

Pupil premium strategy statement – Three year plan 2021/22, 2022/23, 2023/24

(Reviewed Oct 2023 Impact statement Dec 2023)

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 Oct 2023

Detail	Data
Number of pupils in school	77 (78) (1 ch for 1 day/wk)
Proportion (%) of pupil premium eligible pupils	11.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22, 22/23, 23/24
Date this statement was published (originally)	8 th December 2021
Date on which it will be (has been) reviewed	4 th October 2023
Statement authorised by	Clare Kitts
Pupil premium lead	Joanne Lewis (Head) / Clare Kitts (Acting Head of School)
Governor / Trustee lead	Ross Phillips

Funding overview for

Detail	Amount
Pupil premium funding allocation this academic year	£16,700
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£18,700

Part A: Pupil premium strategy plan

Statement of intent

Our three year plan 21/22, 22/23, 23/24 stated:

Staff and Governors at St. Nicholas C of E (VC) Primary School believe that all children have the right to access a broad and balanced curriculum and an environment that allows them to thrive and make good or better progress. We will work hard to support our disadvantaged children to enable them and their families to overcome any barriers they face. This support will vary according to the child's and the family's needs and will be implemented and reviewed in accordance with current research and evidence of impact.

Additionally this (23/24) year:

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve the goal of good progress and high attainment across all subject areas including progress for those who are already high attainers.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support and an emphasis with regards to learning, on keeping up, rather than catching up.

Our approach will be responsive to common challenges and individual needs, not assumptions about the impact of disadvantage. To ensure this is effective we will;

- Ensure disadvantaged children are challenged in their learning journey*
- Act early to intervene when a need is identified*
- Supported by a robust pupil progress evaluation system, adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

Challenges

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

Challenge number	Detail of challenge <i>Italics added for 23/24</i>
1	Identified learning gaps <i>incl Speech and Language</i>
2	Impact of social, emotional and mental health needs on learning and ability to thrive.
3	Impact of SEND on learning and ability to thrive.

4	Lack of support at home and/or parents facing challenging circumstances impact on challenging circumstances impact on learning and ability to thrive. <i>Phonics and comprehension of reading support at home lacking.</i>
5	<i>Impact of a lack of healthy lifestyles and role models impacts on health, resilience, emotional and behavioural needs and ability to thrive.</i>

Intended outcomes (2021-24)

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
Gaps are narrowed	Disadvantaged children make at least as good progress as non-disadvantaged children and in many cases accelerated progress.
Pupils are able to manage their emotional behaviour and access learning opportunities.	Children with SEMH difficulties are able to access learning and make good progress.
Effective strategies are employed to support children with SEND.	Children with SEND make at least as good progress as non-disadvantaged children and in many cases accelerated progress.
Children are supported in school to be able to access all curriculum areas.	All children are able to access all areas of a broad and balanced curriculum.

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: £11,142

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD re: High quality teaching and subject leadership / QA	EEF states metacognition and self-regulation very high impact for very low cost (+7 months)	1,2,3,4
Class based adult support (SEMH)	EEF states School level Social Emotional Learning (+4 months)	1,2,3,4

% of SENDCo salary	From the EEF SEND Evidence Review ‘The three reviews summarised above provide strong evidence that, when trained and supported properly, TAs can be used effectively to provide targeted interventions that improve the academic, behavioural and social communication outcomes of pupils identified with particular needs.’	1,2,3,4
TA SEND support	Incorporates focussed feedback. EEF Toolkit states high impact for low cost (+8 months) Individualised Instruction. EEF Toolkit states moderate impact for very low cost (+4 months).	1,2,3,4

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

Budgeted cost: £5,047

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics scheme and interventions	Ofsted feedback – whole school approach. EEF Toolkit Very high impact for very low cost based on extensive evidence (+5 months)	2,4
Targeted reading support (TA)	Ofsted ‘The Pupil Premium’ reviewed successful use of Pupil premium and showed extending TA hours to allow planning and discussion time each day had high impact. EEF Toolkit Very high impact for very low cost (+6 months)	2,4
Teacher led interventions	Incorporates focussed feedback. EEF Toolkit states high impact for low cost (+8 months)	1,3,4
Speech and language interventions	EEF Toolkit Very high impact for very low cost on extensive evidence (+6 months)	1,3

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

Budgeted cost: £2,511

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support (Training and supervision)	EEF states School level Social Emotional Learning (+4 months)	2
Behaviour support	EEF states metacognition and self-regulation very high impact for very low cost (+7 months) Incorporates supporting collaborative learning approaches. EEF Toolkit states high impact for very low cost (+5 months)	2,3
SSENS	EEF Toolkit states collaborative learning approaches high impact for very low cost (+5 months)	2,3
Educational Psychologist	EEF Toolkit states collaborative learning approaches high impact for very low cost (+5 months)	2,3
Physical activity engagement (Coaches and after school clubs)	EEF Toolkit states physical activity adds 1 month. YST School sport report 2023: Children and young people from lower income families are less likely to be active, are twice as likely to be living with obesity, and have less positive attitudes towards physical activity.	5
Maths Mastery (WRM and Classroom Secrets)	Mastery Learning. EEF Toolkit states high impact for very low cost (+5 months) Incorporates focussed feedback. EEF Toolkit states high impact for low cost (+8 months).	1,3,4

Total budgeted cost: £18,700

Part B: Review of the previous academic year

December 2023

Outcomes for disadvantaged pupils

Our Year 6 SATs data is close to national averages;

Key Stage 2 SATs	Maths	Reading	Writing (Teacher Assessment)	SPAG
2023	71% (Inc 14% GDS)	71% (Inc 43% GDS)	57%	71% (Inc 14% GDS)

One child in Year 6 is disadvantaged, has an EHCP and transferred to specialist provision for Year 7. This child achieved a pass in the Maths and SPAG papers having joined the school significantly below age related expectations.

In Year 2 one child is disadvantaged and they achieved expected standard in Maths despite being assessed as below on entry and at the end of EYFS. Whilst this child did not achieve the expected standard in the Reading and Writing end of Key Stage SATs, there was progress assessed through internal phonics monitoring and he achieved above the threshold in the phonics screening check in Year 2. It should be noted that this child is also on our SEND register.

Two children in Year 1 are disadvantaged with one on our SEND register. One of these children reached the threshold in the phonics screening check.

Baseline to end of year progress for EYFS is difficult to assess for the child who is disadvantaged as they were 'below' on entry.

It is important to note that of the nine children in the disadvantaged (Pupil Premium) category for 2022/23 seven (78%) also have SEN and two (22%) have an EHCP.

There have been significant behaviour challenges presented since the pandemic. One disadvantaged child who has now been placed in specialist provision was supported by our staff, experienced SENCO and ELSA support to maintain equilibrium whilst awaiting placement. Another child with an EHCP continues to be supported in school with two sessions of Alternative Provision.

Parents of disadvantaged children have been supported financially for swimming and extra-curricular activities such as enrichment visits and the residential trip.

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
Emotional Literacy Support	Wiltshire Educational Psychology Service
Safeguarding and Child Protection monitoring system	CPOMS

Service pupil premium funding (optional)

N/A

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.