

St Nicholas Pupil Premium Strategy Statement

This statement explains how our school uses pupil premium funding (and recovery premium for the 2021 and 2022 academic year) 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 in our school.

School Overview

School Name	St Nicholas C of E PS
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2021 - 22
Date this statement was published	24 th September 2021
Date on which it will be reviewed	25 th September 2022
Statement authorised by	Mrs Alison Shearer
Pupil premium lead	Mrs Alison Shearer
Governor pupil premium lead	Mr Norman Symcox

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£54 110
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	£57 010

Part A: Pupil premium strategy plan

Statement of intent

At St Nicholas C of E Primary School, our chief aim is to be consistent at providing all children with a high quality education; this includes all pupils of all abilities and backgrounds. We follow evidence from external providers and fully acknowledge that the educational outcomes for children eligible for the pupil premium grant are not as strong nationally as the attainment of children who are not in receipt of the grant. Therefore, we have prioritised our spending so that our pp children have the best targeted and focused support to help them to do at least as well as non pp children – in all areas of education but with a main focus on English and Maths.

Challenges

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

Challenge number	Date of challenge
1.	Social, emotional & mental health
2.	Speech & Language difficulties
3.	Behavioural difficulties
4.	Socio-economic background

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
<p>Priority 1: To achieve high standards in Reading, Writing and Maths throughout all year groups and to close the gaps between pp pupils and non pp pupils.</p>	<ul style="list-style-type: none"> ✓ Personalised intervention groups are based on assessment data and are well resourced. ✓ Well planned small group and 1:1 intervention sessions are delivered by skilled teachers and teaching assistants. ✓ Pupils have clear targets and teachers have high expectations of what a pupil can achieve. ✓ Our whole school curriculum is wider and more creative, promoting excellent learning opportunities for inspirational lessons. ✓ Teacher planning addresses gaps in previous learning due to Covid-19/national lockdown and its impact on attendance. ✓ Teachers and teaching assistants receive high quality training, mentoring and coaching to deliver quality first teaching. ✓ Staff are confident at addressing barriers to learning, ensuring gaps in learning decrease as quickly as possible. ✓ All pupil groups are supported and encouraged to become confident, independent thinkers/learners.

	<ul style="list-style-type: none"> ✓ All pupil groups know what makes a good learner – they can explain the importance and value of: learning from mistakes + asking questions to deepen knowledge.
<p>Priority 2: To ensure that the children enjoy quality first teaching and inspirational learning experiences both inside and outside the classroom, developing our key learning skills and school values each half term.</p>	<ul style="list-style-type: none"> ✓ All pupils enjoy and actively participate in weekly Connect activities. ✓ All pupils are actively encouraged to live out our school’s vision and values. ✓ School Council and similar pupil groups are given high value and receive clear guidance and direction from adults to ensure pupil voice is heard and acted upon. ✓ Well planned interventions break down barriers to learning – eg ELSA, Speech & Language, ILI, Lego Therapy. ✓ Breakfast Club supports getting pupils ready for daily learning. ✓ School daily uniform & PE kit costs are supported to allow pupils to feel part of our school community and to develop a sense of pride and belonging. ✓ PSFA support for parents and carers to improve home/school working together and to improve emotional well-being of pupils and their family. ✓ High achievers are given challenging & varied tasks of interest to ensure they are encouraged to achieve their full potential and develop their skills and talents.
<p>Priority 3: To ensure all pp children achieve the national standard in phonics by the end of Year 2</p>	<ul style="list-style-type: none"> ✓ All pupils will read daily at home and in school. ✓ Quality first teaching occurs with all learning groups. Purposeful and rigorous monitoring of learning takes place through weekly book scoops, lessons visits, pupil learning interviews and pupil tracking. ✓ Both teachers and teaching assistants have consistently high expectations of what pupils can

	<p>achieve, using national expectations of attainment as indicators.</p> <p>✓ Parent/teacher learning partnerships are strong and secure and teachers build up the rapport with parents again post lockdown.</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)

Budget Cost: £ 12 266

Activity	Evidence that support this approach	Challenge number addressed
Develop the teaching of vocabulary across the school and encourage pupils to improve the verbal and written word.	Teachers are empowered and supported by new resources that promote the teaching of vocabulary. Talk is encouraged for improvements in writing. Pupils are surrounded by rich vocabulary in their classroom; this is evident in each pupil's piece of writing. Pupils know that talking comes before writing.	1 & 2
Upskill, and further develop, the staff's knowledge of the curriculum in EYFS, Key Stage 1 and Key Stage 2.	Through high quality staff training, regular CPD activities (virtual and face to face) and regular well planned staff meetings, teachers and teaching assistants will gain a better understanding of their year groups' curriculum standards, content and expectations. Staff will be more confident at recalling key skill areas and levels of each year group – particularly within English and Maths.	3 & 4

	<p>(Reference: Key Assessment Criteria)</p> <p>Ensure the updated training for ECT (Early Career Teacher) is in place and running smoothly with Ambition, our new provider for training.</p> <p>Subject leaders are empowered with support by the Headteacher and school SEP. All subject leaders will keep up to date with current new initiatives and evidence based resources that provide high impact on pupil progress & attainment.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budget Cost: £ 31 844

Activity	Evidence that support this approach	Challenge number addressed
High quality intervention groups to support learning.	Interventions are based on individual needs of each pupil, matched to assessment data from close pupil tracking in English and Maths. Pupils enjoy focused input and are able to talk about how this intervention supports and improves their learning and boosts self-esteem.	2 & 4
Parent/Carer partnership workshops to promote and improve subject knowledge	Well planned parent/carer workshops with the class teacher – English & Maths focus. Parents/cares are	4

	given age-related key learning objectives for their child's year group.	
Continue to promote adult/pupil support in all year groups	Formalise support by the introduction of adult 'learning mentors' in each classroom. The teaching team act as positive role models, promoting productive learning styles which encourages homework to be completed on time, active participation within daily lessons and more confident participants within all school activities.	4
Focused small group phonics & speech/language interventions	Pupils to achieve national expectations in phonics by end of Key Stage 1 – small, daily focused groups that are well resourced, planned and consistent in approach.	2 & 3

Wider strategies (for example, related to attendance, behaviour, well-being)

Budget Cost: £ 12 900

Activity	Evidence that support this approach	Challenge number addressed
PFSA support sessions in house on a weekly basis.	All staff work closely together and liaise with PFSA to ensure all essential intervention sessions are effective and of high impact to key families. Parents and children feel empowered and commit to our school's learning community as agreed in our home-school agreement document.	1 , 3 & 4
Difficulties in getting pupils school ready for their daily learning are addressed quickly – high level of support from all school	Daily, detailed monitoring of pupil attendance – focus on pupil premium grant pupils. Late arrivals and non-attendance receive	1, 3 & 4

<p>staff. Focused work with PFSA each week.</p>	<p>immediate focus from the Headteacher/SLT. Agreed support and action = extra intervention from our school's PFSA, free place at our 7:55am Breakfast Club + working with agreed external agencies to provide specific, high quality support and advice. Lego Therapy Sessions, weekly gardening workshops, forest school activities and enrichment clubs are well planned and timetabled to ensure continuity and high impact.</p>	
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Total budgeted cost: £ 57 010

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

- We can prove many successes of this on our Google Classroom evidence. See records of planning and pupils' work from Covid-19 lockdown. Successes were presented in virtual meetings to our Board of Governors in 2021. Governors were taken through detailed aspects of the work done and our Chair of Governors monitored the Headteacher during live lessons on Google Classroom, interviewing pupils and staff. Records are held in our school's Governor Meeting Minutes 2021.

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 of Education to identify which ones are popular in England.

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Support in class with more able tasks to suit the child's needs and academic ability.
What was the impact of that spending on service pupil premium eligible pupils?	Pupil achieved well and was highly supported with resources during lockdown.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

St Nicholas is fully committed at ensuring our disadvantaged pupils enjoy, and fully participate in, their play times as this is one of the most social activities during the school day. We work alongside the Parish Council and support projects in the village – recently our pupils have enjoyed social time in the updated village play area. This will continue this year and will be developed further in coming terms.