

	<p><u>Pupil Premium Strategy –</u> <u>NCPS</u></p> <p><u>2022-25</u></p>	<p>Nanpean Community Primary School</p> <p><i>Nurturing Children's Passion to Succeed</i></p>
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This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	134
Proportion (%) of pupil premium eligible pupils	35/134 = 26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 and 2024-25;
Date this statement was published	1/12/2023
Date on which it will be reviewed	July 2024
Statement authorised by	Matt Nicholls (Headteacher)
Pupil premium lead	Matt Nicholls
Governor / Trustee lead	Jon Mayman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,133
Recovery premium funding allocation this academic year	£7,012
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	

Total budget for this academic year	£57,145
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium strategy plan for Nanpean School has been derived following review and reflection of the 2022-23 academic year, with consideration and regard given to attendance, behaviour, the Curriculum, and, of course, impact in the form of pupil outcomes.

Continuous review and reflection, through a variety of monitoring strategies, has given us a clear understanding of the challenges faced by our pupil premium children and their families. We have taken into consideration the local community, and needs within this, with regard, but not limited, to:

- Employment and Income
- Education and training
- Health and wellbeing needs

We have also taken into account the EEF research and guidance into using Pupil Premium funding effectively.

Nanpean Community Primary School (NCPS) is an inclusive school and our intention is to support all children to make good progress and reach their highest potential, irrespective of their background and starting point. As a result of this, the focus of our Pupil Premium strategy, as set out in this document, is to support all pupils, irrespective of their starting point but in particular our disadvantaged pupils, to achieve this intention.

When considering **implementation** of this strategy, first and foremost, strong relationships between staff and children underpin our approach, as well as high quality teaching, that is consistently good or better and meets the needs of all of our pupils, which is central to this. 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. Through our FAB Curriculum offer, we now have a carefully planned curriculum that is logically sequenced to ensure a progression of the acquisition of knowledge and skills, and that also provides exposure to a range of culturally rich experiences, including local links through educational visits and special visitors related to jobs / career aspirations.

We recognise that all children have barriers to their learning, and through regular focused progress meetings, we aim to ensure all children, and especially those classed as disadvantaged, are assessed and any needs addressed through targeted support and intervention. Examples of intervention and opportunities offered include: Lego and Play Therapy, SALT and NELI (early language support), Maths Club for KS2 and

additional Mastering Number sessions for KS1, a variety of extra-curricular clubs to support health and wellbeing, Attendance support (SWO and EWO involved to support families), Behaviour support (where this is required).

Our approach to identifying those with need is rooted in robust assessment and discussions with children, their parents and staff in relation to individual need. To ensure they are effective we will:

- ensure pupils are challenged in the work that they're set (high quality teaching)
- act early to intervene at the point need is identified (clear programme of interventions)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve (our FAB Curriculum includes a focus on A: Aspirations)

We are also passionate about working with parents, and ensuring they are involved in their child's learning. As a result, and in order to support approaches highlighted in this document, we are providing parents with:

- A high level of support and communication from staff at Nanpean School.
- Opportunities to discuss their child's wellbeing, education and progress.
- Opportunities to extend their own skills to support their children, through disseminating and sharing information during specific sessions, for example for Read, Write, Inc Phonics and Multiplication (Times) Tables.

Following our outcomes from the 2023 KS2 SATs, we were extremely disappointed with the outcomes after closing the gap to the national average in previous years. However, our disadvantaged children achieved higher than our non disadvantaged children in Reading and Writing, but not in Maths, and Maths is therefore a specific focus from 2023-2025. Our strategy and focus on Maths also includes targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our intended outcome, and thus the **impact** of this strategy, is to improve and sustain progress and attainment for all children, including those classed as disadvantaged.

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 2 years indicates that attendance among disadvantaged pupils has been between significantly lower than

	for non-disadvantaged pupils. A much higher proportion of disadvantaged children have persistent absenteeism when compared to non-disadvantaged children.
2	Observations and discussions with pupils and families have identified social and emotional issues for many pupils (linked to mental health and wellbeing). These challenges affect our disadvantaged pupils and their attainment.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	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.
5	Internal and external assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Our disadvantaged pupils continue to be affected by the impact of the partial school closures during the COVID-19 pandemic. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially (for our disadvantaged pupils) in Maths.
6	Our Ofsted Inspection highlighted that our Wider Curriculum needed further development and to ensure it addresses gaps in pupils knowledge across all Curriculum subjects. Our disadvantaged pupils continue to be affected by the impact of the partial school closures during the COVID-19 pandemic. This has resulted in significant knowledge gaps across all curriculum subjects.
7	Regular Pupil Conferencing with the children shows that many of our children have low aspirations in terms of their future career.
8	Many of our children, including those defined as disadvantaged, do not have access to world class technology to benefit their learning.

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.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 8% (from a negative disadvantage

	<p>gap of 9% in 2022-23 to less than 1% by July 2025).</p> <ul style="list-style-type: none"> the percentage of all pupils who are persistently absent being below 10% (historic (pre Covid-19) national expectation) and the figure among disadvantaged pupils being no more than 2% higher than their peers (by July 2025)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil conferencing and parent questionnaires, as well as feedback from staff in Data and Progress meetings identifies children in need of support and shows a positive impact on pupil wellbeing. an increase in participation in enrichment activities, particularly among disadvantaged pupils.
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 show that more than 50% of disadvantaged pupils met the expected standard (by July 2025).
Improved Maths attainment for disadvantaged pupils at the end of KS2.	KS2 Maths outcomes show that more than 50% of disadvantaged pupils met the expected standard (by July 2025).
A clear and coherently designed curriculum with clear end points and precisely focussed teaching and assessment.	Using History as a template, all subjects to have a detailed document, split into year groups, that details coverage and sequencing, links to other curriculum areas, as well as containing clear end points and assessment tasks.
Aspirations: Children to have their dreams but also be more aware of possible career paths / job roles.	Job roles / careers explored in relation to Curriculum coverage each term and sent to parents via Curriculum Learning Maps (termly). This would be evidenced through Pupil Conferencing.
Technology to be used to improve learning and assessment.	Year 6 Teacher to attend TPAT Advantage Project sessions and

	disseminate information to other staff during Staff Meetings / INSET Days.

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: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
£5,000: CPD with Grammarsaurus to ensure clear coverage and sequencing of all Curriculum subjects in relation to their resources which support curriculum content at NCPS.	Supporting continuous and sustained professional development is crucial to developing teacher practice.	6
£2,500: RWI (Phonics) Development Days purchased to support CPD of Teachers.	(EEF +6 months). Phonics approaches have a strong evidence base indicating a positive impact on pupils, as early reading underpins the Curriculum.	4
£6,000: Timetabled Leadership Time given to Subject Leaders to continue to develop their Curriculum Subject(s) in relation to our FAB Curriculum (including Aspirations focus).	The Effective Professional Development guidance / report outlines the effective use of coaching in supporting development (CPD) of Teachers / Staff.	6, 7
£3,000: Subject Leaders given allotted time to coach peers.	The Effective Professional Development guidance / report outlines the effective use of coaching in supporting development (CPD) of Teachers / Staff.	6
£9,000: iPads purchases as part of	This will allow for technology to be used to inform pedagogy. The Using	8

the TPAT Advantage project.	Digital Technology to Improve Learning guidance report states research in relation to this.	
£1,000: CPD costs and release time for Year 6 Teacher to attend Advantage project sessions.	This will allow for technology to be used to inform pedagogy. The Using Digital Technology to Improve Learning guidance report states research in relation to this.	8
£7,500 (£2,500 per term): Assessment tasks purchased.	Many guidance documents state the need for high quality assessment to inform teaching.	5, 6

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

Budgeted cost: £24,500 (some of the funding for the Teacher on the line below is coming from school reserves) as this puts us over our allocated PPG and RPG budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
£15,000: Teacher appointed to support structured interventions for Maths, including for disadvantaged children.	(EEF +6 months). Teaching and Learning toolkit summarises evidence that underpins one to one and small group tuition, as does the 'Making a Difference with effective Tuition' guide.	5
£1,000: Mastering Number Scheme and Resources purchased.	(EEF +6 months). Research shows that targeted academic support is a strong factor for pupil progress. This is the basis for learning about number (fluency) and national studies, as well as Internal and external assessments, indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.	5
£4,000: 1:1 RWI Phonics Tuition Provided for most disadvantaged / lowest 20% children.	(EEF +6 months). Research shows that targeted academic support is a strong factor for pupil progress, especially when delivered regularly (3-4 times per week timetabled for 2023-24).	4
£4,500: NELI and SALT Intervention provided, including for	(EEF +6 months). Research shows that many disadvantaged children start school with underdeveloped oral	3

disadvantaged children.	language skills and vocabulary gaps among many disadvantaged pupils.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
£600: Gold Level support from Caroline Hunt, Student Welfare Office, to attend monthly attendance monitoring meetings as well as meetings with parents, when required.	(EEF +3 months). Research consistently shows the need for high school attendance in order for children to progress academically and socially. The document titled 'Listening to, and learning from, parents in the attendance crisis' states that following a shift in parents views of attendance, following Covid-19, there needs to be a shift back to how 'every day matters' and that schools need to develop good relationships with parents in relation to attendance.	1
£1,800: Provision of nutritious breakfast bagels through the NSBP Project.	(EEF +4 months). A nutritious breakfast supports children in terms of their focus and concentration to begin the day. This also ensures that children have a nutritious start to the day.	2
No cost: Provision of a 'community pantry' in school.	(EEF +4 months). We have a uniform shop (asking for small donations of 50p for second-hand uniform) and regularly ask supermarkets for donations of food that can be shared with those in need within the school community. We also have foodbank vouchers available.	2
£3,000 (5 hours per week): TIS provided to support	(EEF +4 months). The Improving Social and Emotional Learning in Primary Schools guidance outlines competencies to support pupil development.	2
£400: Young Mental Health Champions (Youth Sport Trust) initiative developed in	(EEF +4 months). The document titled 'Listening to, and learning from, parents in the attendance crisis' states that Mental Health and	2

school and children trained to support their peers.	Wellbeing is a huge factor in relation to school attendance.	
£200: Children trained as 'Play Leaders' who support health and wellbeing of their peers.	(EEF +4 months). The document titled 'Listening to, and learning from, parents in the attendance crisis' states that Mental Health and Wellbeing is a huge factor in relation to school attendance.	2
Costs covered by PE/Sport Premium: Extra-Curricular activities are provided at no extra cost to children's families.	(EEF +4 months). Teaching and Learning toolkit strands in relation to Arts participation and Physical Activity suggest the importance of extra-curricular opportunities. We have a wide variety of sports clubs as well as offering clubs such as Choir / Music and Gardening / Outdoor Learning.	2

Total budgeted cost: £64,500 (some of the funding for the Teacher of Maths is coming from school reserves) as this puts us over our allocated PPG and RPG budget

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022-23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and local level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022-23 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 9% lower than that of the non-disadvantaged pupils in 2022-23, and, although significant pupils affected this and we are aware of those reasons, we recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and behaviour logs demonstrated that pupil behaviour is generally positive but remains a challenge in schools, and challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. This is also a priority for our current strategy.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Phonics Tuition	Read, Write, Inc (RWI) Phonics, Ruth Miskin

NELI	Nuffield Early Language Intervention
Maths Intervention	White Rose Maths
Lifewise PSHE	Lifewise PSHE
SLA for Student Welfare Officer (Attendance)	Brannel School
Trauma Informed Schools (TIS)	Trauma Informed Schools (TIS)
Play Therapy	Katie Bartlett Play Therapy

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We ensured that our service pupil premium children accessed support for their wellbeing, when required, and interventions with a focus on boosting their academic achievement. Their data was closely analysed and gaps in their attainment were a priority for focus, through high quality teaching (classroom teacher) as well as targeted support through interventions.

The impact of that spending on service pupil premium eligible pupils

Teachers observed improvements in wellbeing amongst service children.
Assessments demonstrated progress in subject areas where extra support was provided.