

# Pupil premium strategy statement - Nutley 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	89
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Emma Robinson
Pupil premium lead	Mrs Emma Robinson
Governor / Trustee lead	Mr Neil Lovett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,005
Recovery premium funding allocation this academic year	£1,000
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>	£1180
<b>Total budget for this academic year</b>	£18,185

# Part A: Pupil premium strategy plan

## Statement of intent

Our Mission statement:

*At our school, we believe that everyone is an individual. We encourage them to reach their potential in a happy, safe and caring environment. Within our community, we provide a foundation for enthusiastic life-long learning, based on Christian values.*

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, 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 pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We believe that good learning and good attendance takes place when a child feels happy, safe and secure. Emotional and social stability is key to our approach and we use Thrive as an important tool to support emotional and social development.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils, families and staff have highlighted a rise in the need for social and emotional support for many PP pupils and families.
2	Access to wider opportunities. For example, the cost of school trips including the Y6 residential would be prohibitive for some of our disadvantaged children's families without school support.

3	Assessments, discussions and observations evidence that the attainment of many of our disadvantaged pupils are behind age-related expectations in Reading, Writing and Maths.
4	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Qualitative data from pupil voice, pupil and parent surveys and teacher observations, including Thrive assessments, shows improved wellbeing.
Ensure that all children have access to wider opportunities. For example school trips and Y6 residential.	Families are encouraged to speak to members of staff if they are having financial difficulties. Parents to be aware that school is able to support with this financial cost.
Accelerated progress in Reading, Writing and Maths	Assessments show that PP children have made expected or better progress from their starting points.
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance data shows the gap between disadvantaged pupils and their non-disadvantaged peers has reduced. Attendance data shows persistent absence has reduced.

## 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: £3,082

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 3</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>
<p>Thrive practitioner to provide 1:1 and small group programmes.</p>	<p>There is substantial research that shows that social and emotional interventions help pupils to develop healthy relationships, build emotional resilience and understand the importance of emotional self-regulation. These skills in turn give children a greater capacity to learn and consequently increases academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1,2,4</p>

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

Budgeted cost: £10,808

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke individual and group reading, writing and maths interventions	Targeted interventions from a diagnostic assessment means pupils receive specific input and support to help close gaps and move their reading, writing and maths skills forward. Additional and explicit teaching of phonics and reading comprehension strategies have been proven to improve decoding, fluency and understanding of a text and thus improving overall reading attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	3
Use of speech and language link programmes to assess and highlight need and provide personalised interventions to develop oral skills	There is substantial research that shows speech and language interventions have a positive impact on attainment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	3

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

Budgeted cost: £1,232

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive sessions to improve emotional and social well-being.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://educationendowmentfoundation.org.uk/behaviour-interventions-eeef">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Giving all children the opportunity to engage in a range of	All pupils whatever their background get the opportunity and benefit from participating in activities they might not have had the chance.	1, 2, 4

<p>enrichment activities e.g. school clubs, trips, residential trips and music tuition.</p> <p>Disadvantaged children are provided with the school branded elements of school uniform.</p>	<p>These activities are proven to have wider health and social benefits and support mental well-being.</p> <p>In addition, school helps fund trips and residential for disadvantaged pupils so all opportunities are equal.</p> <p>All children have equal access to the school uniform.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	
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**Total budgeted cost: £ 15,122**

Balance of £3,063 -spending yet to be determined

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

EYFS – no disadvantaged pupils
Y1 Phonics Check – 33% (1 out of 3) disadvantaged pupils passed the phonics screening check
End of KS1 – 100% (1) disadvantaged pupil achieved the expected level in Maths, Reading and Writing.
End of KS2 – no disadvantaged pupils

### 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
Read spell and write including those with dyslexia	Nessy
Maths programme for all abilities	MyMaths & Whiterose Maths
Thrive-promoting positive emotional well-being and mental health	Thrive
Maths programme to gain core understanding of addition, subtraction and times tables	TT Rockstars and Numbots