



Nerrols Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Nerrols Primary School
Number of pupils in school	115
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rhian Locker, Headteacher
Pupil premium lead	Steph Marriott, Pupil Premium Lead
Governor / Trustee lead	Ian Fudge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,750 (9 x FSM £12,105, 1 x Serv £300, 1 x Post LA £2,345)
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£16,750

Part A: Pupil premium strategy plan

Statement of intent

At Nerrols Primary School, it is our intention that all children eligible for the pupil premium have the same opportunities as their peers – they are not limited by their home circumstances. Irrespective of their background or challenges, pupil premium children make good progress and achieve in line with age related expectations. We maintain high expectations for all our pupils, delivering high quality teaching throughout the school. The focus of our plan is to close the gap between pupil premium children and their peers, whilst ensuring good progress for those who are already high attainers.

We will consider the challenges faced by our vulnerable pupils, consider their strengths and greatest areas of need, whilst also considering the context of all pupils within the school. We will assess common themes across the school which we will focus on developing such as vocabulary, creative experiences or access to high quality teaching and learning. We will also seek opportunities for children to experience a broad range of life experiences such as theatre trips, playing a musical instrument and developing their sporting abilities.

Our approach will be based on a range of research and evidence. We will ensure all stakeholders are involved in developing and implementing the strategy which will help us to effectively identify our children's challenges and act upon these promptly and effectively. To ensure a robust system of implementation, a cycle of monitoring and evaluating will guide our practice.

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with key adults indicated poor oral language and vocabulary gaps among many disadvantaged pupils. Many disadvantaged children find it difficult to articulate themselves and explain their thinking and learning to another.
2	Assessments, observations and discussions with staff suggest that disadvantaged children have greater difficulties with phonics and early reading than their peers.
3	Internal assessment systems and observations indicate that attainment in writing amongst disadvantaged pupils is below that of their non-disadvantaged peers.

4	Our assessments, observations and discussions suggest that the social and emotional wellbeing of disadvantaged pupils is lower than that of their peers. Many disadvantaged children find relationships with peers difficult.
5	Research shows Pupil Premium children are less likely to access extracurricular activities. This is further exacerbated by the Covid-19 pandemic.

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
Improved vocabulary and oral language skills among disadvantaged pupils and the gap narrows between them and their peers.	Assessments and observations indicate improved oral language skills. Children are able to engage with vocabulary and discuss the meanings of words. Assessments will include engagement in lessons, book scrutiny and formative assessment where data demonstrates the gap is narrowing.
Improved reading and phonics attainment amongst disadvantaged pupils to narrow the gap between them and their peers, so that pupil premium children are achieving at least in line with national expectations.	Outcomes, in 2024/25: In KS1 – 82% meet the expected standard in Year 1 Phonics Screening This will increase to 91% by the end of Year 2 75% meeting the expected standard in Reading In KS2 – 73% meet the expected standard by the end of Year 6 in Reading
Improved writing attainment among disadvantaged pupils.	Outcomes, in 2024/25: 70% meet the expected standard in KS1 Writing 78% meet the expected standard in KS2 Writing
To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	Demonstration of sustained high levels of well-being through: Analysis of Thrive data. Participation in enrichment activities Student voice, parent surveys and teacher observations.
For every Pupil Premium child to attend at least one extracurricular activity each school year and have equal access to the same opportunities as their peers.	All Pupil Premium children engage with at least one extracurricular activity and pupil voice demonstrates the benefit of this. All disadvantaged children attend at least one residential during their time at Nerrols. If they do not is by choice not for financial reasons.

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: £15,264

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and delivery of standardised assessments NFER TALC	<p>'Taking account of prior knowledge is essential if pupils' learning needs are to be met. Anticipating common misconceptions, and using diagnostic assessment to uncover them, forms an important part of this process.' - High Quality Teaching EEF Diagnostic Assessment EEF</p> <p>'It's only through assessment of some kind that you know whether what has been taught has been learned'. - Dylan William. These assessments will allow us to adapt our teaching and fully embed high quality teaching and learning for all children.</p> <p>These assessments will also allow us to: 'benchmark results nationally, monitor attainment and progress, gain formative information and identify gaps' - National Foundation for Educational Research</p>	2, 1
Embedding dialogic activities across the curriculum – internal professional development time.	<p>Language provides the foundation of thinking and learning and should be prioritised – linked to improving literacy in KS1.</p> <p>EEF - Speaking and listening skills, language.</p> <p>'Communication is a critical tool for life'.</p> <p>https://ican.org.uk/about-us/our-evidence/</p>	1
Purchase and implementation of a DfE validated Systematic Synthetic Phonics programme to secure strong phonics teaching and learning for all pupils – Read, Write Inc.	<p>Extensive research and evidence demonstrates that phonics is an important component in early reading skills. It requires explicit and systematic teaching and matching to their current skills/knowledge.</p> <p>EEF - Phonics</p> <p>Projects currently being funded for Read, Write Inc. and previous evidence supports that children who are struggling to read have made an additional 3 months progress over a year.</p> <p>EEF - Read, Write Inc. funded research</p>	2, 1, 3
Professional development for staff	Literary Tree scheme links all writing to high quality texts, use a range of genres, and engages	3, 2

<p>in the use of school's writing scheme – Literary Tree.</p>	<p>children in developing their reading (inc. comprehension) and writing skills. It was created to ensure 'a consistent, cohesive pedagogy used across a school'.</p> <p>This research recommends all of the above components.</p> <p>EEF - Improving Literacy in KS1 EEF - Improving Literacy in KS2</p>	
<p>Improve the quality of social and emotional learning and well-being in classrooms using Thrive.</p>	<p>Effective 'Social and emotional learning (SEL)' can lead to learning gains of +4 months over a year. They need to be taught explicitly, integrated through everyday teaching as well as whole school approaches and carefully planned for.</p> <p>EEF - Improving Social and Emotional Learning in Primary Schools</p>	<p>4</p>

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

Budgeted cost: £2,584

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further support, delivered through learning support assistants.</p>	<p>Phonics is an important component in the development of early reading skills, particularly for children with disadvantaged backgrounds. Therefore this support will improve children's access to all areas of the curriculum.</p> <p>EEF - Phonics EEF - Improving Literacy in KS1 EEF - Improving Literacy in KS2</p>	<p>2</p>
<p>Delivery of interventions through targeted teaching, using teaching staff.</p>	<p>Interventions allow misconceptions to be targeted through individual support and enable good progress. Evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils who require additional support.</p> <p>Targeted academic support - EEF</p> <p>Talk Boost Intervention: 'Communication is a critical tool for life', 'it is estimated that as many as 10% of children and young people have some level of Speech, Language and Communication needs'. SLCN will also have an impact on learning to read and write.</p> <p>https://ican.org.uk/about-us/our-evidence/</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £3,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 targeted Thrive sessions delivered by trained practitioner.	<p>Effective 'Social and emotional learning (SEL)' can lead to learning gains of +4 months over a year. They need to be taught explicitly, integrated through everyday teaching as well as whole school approaches and carefully planned for.</p> <p>EEF - Improving Social and Emotional Learning in Primary Schools</p> <p>Thrive promotes 'children's and young people's mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour'. In support of this, this evidence suggests every pupil having a supportive relationship with a member of school staff – 1:1 targeted sessions develop this. It also suggests teaching learning behaviours and tailoring targeted approaches to meet the needs of individuals.</p> <p>EEF - Improving Behaviour in Schools</p>	4
Provision of extracurricular activities. Subsidy of £100	<p>'Qualitative data showed that extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities. Some also perceive them as important for their long-term career aspirations as well as useful in building stronger university and job applications. Above all, young people see extracurricular activities as a chance to have fun, unwind and relieve the stresses of their increasingly pressured school lives'.</p> <p>'Research shows too many young people from disadvantaged backgrounds never get the chance. As a result, they lose out on the benefits – increased confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging.'</p> <p>Social Mobility Commission - An Unequal Playing Field</p>	5

Total budgeted cost: £21,107

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 2020 to 2021 academic year.

To improve phonics, we delivered targeted additional phonics support led by a teacher. This was delivered to small groups of children and specifically targeted gaps in children's phonological development in order to boost fluency in decoding words and recognition of phonemes. 89% of children overall passed the phonics screening (compared to 82% nationally in 2019). 75% of disadvantaged pupils met the phonics standard (compared to 71% nationally in 2019), however the gap between pupils eligible for the Pupil Premium and their peers was wider than national and will form part of the Pupil Premium strategy for 2021-2022.

In addition to this we trained a member of staff to become a licensed Thrive practitioner. Thrive embeds a whole-school approach to transforming the wellbeing and mental health of children and also delivers 1:1 personalised programmes of intervention to ensure children are better able to engage with learning, achieve more and thrive in the classroom. We carried out profiling of each child and identified where 1:1 personalised programmes of intervention were required. Additionally we trained our staff to be able to deliver whole class activities to support every child's social and emotional development more broadly, and also trained all staff in emotion coaching to support nurturing and emotionally supportive relationships between staff and pupils as we believe emotional regulation benefits children's outcomes and resilience.

8 children eligible for the Pupil Premium benefitted directly from 1:1 Thrive intervention in addition to whole class provision. Over the course of the sessions, pupils eligible for the pupil premium progressed significantly further than their non-pupil premium peers and progressed up to the next developmental strand. Non-pupil premium pupils typically made 7% progress within their developmental strand.

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
The Thrive Approach	Thrive