



'Belonging, Compassion, Resilience'

Pupil Premium Plan and Impact Statement 2020/21 – 2021/22

Introduction

The Government give schools an amount of money (known as the Pupil Premium Grant) to support children who have been on free school meals (FSM) within the last six years, or who are in Local Authority care (LAC). This money is used to help these children make very good progress so that they achieve high academic standards, and it can be used to support them to participate in all aspects of school life.

Disadvantaged pupils are those who were eligible for free school meals at any time during the last 6 years and children looked after (in the care of the local authority for a day or more or who have been adopted from care).

With a longer term strategy, that is focused on recruitment, high quality teaching practice and continued staff development St Nicholas CE Primary School makes informed decisions about the spending of funding to overcome identified barriers.

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Section 1: Effective use and accountability

Managing our pupil premium funding?

At St Nicholas CE we take a longer-term approach* to planning how to use the grant (over 3 year period). We review our approach and target areas at three points across the academic year and update the statement at least once a year (during the autumn term).

**It is recommended that schools take a 3-year strategy approach. Doing so makes it easier to: take a longer term view; plan spending; incorporate recruitment; develop teaching practice through sequential staff development.*

Accountability

There is a statutory requirement for schools to show how they're using their pupil premium effectively:

- by publishing an online statement
- through inspections by Ofsted (last inspection September 2017)
- through published performance tables

Our aim is to be transparent about how we spend your pupil premium so:

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- parents, carers can understand our pupil premium strategy
 - governing bodies can see evidence-based practice so they can consider the rationale behind all pupil premium-related decisions

Section 2: Our approach (taking a tiered approach)

Our approach draws on findings from The National Foundation for Educational Research. These findings suggest that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the three areas outlined below but focusing all the time on teaching quality (investing in learning and development for teachers).

At St Nicholas CE we focus on these three areas of activity as the drivers to help narrow and ultimately close the attainment gap. This tiered approach combines:

- ✦ Staff development to improve teaching (and learning)
- ✦ Targeted academic support
- ✦ Wider strategies that support readiness to learn

Improving these areas will inevitably benefit non-eligible pupils as well.

What does this look like in school?

Staff development to improve teaching

Training and professional development is arranged throughout the year for all staff to improve the impact of teaching and learning for pupils. Typically, this focuses on priority areas within 'The Quality of Education'. Overwhelming the CPD programme focuses on improving staff knowledge and pedagogy.

Targeted action and academic support

Each year the leadership team review (and re-identify) the main issues preventing disadvantaged pupils from succeeding at school and use the pupil premium to facilitate strategies to overcome these barriers.

Wider strategies that support readiness to learn

Although the main aim of the pupil premium is to raise attainment, we spend pupil premium on:

- non-academic outcomes, such as improving pupils' mental health (ELSA and training for staff)
- non-academic improvements, such as better attendance
- activities that will also benefit non-eligible pupils (Forest School, Extra-curricular, activities to help increase pupils' confidence and resilience)

This might include non-academic use of the pupil premium such as:

- school breakfast clubs
- music lessons for disadvantaged pupils
- help with the cost of educational trips or visits
- additional therapy or external support

Section 3: Pupil premium strategy statement

1.Summary information		
Academic Year 2021-2022	Date of most recent internal PP Review	1.10.21
Total PP budget = £ 14,795	Date for next internal review of this strategy	April 2022

Number of pupils eligible for PP = 10

Armed forces pupils = 1

Total = 11

2. Strategy Statement 2021-2022

The overarching objective is to close the attainment gap between disadvantaged and non-disadvantage pupils.

At St Nicholas CE, the main aims of our pupil premium strategy for the 21/22 are:

- For the quality of education to be good or better
- All parents and careers having a positive engagement with school and their child's learning
- Children to recognise themselves as learners and feel they are a part of the school community
- Attendance for pupil premium children to be in line with non-pupil premium children

Due to COVID-19, we were not able to complete all actions/targets from last year therefore some have continued.

High quality texts are used across subjects to develop a love of reading. Expertise across the Vale Academy Trust is being used to support with the new curriculum. Singing assemblies are being reintroduced. This gives children the chance to express their feelings through music. We are continuing to support children's social and emotional well-being. We recognise that sometimes children have unresolved issues or are upset and need some additional support in order to settle in their learning and have supported emotional wellbeing through the use of the groups around communication, self-awareness and social skills. We are training children to be Mental Health Champions this year. We know that when children are happy and positive they are ready to learn.

Behaviour for learning is a focus this year, ensuring children have all the skills they need to achieve across the curriculum. Full participation in school life is encouraged through school council, eco-council and the St Nicholas CE Awards

With the restrictions lifted on bubbles, we have been able to have more in person meetings in school with families. We have also built on our 'meet the teacher' meetings early on in the term with Parents Evenings at the end of term 1 so that we can engage parents early on. All our Pupil Premium families have additional 6 weekly catch-up meetings. We are also tracking lateness and attendance. With these initiatives, we hope that attendance and engagement continues to increase.

3. Current attainment KS2 18/19 (most recently published)	<i>Pupils eligible for PP (3)</i>	<i>National average</i>
% achieving in reading, writing and maths	0%	65%
% making expected or better progress in reading	33%	73%
% making expected or better progress in writing	33%	78%
% making expected or better progress in maths	0%	79%

4. Current attainment KS1 18/19 (most recently published)	<i>Pupils eligible for PP (2)</i>	<i>National average</i>
% making expected or better progress in reading	100%	75%
% making expected or better progress in writing	0%	69%
% making expected or better progress in maths	0%	76%
% Passed KS1 phonics	100%	82%

5. Main barriers to future attainment for pupils eligible for PP (including high ability)

A	Not all children are confident learners or have access to enrichment experiences beyond school including reading at home regularly.
B	Parents do not always see themselves as a valuable part of their children's education, because of their own school experience.
C	Understanding of vocabulary, particularly subject specific vocabulary is a barrier to achievement.
D	Attendance for PP is below national average and persistent absence is still too high.
E.	Continuing Impact of Covid-19– Engagement in online learning was not as high as that of non-PP children. PP children who were in school did significantly better than those who were learning from home during lockdown. These are the families who currently find it challenging to access PCR tests as they do not own a car, impacting on attendance.

6. Desired outcomes 2021-2022

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Independent learning skills and reading to learn is evident across the school (observations, learning walks, book looks, pupil voice, including questionnaires and QCA)	QCA Behaviour checklists shows a whole school improvement in Behaviour for Learning across the year, with PP children improving at least as well as their peers. Children are able to explain what they are learning in subjects and identify linked knowledge and understanding. Increased engagement of PP children in St Nicholas Character Awards, which promote learning beyond the classroom.

B	All parents of pupil premium children attend face to face or virtual/1:1 parents evening and engage fully in school life with financial support if necessary.	100% of Pupil Premium parents attend parents evenings. 100% of Pupil Premium children access any enrichment activities offered (residential, visits out). 100% of Pupil Premium families attend information meetings and where this isn't possible a personal follow up meeting/phone call is arranged.
C	Whole school focus on language and vocabulary is evident across the school (observations, learning walks, book looks, pupil voice)	Children's ability to communicate orally will improve across the year, measured in their participation in sharing assemblies. Subject monitoring will show an improvement in subject vocabulary including maths language across the year.
D	Improve attendance for all PP pupils, and reduce persistent absence.	PP attendance will be in line with national expectations. Persistent Absence for PP children will be in line with national expectations.
E	To improve the resilience of children so that they have higher expectations of themselves and can deal with setbacks more positively.	All children, including PP children's resilience scores improve across the year (as measured by RISE questionnaire and QCA checklists) Reduction in behaviour issues arising from personal frustration(as monitored by CPOMS)

7. Planned expenditure

Strategy	Objective/Action
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<p>A</p> <p>Total - £4000</p>	<ul style="list-style-type: none"> - Regular staff development sessions that focus on high quality provision delivered through a clear intent - Use expertise across the school and trust (including external expertise in Music, Computing and Science) to support teacher development - Focus on Subject Leads and delivering high quality CPD for to them to deliver to staff - Use pupil progress reviews to focus on achievement of all (including PP) - New curriculum is being delivered across the school, with high quality texts planned in to support reading to learn and reading for pleasure. - New Phonics scheme implemented to support all children in gaining the skills necessary to be a confident reader. - Mathematical models and manipulatives used consistently across the school to support conceptual understanding and reasoning skills. - Mathematical vocabulary and its use is a high profile in lessons. - Accelerated Reader (AR) supports the development of comprehension and higher order reading skills. -
<p>B</p> <p>(£1000)</p>	<ul style="list-style-type: none"> - Regular focus meetings for our Foundation parents face to face to discuss how children have settled into school life. - An online format is used making it easier for parents to book spaces. Phone calls are made so all parents have a meeting time. - Face to Face parents meetings offered. - Register to be taken of attendance. Headteacher and teachers to reach out to parents who aren't able (or haven't) made an appointment <ul style="list-style-type: none"> - Reading and Maths support workshops offered to all parents in Autumn term - Classdojo used to communicate regularly with parents, but with a focus on PP children. - Laptops and communication tools (including internet access) provided to PP families to support access and engagement. - Pupil Premium children supported financially on Yr 5/6 residential to ensure all can access this. - Pupil Premium children supported with the cost of school trips as necessary to ensure full participation.

<p>C (£2500)</p>	<ul style="list-style-type: none"> - Use of Welcomm Pack to assess early language in Foundation/Nursery so that early literacy skills are caught up quickly. - Targeted interventions on oral communication across the school - Key vocabulary in all subjects is explicitly taught and discussed as part of quality first teaching - Reading for meaning is taught regularly in all year groups - Whole Class reading sessions focus on vocabulary and children’s ability to use it fluently. - CPD for all staff in Early Reading and Phonics
<p>D (£2000-ELSA)</p>	<p>Regular tracking of attendance from the Headteacher</p> <ul style="list-style-type: none"> - Close liaison with external agencies - Additional emotional support for pupils with the Emotional Literacy Support TA. - Use of Clasdojo to engage children, with a focus on Pupil Premium children sharing their work with home regularly and messages to parents (welcomes meetings, newsletter, Friday Flyer) -
<p>E £5000</p>	<ul style="list-style-type: none"> - Forest School provision established and accessed by all year groups, with additional smaller sessions for most vulnerable - A range of roles and responsibilities offered to children in every year group , but PP children are all given specific roles. - Establish a clear approach to behaviour and attitudes within the school – expectations and home-school links (stickers, postcards, Merits, positive phone call homes etc..) - A focus on ‘behaviour for learning’ so all children can achieve in every lesson . - Mental Health Champions to be established to help support children’s social and emotional needs. - Training for staff to lead on wellbeing across the school

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Total = £14500	

Section 4: Impact Review for previous year (2020-2021)

The Forest School Leader has undergone Level 3 training, and work is now underway to develop a high quality Forest School site within school which allows a full range of experiences for all children. This had a significant impact last year on Year 6 (5 children) resulted in improved confidence as they transitioned to Secondary school after a challenging year. Accelerated Reader showed 84% made over 1 years progress in the 4 months they had used the program, with 100% making progress above the average for their peers. This will continue to be used next year as the engagement and enjoyment of books has also improved through its use. Continued Professional Development was impacted due to the lockdown (Jan-March) and our ability to visit other schools and access face to face training. The impact of writing training and reading could be seen towards the end of last year where clearer learning journeys made it easier for children to see the purpose of their writing. Support of PP families through school closure either remotely, or with weekly house visits meant that all children were supported in their learning. Laptops were provided to 100% of PP which meant children could access live lessons and feedback through Clasdojo. Attendance for PP children improved across the year as did persistent absence within this group.

	Attendance (Term 1 2020-2021)	Attendance (whole year 2020-2021)	Persistent absence (Term 1)	Persistent absence (whole year 2020-2021)
Non-Pupil Premium	93.1%	96.7%	16%	10.3%
Pupil Premium	82.2%	93.4%	60%	30%