

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	145
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 2022
Date on which it will be reviewed	Annually, at the end of each academic year
Statement authorised by	Matt Kerton, Headteacher
Pupil premium lead	Steph Marriott, Pupil Premium Lead
Governor / Trustee lead	Oliver Foster-Burnell, Pupil Premium Governor.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,580
Recovery premium funding allocation this academic year	£2,900
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	£30,480

Part A: Pupil premium strategy plan

Statement of intent

At Nerrols Primary School, our intention is that all children have the same opportunities as their non-disadvantaged peers – they are not limited by their background or 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 our pupils whilst 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 can 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 an instrument and sports.

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 diagnose 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.	Demonstrations 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	All Pupil Premium children engage with at least one extracurricular activity and pupil voice demonstrates the benefit of this.

<p>each school year and have equal access to the same opportunities as their peers.</p>	<p>All disadvantaged children attend at least one residential during their time at Nerrols. If they do not is by choice not for financial reasons.</p>
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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: £12,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised assessments NFER</p> <p>We will use this data to enter formative assessment data into Bromcom (MIS) in order to moderate within the school and across the Trust in order to learn from best practice.</p>	<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
<p>High-quality classroom teaching is embedded and consistently deployed through ongoing CPD.</p>	<p>The EEF's Pupil Premium guidance (2019): Key Principle 3 – Quality teaching helps every child (pg 5). Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	2, 3
<p>Embedding dialogic activities across the curriculum and CPD focus on language rich classrooms and the importance of vocabulary – internal professional development time</p> <p>Intervention – Talk Boost</p>	<p>Language provides the foundation of thinking and learning and should be prioritised – linked to improving literacy in KS1. EEF - Speaking and listening skills, language.</p> <p>Talk Boost 'provides a structured programme that boosts children's progress in language and communication by an average of 9 - 18 months after a ten week intervention.'</p>	1

Embedding 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 in the use of school’s writing scheme – Literary Tree.	<p>Literary Tree scheme links all writing to high quality texts, use a range of genres, and engages 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</p> <p>EEF - Improving Literacy in KS2</p>	3, 2
Improve the quality of social and emotional learning and well-being in classrooms using Thrive.	<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>	4

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

Budgeted cost: £4522

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further support, delivered through learning support assistants.	<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</p> <p>EEF - Improving Literacy in KS1</p> <p>EEF - Improving Literacy in KS2</p>	2

Delivery of interventions such as Number Sense, Fast Track, Talk Boost, Spelling Detectives	<p>Number Sense: Aims to secure firm foundations in the development of good number sense for children Reception through Year 2.</p> <p>Spelling Detectives: 'to help pupils with gaps in spelling knowledge... on average pupils make double the rate of normal progress whilst receiving the intervention'. SSE Spelling Detectives</p>	
Delivery of interventions through targeted teaching, using teaching staff.	<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. Targeted academic support - EEF</p>	1, 2, 3, 4

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

Budgeted cost: £14595

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 targeted Thrive sessions delivered by trained practitioners.	<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. 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. EEF - Improving Behaviour in Schools</p>	4
PFSA - support		4
Provision of extracurricular activities.		5

Subsidy of £100		
Contingence 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 aside to respond quickly to needs that have not yet been identified.	All.

Total budgeted cost: £31977

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 2021 to 2022 academic year.

To improve phonics, we delivered daily Read, Write, Inc sessions. Children were assessed 6 week basis to ensure children were receiving targeted, group teaching at the correct level. This regular assessing enabled staff to target gaps in children's phonological development.

In addition, we delivered Fast Track Tutoring, daily, to 5 pupil premium children on a 1:1 basis. A member of staff was trained through online CPD. In addition to this, 2 further children received Fast Track Tutoring with class based LSAs. 83% of children overall passed the phonics screening (compared to 82% nationally in 2019). 80% of disadvantaged pupils in Year 1 met the phonics standard (compared to 71% nationally in 2019).

The Head teacher delivered CPD in order for all class teachers to effectively Thrive profile their class. This enabled us to profile the class and consider where 1:1 personalised programmes of intervention were required. Additionally we trained 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. All of the Pupil Premium children receiving 1:1 Thrive have made strong progress within their Thrive band and all have progressed to at least the next Thrive strand. Of these three children two have progressed through more than one Thrive strand.

Through analysis of pupil questionnaires/pupil voice:

- 100% of PP children enjoy learning at this school all or most of the time. All but 2 children feel they have an adult they can talk to if something is worrying them.
- 100% of PP children say that adults in my school care about me.
- All but one PP child says that my school encourages me to look after my emotional and mental health.

In order to improve Literacy, time was invested through CPD and moderation, to develop the use of the Literacy Tree planning and resources. Progression was developed across Key Stage One and Two and additional high-quality texts purchased.

In order to promote reading, every child eligible for pupil premium had a reading buddy. This will continue into the next academic year with new reading buddies. This has

increased the time PP children are reading to an adult and promotes and culture/love of reading.

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