

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	Nursery Hill Primary School
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	33% (36 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Dec 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Sarah Jeans
Pupil premium lead	Mrs Natalie Rowland
Governor / Trustee lead	Mr Phil Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year FSM Ever 6 49,860 Previously children in care 2,410	£ 52,270
Recovery premium funding allocation this academic year	£ 1316
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	£ 53586

Part A: Pupil premium strategy plan

Statement of intent

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. When making about the use of the Pupil Premium funding, we have considered the context of our community and the challenges faced by this cohort of children. We have also considered the research conducted by the Endowment Education Fund and the Department for Education. Common barriers to learning for disadvantaged children can be less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties along with attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing, alongside their peers. The challenges are wide and varied and there is not a 'one size fits all' approach to supporting these children.

We will ensure that all teaching staff are involved in the delivery of our strategy and in the analysis of data and identification of pupils. Teaching staff will be fully aware of the strengths and areas for development of the children within their individual classes and year group. The Senior Leadership Team will be aware of the strengths and areas for development across the school.

We seek to know our children well through close liaison with our families, to understand their specific barriers and challenges. We will provide pastoral support for both pupils and parents and work with families to support school attendance so that children are able to engage with the full learning experience at Nursery Hill.

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 want to enhance our oral language skills, address SEMH concerns, increase basic literacy and numeracy skills, offer increased reading opportunities via reading books matched to ability and reading for pleasure, and ensure children have access to targeted high-quality adult support through timely and targeted intervention programmes.

For many reasons, the horizons of children from disadvantaged backgrounds can be narrowed at a very early age. We want to give our children the best start in life. We

want to empower them to develop high aspirations, ambition, belief and drive so they can have a fulfilling life. We want them to leave us with the right foundations to become well-rounded individuals and active citizens in society.

How do we do this?

Provide a **carefully constructed curriculum** that engages and inspires our children. A key part of this involves broadening knowledge of significant people from diverse backgrounds to break stereotypes.

- Provide **carefully planned provision and additional support** that ensures our disadvantaged children and families have swift access to the help they need.
- We nurture disadvantaged pupils to ensure that they are ready to learn and manage their day and encourage them to engage in **leadership opportunities**.
- Ensure they have a **good foundation for good learning habits** and feel comfortable and safe in their 'school family' environment.
- To have **high aspirations** for our children and to provide the support and guidance they need to help them overcome barriers to learning.
- Disadvantaged pupils will have **full access** to enrichment activities and the extended curriculum.
- We place high importance on developing **character education** alongside academic progress.
- Specific activities will be in place to provide disadvantaged children with **experiences** they may otherwise not take part in.
- We will celebrate and recognise good **attendance** in school.

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. To ensure they are effective we will

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Use the principles outlined in the EEF Guide to the Pupil Premium (April 2022)

Challenges

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

Challenge number	Detail of challenge
1	Overall Attainment Low attainment, gaps in learning and slow progress. This is particularly evident in writing stamina and handwriting standards are below expectations.

2	Poor spelling ability and fluency in reading Assessment, observations and discussions with pupils indicates that disadvantaged children have greater difficulty with phonics, than their peers, which has resulted in lower than expected spelling standards and a negative impact on their development as readers.
3	Weak language and communication skills Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils who experience more speech and language difficulties. This limits the use of vocabulary to communicate with peers and adults and is evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Some children have limited 'life' experiences beyond their home and immediate community. Some may have limited access to books, libraries and technology.
4	Attendance Disadvantaged pupils in our school have lower percentages of attendance, persistent absenteeism and punctuality issues.
5	Behaviour Observations show that many of our KS2 disadvantaged children have been impacted by the disruption in education in regards to their social and emotional development, mental health, self-regulation and readiness to learn, particularly the current Y3 where there are higher proportions of children with SEND needs within the class

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.

1. Overall Attainment	
Intended outcome	Success criteria
1. Disadvantaged pupils will maintain at least the standard of attainment they achieved at the end of the previous year and key stage in writing; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards. Identify gaps in learning for disadvantaged children are closed swiftly through pupils having appropriate and timely intervention to narrow the gaps in progress and attainment in writing.	End of summer data 2023 will show that 75% of disadvantaged children have made expected progress from the previous summer in Reading, increasing to 85% by 2024 and 95% by 2025. Intervention analysis shows that interventions have successfully taken place and had a positive impact on children's stamina for writing: disadvantaged pupils will make at least expected progress from their starting point standards. Accurate assessment and moderation with entry and exit data ensure that all

	<p>disadvantaged children are closely supported so that they make at least expected progress.</p> <p>All disadvantaged children respond well to feedback and make good progress within a lesson or sequence of learning.</p> <p>EEF research: Teacher Feedback to Improve Pupil Learning</p>
2. Poor spelling ability and fluency in reading	
Intended outcome	Success Criteria
<p>To achieve and sustain improved phonics attainment for disadvantaged pupils, in line with the NA progress scores</p> <p>To achieve and sustain improved reading fluency and reading attainment among disadvantaged pupils.</p>	<p>Delivery of high-quality teaching and targeted interventions indicates significantly improved phonics scores for disadvantaged pupils, that are in-line with their peers.</p> <p>Implementation of Little Wandle with whole class 'group' reading being delivered in sync to ensure high quality teaching of reading takes place to ensure children achieve fluency and attainment and progress is in line with their peers.</p> <p>Disadvantaged children can read with fluency and comprehension so that reading does not become a barrier to learning. Disadvantaged children master the basic skills in reading, writing and maths to reduce any barriers</p>
3. Weak language and communication skills	
Intended outcome	Success criteria
Improved speech language and communication	Children in the Early Years will have accessed WELLCOMM intervention SALT intervention
4. Attendance	
Disadvantaged children with SEMH can fully engage with and access all learning	<p>The overall absence being no more 3% between disadvantaged and non-disadvantaged.</p> <p>Improved wellbeing and engagement in all aspects of school life evidenced through parent feedback, pupil voice, staff observations, interactions and progress data. Including children demonstrating: effective independence; resilience; building learning power skills; positive relationships with peers and adults in school; use of strategies taught to self-regulate.</p>

5. Behaviour	
<p>Children with SEMH factors are swiftly identified and targeted support is actioned to remove or reduce barriers to learning.</p> <p>All parents/families are well - equipped to support children with learning at home</p>	<p>Disadvantaged children make good progress against their targets. They can describe their emotions and therefore, regulate with greater success. They are able to refocus and move to a more positive zone with greater success and more swiftly. There is less disruption to their learning and they are able to form better relationships with their peers.</p> <p>All disadvantaged children make good progress from their starting points. Children are not disadvantaged because parents cannot support them at home. Parents are supported by teachers and leaders to provide appropriate resources to support learning.</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: £34,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments: NTS tests for Y1, Y3, Y4, Y5.</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>The use of effective assessments is crucial so that each child on entry to the school has an individual assessment and the appropriate support and resource implemented quickly.</p> <p>Use of the tests allow teaching staff to identify the gaps in knowledge and organise targeted intervention to close the gap.</p> <p>EEF Assessment and Feedback</p>	1, 2, 3

<p>Purchase and Implementation of Little Wandle to secure stronger phonics teaching for all pupils.</p> <p>We are developing our reading and phonic strategy to ensure all children can learn to read and read to learn so that no child is left behind.</p> <p>Using support from phonics lead and through a robust approach to assessing and teaching in organised Little Wandle groups we will raise achievement for all.</p> <p>All teaching staff will receive training and coaching to follow a structured programme and precision teach to pupil gaps through EYFS-KS1 on a daily basis.</p> <p>Parents will be involved, training and supported.</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>Staff need to have a clear understanding of the progression through the LW approach to ensure children are make rapid progress in phonics and fluency in reading.</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>If an older reader is struggling with decoding, phonics approaches will still be appropriate.</p> <p>Clear focus on teaching of vocabulary in small group reading.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
<p>Ongoing CPD for staff with a particular focus on phonics and reading</p>	<p>Whole school training</p>	2,3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	1,2,3

Training from Maths Hub, which is linked to NCETM	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Improve speech and language skills for all children throughout the school, especially on entry. Curriculum to focus on improving and extending children's vocabulary.	Enriching the quality of talk and interactions will support learning as children progress through the school. There is a strong evidence base that suggests oral language interventions and high-quality classroom discussion impact on the ability to use vocabulary and impacts on reading ability. Oral Language Interventions EEF Communication and Language EEF	1,2,3
Speech and Language Interventions Referrals to NHS SaL Service	Weak language and communication skills. Many children are working behind their peers and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Nursery and Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.	3
Improve the attendance rates for PP children	Reduce the % of persistence absences for all children with a clear focus on PP children and families where Covid disruption had a negative impact on families and continues to affect attendance. Access Warwickshire Attendance support group for advice/guidance.	4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. PSHE resources Pastoral team: Early Help, EP Services Attendance Officer	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Social and Emotional Learning EEF Greater awareness of ACEs for children to ensure staff are aware of children's individual circumstances and need. Children's SEMH needs must be met in order for them to be ready to learn. A systematic approach to effective use of external experts. Children need to be taught self-regulation and self-calming strategies and positive self-talk to help deal with intense emotions	5

Employment of TAs to support teaching and learning and provide interventions with teachers	Sutton Trust report suggests that TAs provide valuable emotional support to many pupils and keep them on task. However, to maximise support for learning, dedicated planning time with the TA and Teacher needs to take place in order to help identify the gaps in pupils' knowledge and understanding.	1,2,3,5
Whole School CPD including: • Restorative Practice PACE, Zone of Regulation, Emotion Coaching, Relational Behaviour Policy – based on Restorative Practice	Adults are able to identify and support SEMH concerns swiftly and liaise with the pastoral lead/SEND Co for additional guidance/support as needed. EEF Research: Metacognition and Self-Regulation There is extensive evidence associating effective SEMH with improved outcomes at school and in later life. EEF Research: Social and Emotional Learning Although we are aware this research has low efficacy, it supports other research. School based training has led to improved outcomes.	1,3,5

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

Budgeted cost: £7,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. WELLCOMM	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 3
Provide bespoke intervention and fluid groups for closing any gaps in learning through class needs analysis planning – one to one target review	EEF research into high quality teaching and best interventions 1:1 Intervention EEF Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted	1,2,3,5

supported in tutoring session from teacher that is integral to High quality teaching	<p>phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Mastery approach to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
Development of early language skills through intervention led by specifically trained TAs.	EEF oral language development report and previous high impact with Talking partners intervention (supported by LA research into this intervention)	3
Children with SEMH needs clearly identified and appropriate support in place	Children's needs are greater than school can offer and specialist support is required.	5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest Schools Funding to cover Forest Schools teacher and TA Provide training and resources for forest schools teacher. Forest schools teacher to support Pupil Premium children during forest schools' sessions.	Forest School Research	5
Wellbeing Whole staff training on SEMH approaches with the aim of developing strategies to support pupils. Trained member of staff to deliver Drawing and Talking Therapy to identified pupils.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,4,5
All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through each year group planning enriching experiences and activities	Provision of a range of initiatives to extend children's experiences.	1,2,3,4,5
Attendance Embedding principles of good practice set out in the DfE's Improving	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

School Attendance advice. Staff to implement and embed procedures so that parents are made aware of expected attendance levels when they fall below 90%	Attendance and Family Support workers to work with families to improve attendance. School initiative to encourage better attendance: certificates, awards etc. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	
Behaviour Multi-agency approach needed in some circumstances through SEN or early help if necessary.	Children need to have their emotional needs met in order to be ready to learn Prioritise social and emotional learning EEF	5
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

Total budgeted cost: £ 52,270

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.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Timely interventions have had a positive impact on progress but more needs to be done to ensure attainment improves and is more in line with peers.

Pupils have been able to maximise their enjoyment and experiences of school by accessing the PP school fund. Examples of this are funding for school trips and music lessons.

An increase in provision of extra-curricular activities and opportunities for disadvantaged pupils to take on leadership roles in school needs to be developed and strengthened in 2022-2023.

End of Year data for disadvantaged. There are gaps between how ALL children achieve at the end of the year in all subjects compared to how disadvantaged children do. However, progress from starting points for disadvantaged are generally good, due to early identification and additional support delivered by teachers or well-qualified Learning Support Assistants. All adults have high expectations and ambition for disadvantaged children. The widest gaps in attainment are in phonics and maths, so this will need attention during 2022-2023.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions

where required. We are building on that approach with the activities detailed in this plan.

Important to note that out of the disadvantaged there are some children who are also SEND or vulnerable in other ways. To support these children we continue to use 'Zones of Regulation' taught in all year groups resulting in improved identification of feelings and independent use of strategies to self-regulate allowing access to learning. Bespoke group work for those children who require additional programmes of work will continue. The result is, all but two children, who are disadvantaged children, accessed full time learning with their peers.