

Pupil premium strategy statement

School overview

Metric	Data
School name	St, Nicholas' Primary and Nursery School
Pupils in school	374
Proportion of disadvantaged pupils	27 (7.2%)
Pupil premium allocation this academic year	£39,280 (plus carry forward of £26, 283) = £65,563
Academic year or years covered by statement	2021-2022
Publish date	September 2021
Review date	December 2021
Statement authorised by	Mr. R. Fletcher (Chair of Governors)
Pupil premium lead	Julie Holland (Headteacher)
Governor lead	Shilpa Bhatt

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No data due to Covid
Writing	
Maths	

Strategy aims for disadvantaged pupils

Measure	Average Score Years 1 – 6 (school's own data)
Meeting expected standard at KS2	R: 41% W: 23% M: 48%
Achieving high standard at KS2	R: 0% W: 0% M: 0%
Measure	Activity
Priority 1	Ensure high quality teaching across the school with a focus on ensuring that all children, including disadvantaged children close the gap caused by loss of learning due to Covid

Priority 2	High quality provision for the youngest children in the school with well-resourced IT and developed outdoor areas (EYFS and sensory garden) to ensure enriched continuous provision.
Barriers to learning these priorities address	Data shows that disadvantaged pupils are behind their non-disadvantaged peers, academically, socially and emotionally.
Projected spending	(Prowise boards and catch up groups covered by covid catch up funding. New EYFS playground equipment from special purposes) PP funding to be spent on staffing and sensory garden: £30, 200

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	For all children, including disadvantaged, to make accelerated progress in order for at least 85% of children to reach age - related expectations /ELG by the end of the year	July 2022
Progress in Writing		July 2022
Progress in Mathematics		July 2022
Phonics		July 2022
Other	Disadvantaged children to be skilled up to be able to use devices at home effectively in case remote learning is required	Sept 21 onwards (laptops already provided by DfE – trolley to buy £720)

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Maths mastery to ensure challenge for all pupils
Priority 2	Cross –curricular, enquiry approach to embed learning
Barriers to learning these priorities address	Poor English skills due to number of EAL children missing school and early years provision due to covid.
Projected spending	£15, 200

Wider strategies for current academic year

Measure	Activity
Priority 1	Children to continue to benefit from positive behaviour support from nurture team and mental health groups

Priority 2	Ensure that disadvantaged children have access to a range of clubs, trips and residentials that will ultimately improve life experiences and enthusiasm for learning
Priority 3	To increase attendance of disadvantaged pupils so that their attendance is at least at 96%
Barriers to learning these priorities address	Parental engagement – understanding the importance of school. Poor experiences in school themselves. Unsettled home life due to finances/safeguarding/mental health issues
Projected spending	£19, 443

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring teachers are supported in delivering high quality teaching that closes the learning gap</p> <p>Time to plan together</p> <p>Teachers are confident in using assessment effectively to analyse their data</p> <p>Time for quality CPD to support priorities</p> <p>Appointment of a pupil premium champion to work specifically with Pupil premium children during the day</p> <p>Focus on case-specific interventions on identifying and appropriately supporting individual disadvantaged children who are or have the potential to become “more able”</p>	<p>The School Development Plan outlines a robust coaching and monitoring schedule to support quality first teaching</p> <p>Reintroducing year group PPA</p> <p>All teachers trained in Hello Data</p> <p>Staff meeting carefully planned to support teachers in delivery of Maths Mastery and enquiry based challenge</p> <p>Training in use of Prowise boards in EYFS and Base</p> <p>Advert out with a view to starting in January or earlier if possible</p> <p>Project with HT and governors focusing on More Able</p>
Targeted support	<p>Ensuring children can access all lessons</p> <p>Ensuring pertinent interventions support children with EAL as a barrier</p>	<p>Teachers to use EAL approaches to bring English skills to a level where all learning can be accessed</p> <p>Ensuring 1:1 children are supported so that general TAs can work on interventions</p>

Wider strategies	<p>Engagement of parents to ensure good attendance</p> <p>Children battling with home lives that are resulting in mental health concerns</p>	<p>Coffee mornings. Offer of virtual meetings Resuming of events Parenting groups Mental Health Teams in school Work of nurture support team led by HSLW</p>
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Review: last year's aims and outcomes

Review of Year: 2020 – 2021 (children taught in year group bubbles only from September to January, lockdown from January to March 8 and year group bubbles from March 8th)

Aim	Outcome
<p>Quality Teaching for All:</p> <p>Adapting teaching so that children are supported with year group bubble when we are unable to mix phase groups. Ongoing skill development of use of google classroom and live streaming</p> <p>Ensuring all PP children have access to a device for remote learning</p> <p>PP children falling behind invited to covid catch up groups from Years 3 – 6</p> <p>Teachers to be given support for strategies for supporting children falling behind – focus of staff meetings</p> <p>PP children make at least the same expected progress as their non –PP peers</p>	<p>Teachers were able to support children despite restrictions on staffing due to working in bubbles</p> <p>31 pupils received an English intervention – 84%</p> <p>12 pupils have received an English writing intervention – 32%</p> <p>8 pupils received a Maths intervention – 22%</p> <p>18 pupils have received interventions in other subjects – 49</p> <p>11 PP pupils were part of catch up groups (no staff to do catch up groups with younger children, some parents did not want their children to attend)</p> <p>100% of PP children reached expected in Reading in Year 2 and 67% in Maths and 67% reached expected in Maths in Year 6.</p> <p>All others between 14% and 50% reached expected so must remain a focus next year</p>
Total spend	£41,747

<p>Targeted Support:</p> <p>Trips and residentials and workshops funded through PP grant to ensure attendance of PP children</p> <p>PP children to attend extra – curricular clubs</p> <p>HSLW and nurture team to prioritise mental health</p> <p>All possible support given to PP families</p>	<p>4 pupils supported to attend the Year 6 end of year trip. 8 pupils received an enrichment intervention. 4 pupils attended Young Carers club. 1 pupil attended yoga. 1 pupil attended Rock Steady.</p> <p>PP children attended all workshops, CIRB PP children attended Thomley and horse riding</p> <p>Supporting one family through the refuge process Four MASH referrals two resulting in level 3 assessments. 2 DLA applications with parents. Three families working with housing as eviction notices have been served- letters to the council and referrals to connections floating support made. Coffee morning for new parents and open morning arranged on Saturday for the new families to the school. Supporting two families with the reception allocation appeal process. Weekly coffee mornings for EYFS parents outside. Partnership working with Oxford city arranging two first team players to attend three times per week working with upper KS2 with a focus on team work and respect through sports. Transition visits to secondary with vulnerable children. Working with the Missing in Education team at county regarding a family we have been concerned about. Attendance meetings with children under 90 percent with a support plan to offer. Working the Oxfordshire food hub to provide weekly delivery to our valuable families. Project with Skye from Marston Church to provide “Blessing Boxes” for families in need of toiletries and sanity items. Walk with parents in term Six to the Marston Eco hut up over the summer and obtain food from the hub. Food vouchers requested for the FSM children during the holiday. Free uniform stall in the car park for families to collect free uniform. Partnership work with Ignite sports for summer provision for vulnerable learners under the HAF project for 32 PP children.</p>
<p>Total</p>	<p>£4,268</p>
<p>Other Approaches:</p>	

<p>Use attendance policy and systems to ensure good attendance</p> <p>To ensure good parental contact is maintained, even when families self-isolating</p> <p>HSLW and nurture team use school systems to be in regular contact with PP families</p> <p>Staffing organised so that all PP children have a place in school under vulnerable heading</p>	<p>Pupil Premium attendance from 3rd Sept 2020 – 1st April 2021 is 93.60%</p> <p>All PP children had a place in school throughout lockdown</p> <p>All PP families had phone calls, visits, meets throughout lockdown</p> <p>All PP children had a place in school over lockdown where their parents would allow them to come in</p>
Total:	£7,401
Total Spend	£53,416 CFWD to 2021 – 2022 - £26,283