultural capital opportunities for Pupil Premium children.

Impact: *improved levels of engagement with families; improved well-being for the whole family; parent evenings and other events attended; improved attendance – closing the gap between disadvantaged and non-disadvantaged children to (92% attendance for PP children versus 96% for non PP), identifying families who need support with uniform or curriculum enrichment expenses.*

Funding for enrichment activities including:

Breakfast and after school club sessions for PP children.

Funding towards enrichment activities for PP children eg in house theatre visits, school trips and residential.

Funding for swimming sessions.

School uniform provided.

Impact: *children had access to activities which they would not otherwise have been able to attend (such as the Dalesdown and Truleigh Hill residential) which increased Cultural Capital and physical and emotional well-being; children had the opportunity to socialise after school when they would not have otherwise been able to; basic needs were met such as clothing and providing breakfast.*

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 (optional)

*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***

SLT and SENDCo time and additional Home School Link Worker and Teaching Assistant time to support children and families. Home, school and children accessing support from therapeutic services.

The impact of that spending on service pupil premium eligible pupils

Positive relationships developed between home and school and strategies put in place to support children at home and school.

Further information (optional)

The school continues to run the in house '50 things to do before you leave St Nic's,' programme, 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 and instrument in KS2.