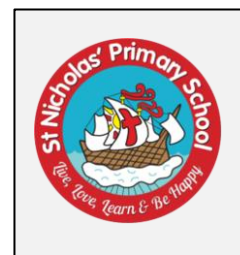


## Pupil premium strategy statement

This statement details our school's use of pupil premium 2022 to 2023 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 2023 -2024 and the effect that last year's spending of pupil premium had within our school.



## School overview

Detail	Data
School name	St. Nicholas Primary School
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr R. Fletcher (Chair of Governors)
Pupil premium lead	Julie Holland (Headteacher)
Governor / Trustee lead	Shilpa Bhatt

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,835
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£53,835

## Part A: Pupil premium strategy plan

### Statement of intent

St. Nicholas' Primary School is inclusive, diverse and values-led.

We want everyone, including disadvantaged pupils, to be valued, to explore the joy of learning, and to achieve their full potential. Children's learning is supported by high quality resources (e.g. White Rose, Read Write Ink) and aspiring strategies (e.g. Maths Mastery and Talk for Writing) to enable children to fully engage in their learning.

Targeted adult support enables children to access learning through pre-teaching and consolidation sessions on a 1:1 and small-group basis.

Nurture groups led by our own nurture support team and the MHST (Mental Health Support Team) support children's wellbeing and positive mental health.

When making decisions about using Pupil Premium funding it is important that we considered the context of our school and the subsequent challenges faced, alongside research conducted by the EEF (Education Endowment Foundation). Common barriers to learning for our disadvantaged children are:

- less support at home
- weak language and communication skills
- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues
- complex family situations.

The challenges are varied and there is no "one size fits all". The two years of lockdowns and bubble closures have exacerbated these barriers for most of our pupil premium children.

#### **Aims:**

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

All children will feel safe, be supported, engaged and challenged while enjoying their learning. All children will have access to opportunities across the curriculum. We ensure that teaching and learning opportunities meet the needs of all the pupils and we ensure that appropriate provision is made for pupils who belong to vulnerable groups, which includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The **strategies** we use to support disadvantaged children are:

- Allocating additional support to children in need of closing the gaps in learning
- 1-1 support
- Use of the Nurture Groups led by the nurture team and Outdoor Learning nurture groups
- Additional teaching and learning opportunities provided through trained TAs.

*(From April 2022, we were able to appoint a Pupil Premium Champion whose role was to work alongside staff to ensure that these children have high quality support. Sadly, the budget has not allowed this to continue this year but the legacy of this role has resulted in a far more focused approach to pupil premium children throughout the school.)*

All our work through the pupil premium funding will be aimed at accelerating progress and moving children to at least age-related expectations. Pupil premium resources will also be used to target more able children on Free School Meals to achieve beyond Age Related Expectations. We will support smooth transition from primary to secondary and transition internally and from EYFS. We will contribute towards activities, educational visits and residential. The nurture team will provide behaviour and emotional support throughout the day, including during break and lunchtimes by providing activities to engage and promote St Nicholas' values and so ensure that children are emotionally ready to learn.

## Challenges

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

Challenge number	Detail of challenge
1	less support at home
2	weak language and communication skills
3	lack of confidence in own abilities due to lack of encouragement/experiences
4	more frequent behaviour difficulties
5	attendance and punctuality issues
6	complex family situations.

## 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
Increased parental engagement	Parents attend workshops, assemblies and events that inspire them to engage with their children's learning and empowers them in feeling confident in supporting their children
Improved language and communication skills	Language and communication skills improved through consistent approach in phonics, early reading and talk for writing throughout the school
Increased pupil confidence as a result of support from Home School Link worker/Mental Health Lead, Emotional and Behaviour Support Assistants which leads to improved learning outcomes. Also the role of	Increased confidence which leads to improved learning outcomes. PP children achieve at least ARE in RWM.

<p>the pupil premium champion from 2022 – 2023</p> <p>PP children have access to clubs, visits and residential and enrichment opportunities</p>	<p>PP children using outdoor areas to support social, emotional and physical development</p> <p>2X PP places given for every club School subsidizes costs for visits and residential</p>
<p>Children use strategies to support positive behaviour decisions</p>	<p>Implementation of Zones of Regulation used consistently throughout the school. Children able to use range of strategies to support them with their emotions independently</p>
<p>Attendance of PP children rises to 96%</p>	<p>Attendance team follow school policy to support good attendance, including parental contracts and support from the county attendance team. Children given places at BC to support Immediate and consistent chasing up of non- attendees Awards for classes with best attendance – given in class assemblies attended by parents</p>
<p>School works alongside families in crisis to ensure open dialogue that results in children feeling safe and emotionally supported and so improves learning outcomes</p>	<p>School works alongside LCSS to ensure effective TAFS Coffee mornings 2X per week to provide a safe place for parents to talk Courses for parents running across the year Ongoing school larder and blessing boxes to support families</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: £30, 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring that teachers are supported in delivering high quality teaching that closes the learning gap	EEF	1,2,3,
Time to plan together through continuation of phase PPA	Analysis of planning showed inconsistency as not planning together	1,2,3,
Changes of staffing to ensure strengths where needed	Analysis of coaching, book scrutinies and appraisals to identify strengths in schools and ensure that teachers are in the year group that best supports children	1,2,3,
Teachers confident in using assessment effectively to analyse their data	Ongoing pupil progress meetings, Curriculum groups with governors, use of bottom 20% sheets ensure that teachers always prioritise these children	1,2,3,
Time for quality CPD to support priorities, including investment in National College that staff can access at any time	Talk for Writing training has enabled confidence in staff in the delivery of this approach.  Focus this year to be reading in order to focus on all groups	1,2,3,

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Make the achievement of the pupils eligible for Pupil Premium funding the number one priority.</p> <p>Continue to gauge the performance of PP against national benchmarks, for pupils whose attainment is below age- related expectations.</p> <p>Make every effort to engage parents in the education and progress of their child, keep the home school link easy and positive where possible i.e. letters as well as emails, make sure all praise is shared with home, phone calls home just to chat about something positive that is available to the child – this term this has been done with half of the group so far about rallying numbers for the weekly coffee mornings and for the parents forum.</p> <p>Recognise that PP are not a homogenous group and although many may face similar challenges it’s vital to identify individual’s barriers to learning.</p> <p>Continue to use different approaches to teaching and learning to support the learners. 1:1 support, small groups, in and out of the classroom, outdoor based education sessions to allow for the nurture and confidence building of the children.</p> <p>Ensure that when pupil’s progress slows, that interventions are put in place – all</p>	<p>Tracking of pupils whose parents do not engage – worsened during lockdowns</p> <p>EEF</p> <p>Knowledge from work scrutinies, observations, analysis of data, knowledge of families.</p> <p>Children make more progress in smaller, focused groups</p> <p>Children who have made progress with their mental health engage more in their learning</p>	<p>1,2,3,4,5,6</p>

<p>teachers to continue to report changes in PP children’s behaviour and attainment so that changes can be implemented.</p> <p>Continue to examine what could be hindering their attainment. This will involve diagnostic assessment of academic challenges and liaising with class teachers.</p> <p>Continue to take account of wider challenges, such as attendance. School leaders should meet to discuss.</p> <p>Use a range of internal data and information, including: Attendance data and levels of persistent absence; Teacher feedback on pupils’ levels of engagement and participation; behaviour incidences and exclusions data; Information on wellbeing, mental health and safeguarding; Access to technology and basic materials.</p> <p>Use evidence and research based teaching practice, including the EEF teaching and learning toolkit to inform decisions.</p> <p>Evaluate this terms progress (having a PP champion in place) using SATS’s and attendance records for any positive/negative trends.</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £13,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP children have access to a club each term	Extra-curricular and enrichment activities enrich the overall educational experience and broaden horizons. They have the potential to build self-esteem and confidence and may encourage risk taking	3,4,5
All pupils eligible for PP will attend fully funded residentials in Years 4 and Year 6		
Appropriate interventions to support emotional literacy and resilience	Education Endowment Foundation research.	



<p>for learning e.g. outdoor learning, groups led by nurture team, additional TA support in class</p>	<p>Government green paper on importance of mentally healthy schools.</p>
<p>Proactive approach to ensuring high attendance and punctuality through careful monitoring and follow up meetings. Reward systems are used to encourage high attendance and punctuality. Breakfast Club places available to encourage high attendance and punctuality. Leadership presence on gate every morning.</p>	<p>Poor attendance has a negative impact on pupil outcomes.</p>

**Total budgeted cost: £30,200 + £10,000 + £ 13,365 = £53,835**

## 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 2022 to 2023 academic year.

#### Review of Year: 2022 – 2023

Aim	Outcome
<p><b>Teaching:</b></p> <p>Pupil Premium champion supported teachers in delivering high quality focused lessons to PP children</p>	<p>PP Champion developed strong relationships with the teachers, pupils, parents, TAs and outside agencies to enable and ensure the curriculum is accessible and appropriate for all PP children, Children have been challenged and supported.</p> <p>PP champion has been working with small groups, 1:1s, supporting in classroom, leading extra-curricular sessions at lunchtimes to help maintain engagement from PP children whether that be social and emotional support or support with academic or financial areas.</p> <p>PP Champion worked with targeted children (PP and similar) pre SATS in year 2 &amp; 6.</p>
<p><b>Total spend:</b></p> <p>32 Children (76%) have received English interventions - £8,949</p> <p>26 Pupils (62%) have received Maths interventions - £6,879</p> <p><b>= £15,828</b></p>	
<p><b>Targeted Support:</b></p>	

<p>PP champion led sessions during lunch time to ensure all children had opportunity to thrive in extra curricular activity.</p> <p>Gymnastics - 46 children (held over two full terms Y3&amp;4 and 5&amp;6) inc 10 PP Basketball - 18 children (held over two full terms Y3&amp;6) inc 8 PP children Athletics - 8 children (Y5 and nursery) inc 3 PP children</p>	<p>Many of the children who attended these clubs have gained valuable confidence, social skills, resilience and have had to opportunity to make new friendships and have gone on to join clubs outside of school.</p> <p>This session also enabled some parents to chat to gain ideas on how best to support their child at home.</p>
<p><b>Total:</b></p> <p>Pupil Premium Champion - September 2022- July 2023 = £41,429</p> <p>12 Pupils have attended Residential trips (Osmington, Kingswood, Hill End) - £2,270</p> <p>42 Pupils attended at least one day trip/workshop (Roman, Stoneage, Space, Science, FOV, Cotswold Wildlife, Temple, Story Walk) - £776</p> <p>5 Pupils were supported to attend ASC - £693</p> <p>Enrichment Clubs - £1533</p> <p><b>= £46, 701</b></p>	
<p><b>Other Approaches:</b></p> <p>Use attendance policy and systems to ensure good attendance. To increase attendance of PP so that their attendance is at least 96%</p>	

<p>To ensure good parental contact is maintained.</p> <p>HSLW and nurture team use school systems to be in regular contact with PP families</p> <p>Use of outdoor spaces small groups of children who required nurturing sessions, social emotional support and brain breaks were responsible for designing, choosing and then planting various plants, herbs and fruits. The groups of children then took care of the areas regularly watering and weeding.</p>	<p>Coffee morning on Wednesday mornings where parents were invited to come and chat about their children and bring siblings to come and play in the school environment.</p>
<p><b>Total:</b></p> <p>Social and Emotional support- £1424</p> <p>HSLW support - 20% of time spent supporting PP pupils - £6359</p> <p>Admin Attendance time - 20% admin time on attendance, arranging meetings with PP families - £5645</p> <p><b>= £13,428</b></p>	
<p><b>Budget Total:</b> Total PP 2022-2023 = £52,910 + Recovery Premium £5,220 + £16,689 CFWD from Previous years = <b>£74,819</b></p> <p><b>Actual total: £75,957</b></p>	

### 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
	ARCH
What was the impact of that spending on service pupil premium eligible pupils?	N/A