# Pupil premium strategy statement – St Nicholas CE VA 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

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| Detail | Data |
| Number of pupils in school | 130 |
| Proportion (%) of pupil premium eligible pupils | 11% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-23 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | Jill Watson |
| Pupil premium lead | Jill Watson |
| Governor / Trustee lead | Sammy Upton |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £25,000 |
| Recovery premium funding allocation this academic year | £2,718.75 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*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.* | £ 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* | £27,718.75 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| St Nicholas CE VA Primary School seeks to provide an all-inclusive environment where all children achieve their potential by *‘exploring possibilities together’* and developing our personal values of respect, curiosity, community and friendship. Ensuring that our teaching and learning curriculum opportunities reflect the needs and interests of all pupils we can ensure that provision is appropriate and will inspire all our pupils.  Through the delivery of quality first teaching and having a holistic overview of each child we can start to tailor support and interventions to enable each child to flourish. We recognise that all children’s needs and backgrounds are different and that not all children who are in receipt of free school meals are socially disadvantaged.  In addition to quality first teaching, our pupils are regularly supported through small group/1:1 sessions delivered by our teachers and teaching assistants to ensure that our Pupil Premium children make the best possible social, emotional and academic progress. Interventions include Read, Write Inc, SALT, Learn to Move, Success at Arithmetic, Talkabout, NELI, ELSA, Toe by Toe, Power of 2, Precision teaching and Individually targeted sessions for Maths/Spelling/Phonics. All these interventions are regularly reviewed by our SENDCo. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Many of our PP children have low prior attainment on entry – EYFS baseline Assessment |
| 2 | 50% of our PP children are also on the SEND register. |
| 3 | Social and emotional problems affecting confidence and progress; weakness in learning behaviours eg. Lack of independence, focus or resilience |
| 4 | Time out of school due to Covid has resulted in significant gaps in learning. |
| 5 | Time out of school due to Covid has resulted in an increased number of pupils with mental health issues. |

## 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.

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| Intended outcome | Success criteria |
| Good progress in Reading, Writing and Maths at KS2 | Pupils to achieve progress in Reading, Writing and Maths in line with the national average. |
| Good achievement at KS1 | Pupils to achieve in line with the national average in Reading, Writing and Maths. |
| Phonics | Pupils to achieve national expected standard in the Phonics Screening Check. |
| Good achievement at the end of Reception | Pupils to achieve GLD in line with National. |

## 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: £11,258.75

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Cornerstones – developing a high quality curriculum. | High engagement levels of children in lessons. Curriculum is tailored to inspire, meet their needs and interests. | 3, 4 |
| SEN training for staff | EEF Guidance | 1, 2 |
| Assessing, developing , reviewing personalised plans with class teachers | EEF Guidance | 1, 2, 3, 4, 5, |
| Resources to support high quality teaching and learning | EEF Guidance | 1, 2, 3, 4 |

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

Budgeted cost: £19,228.28

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group and 1:1 NELI intervention for Reception pupils | EEF guidance | 1, 2, 4 |
| Small group intervention work in all classes. | EEF guidance | 1,4 |
| 1:1 and small group SEN focused interventions. | EEF evidence | 2,4,3 |
| Tutoring | EEF guidance | 4 |

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

Budgeted cost: £4,945.36

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| ELSA support | EEF evidence base | 3, 5 |
| Forest Schools afterschool club | Invite only to target pupils with social and emotional issues. They learn to interact more with others and learn to work together. | 3, 2, 5 |
| Dorset STEPs ongoing training | Training delivered and advised by LA – therapeutic approach to behaviour | 3, 2 |
| Support with trips and extra-curricular activities | EPPE project | 3 |

**Total budgeted cost: £35,432.91**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| |  |  | | --- | --- | | **Aim** | **Outcome** | | Pupils to make good progress | Standards were above national for the Year 1 Phonics screening – 81%  Maths was a targeted area for improvement. 87% of our pupils achieve the expected level at the end of KS2  Our 1 PP child did achieve the expected standard. Our 1 services child achieved greater depth.  Laptops supplied to all disadvantaged children who needed them while absent with Covid.  Additional learning materials enabled pupils to continue learning effectively at home and in school. | | Additional needs effectively supported | Adults maintained regular contact with children with additional needs and would often provide additional support on the phone/online if needed.  Staff were able to use specific training that had been delivered to cater better for pupils needs within the classroom.  Targeted support was given to pupils with specific needs. | | Improved self-confidence and self esteem | Group play therapy session had a positive impact and gave strategies for pupils with anxiety to use.  Targeted ELSA support helped pupils to start to deal with emotions as a result of lockdowns and absence due to Covid.  Extra-curricular clubs /activities access promoted enjoyment and had a positive impact on self-esteem. | | To support pupils during periods of Covid absence and to enable their successful their return to school | Children returned to school positively and with good behaviour.  Food vouchers and additional materials  given while not in school  Regular contact with key pupils helped to support pupils at home and enabled school to provide support where necessary. | |

## 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.*

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| Programme | Provider |
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