

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	St Nicholas CE Primary Academy
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	68 (34%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 2023/24 2024/25
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Fiona Booth, Headteacher
Pupil premium lead	Mrs Fiona Booth
Governor / Trustee lead	Mr Paul Ainsworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,938
Recovery premium funding allocation this academic year	£9,135
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	£104,073

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 at least 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.

Within the love of God, we aim to equip all of our learners with the skills, knowledge, experiences and understanding they need in order to succeed in their next phase of education.

We will consider the challenges faced by vulnerable pupils and the barriers which may impede their learning experiences. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Fundamental high-quality first 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.

"The best available evidence indicates that great teaching is the most significant lever schools can use to improve student achievement. The best results for all pupils, especially those from disadvantaged backgrounds, depend on ensuring all teachers deliver high-quality instruction."

(Education Endowment Foundation)

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

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 0.5% and 1.4% lower than for non-disadvantaged pupils. 23% of disadvantaged pupils have been 'persistently absent' compared to 18% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities due to the poor socio-economic climate the school community is located in. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have remained consistently high since the pandemic. 45 (66%) of our disadvantaged children currently require additional support with social and emotional needs, including via a Classroom Strategy Plan.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Assessments have shown, both internally and as part of national benchmarks, that our children are performing at a level below the national average in the key areas of Reading, Writing and Maths.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2022/23 demonstrated by: • the overall persistent absence rate for all pupils being no more than

	10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being minimal.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.

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: £ 10,149

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Read, Write Inc materials and resources. Training for staff to ensure effective knowledge and delivery of RWI (Phonics)	Read Write Inc. Phonics teaches young children to read and write, through a structured and systematic approach to teaching literacy. It is used by more than a quarter of the UK's primary schools. Fresh Start is a catch-up programme for those children that are still learning to read at the end of primary and the start of secondary. The reading materials used in Fresh Start are age-appropriate. The EEF has commissioned two evaluations of RWI phonics and Fresh Start. Initially started in 2019, these evaluations (an effectiveness study and delivery study) were re-started in 202 with findings to be published in Autumn 2022. Phonics Toolkit Strand Education Endowment Foundation EEF	3,4
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests (NFER) 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3,4

Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2,3,4
Purchase of experience opportunities to enhance the quality of provision for the children and to ensure that learning is more purposeful and memorable.		1,2,3,4

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

Budgeted cost: £92,924

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing TAs to add value to the work that teachers do.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	3,4
Employing a Learning Mentor to guide and support individuals/families and groups of learners with social and	https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3

emotional support.		
Delivery of bespoke interventions, informed by regular ongoing assessment.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2,4
Purchase of interventions to scaffold and support accelerated progress.	These will be purchased across the academic year in response to the needs of the children as they arise. https://educationendowmentfoundation.org.uk/news/new-research-indicates-disadvantaged-pupils-have-fallen-further-behind-in-maths-as-a-result-of-the-pandemic	2,3,4

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. NFER research (2015)	1
FSM Milk provision		1,2
Purchase of resources to support our attendance procedures.	https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils	1
Purchase of resources to support children for whom	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1,2

social and emotional needs are a barrier to progress and achievement.	SEND Code Of Practice 2015 • Local Offer: Page 59 • Schools: Page 91	
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Total budgeted cost: £104,073

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 2023 to 2024 academic year.

- Overall Attendance has improved from 93.66% to 94.6
- More pupils achieved Phonics Screen than in the previous year
- Zero pupils in receipt of EBSA pathway support
- Only one SEMH intervention required
- 100% of Fresh Start participants completed the programme and accessing their chronological class provision
- Reintegration from Alternative Provision has been successful
- Evidence-based intervention menu in place and closing the gap in Maths, Reading & Writing.

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
Active English	LEAD Teaching School Hub
NELI	Oxford Education
Maths on the Move	Discovery Sports
Wellcomm	GL Assessment
Talk Boost	Speech and Language UK

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?	
What was the impact of that spending on service pupil premium eligible pupils?	