

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	St Nicholas and St Laurence CE Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	17.1
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr Wayne Roberts
Pupil premium lead	Miss Samantha Loader
Governor / Trustee lead	Mrs Louise Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 55000
Recovery premium funding allocation this academic year	£0
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	£55000

Part A: Pupil premium strategy plan

Statement of intent

Pupils at St Nicholas and St Laurence will make expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to have daily high quality teaching across the curriculum and then, where needed, to have access to a wide range of interventions in schools to meet their needs, identified through clear teacher assessment and monitoring.

We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. This links with our PSHE and wider personal development offer. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at St Nicholas and St Laurence CE Primary School.

We will facilitate pupils accessing a wide range of enrichment experiences encompassed by our curriculum so they aid learning for children both in and out of school, which will positively impact on their academic achievement and well-being.

Challenges

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

Challenge number	Detail of challenge
1	Low progress levels in Reading, due to poor language skills limited vocabulary base and not yet high enough expectations
2	Low progress levels in writing, due to poor language skills limited vocabulary base and not yet high enough expectations
3	Low progress in Mathematics, due to poor language skills limited vocabulary base and not yet high enough expectations
4	Not all of our children are achieving a suitable level in their phonics by the end of year 1.
5	Attendance
6	A lack of experiences out of school which will broaden aspirations
7	A growing lack of resilience and self-esteem when faced with a challenge
8	A lack of parental engagement in whole school and child level support

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>High quality teaching (Mastery Approach and lesson design linked to clearly sequenced, meaningful curriculum) to be secure in Writing, Reading and Mathematics to allow disadvantaged children to make at least age-related expectations in Writing, Reading and Maths. If this is not the case, progress has been monitored and a plan put in place.</p> <p><i>By identifying disadvantaged pupils and by being aware of their specific set of needs, support can be offered which will have the maximum impact. Greater accountability and understanding of data developed among the staff team. Ofsted Pupil Premium report into effective strategies - "class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress" "discussions about pupils eligible for the Pupil Premium in performance management meetings"</i></p>	<ul style="list-style-type: none"> - All disadvantaged pupils making at least expected progress in year group - SEND and PP children narrowing their gap from their starting point and their peers. - All staff using The Write stuff (Jane Considine) to teach English writing lessons. - All staff using Power Maths, enriched with NCETM to deliver Maths lessons. - Year 2 – Year 6 staff delivering Reading Rocketeers lessons for guided reading lessons. - Reception and Year 1 staff delivering reading via Little Wandle strategies - All staff, where applicable and appropriate, delivering Little Wandle Phonics scheme for phonics sessions. - Higher attaining disadvantaged children are meeting expectations and targets. - In year progress checks and end of year attainment will show progress. - Tracking over time will show children maintaining or improving their attainment trajectory. - All disadvantaged children access to a carefully planned, broad and balanced curriculum that extrapolates opportunities for all children to work at age related expectations or above.
<p>To improve the resilience and self-esteem in disadvantaged pupils by providing high quality PSHE and RSE lessons and ELSA support,</p> <p><i>Some children do not make expected progress because they do not exhibit positive learning behaviours for a number of reasons. Some of this is due to an emotional need which effects their ability to self-regulate. EEF Toolkit – Social and Emotional Learning +4 months additional progress</i></p>	<ul style="list-style-type: none"> - All staff are using CORUM planning to support and develop the teaching of PSHE and RSE. - ELSA referrals will be focussed and run as an intervention, - Children are resilient learners with improved attitudes to learning and school. - School will be a positive experience for those children - Children will have increased emotional attachment to school and feel that it is a happier place to be, thus increasing their progress and attainment - Attendance will be improved.
<p>To provide disadvantaged pupils with the opportunity to enjoy a wide range of curriculum enrichment learning at a reduced cost in order to improve their wellbeing, self-esteem, confidence, motivation and engagement with school.</p>	<ul style="list-style-type: none"> - More disadvantaged pupils will participate in after school clubs as well as participating in trips, particularly residential visits. - Disadvantaged children will be partaking in enrichment activities which suit their needs and wants.

<p><i>Outdoor learning and residential trips are known to have a positive impact on children's wellbeing, confidence and self-esteem. By removing some of the financial barriers, disadvantaged children will be able to experience these opportunities.</i></p> <p><i>EEF – Outdoor Adventure Learning +4 months additional progress</i></p> <p><i>Encouraging children to participate in a new sport or activity has a positive impact on their general wellbeing and enables them to develop important life skills such as leadership, teamwork and co-operation.</i></p> <p><i>EEF – Sports Participation +2 months additional progress</i></p> <p><i>EEF Toolkit – Arts Participation = +2 months additional progress</i></p>	<ul style="list-style-type: none"> - Trips and residential trips will be heavily subsidised to allow equal opportunities for all to attend.
<p>To raise parental engagement in their children's learning and aspirations by holding events in school (Personal invitations)</p> <p><i>EEF Toolkit – Parental involvement +3 months additional progress.</i></p>	<ul style="list-style-type: none"> - Increased attendance at parent consultations. - Increased opportunities for parents to learn how their children are taught. - Increased opportunities for parents to visit school and children to share their learning journey. - Increased opportunity for parents to engage in their child's learning

Activity in this academic year

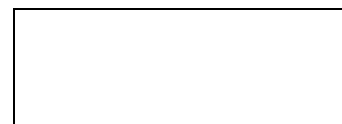
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed, monitor and evaluate the impact of reading and phonics scheme (Guided Reading, Shared Reading, Little Wandle), with a focus on early readers	High quality first teaching will ensure that all PP children can make at least expected progress. Interventions used will be planned based upon the needs of the children, and in some cases will be teacher led. The choice of these interventions will carefully chosen. EEF and other good practice models will be consulted to ensure effectiveness and reliability. Due to this, the progress and attainment of PP children will increase.	1
<i>Embed, manage, monitor and evaluate new writing scheme (Jane Considine-vehicle)</i>		2
Embed, manage and evaluate ongoing impact of Maths TLA through maths scheme (Power Maths, NCETM), with a focus on early mathematicians		3
To ensure that all children, including the lowest 20%/ SEND are learning and retaining essential knowledge and understanding in Geography and History		6
To embed, monitor and evaluate the impact of Phonics scheme, Little Wandle, to support fidelity and a systematic approach		1, 2, 4,

across the school, with a focus on early readers



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

Budgeted cost: £ 27500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure the vocabulary gap is narrowed for disadvantaged pupils through focussed support through the pre-teaching model.</p>	<p>Interventions used will be planned based upon the needs of the children, and in some cases will be teacher led. This will be based upon current assessments. The choice of these interventions will carefully chosen. EEF and other good practice models will be consulted to ensure effectiveness and reliability. Due to this, the progress and attainment of PP children will increase.</p>	<p>1, 2, 4, 7</p>
<p>Catch up and interventions programmes to be structured with SMART targets to ensure the right steps are taken to address the need and close the gap for children who are not at ARE. These will be monitored through various form of data to ensure effectiveness.</p>	<p>By identifying disadvantaged pupils and by being aware of their specific set of needs, support can be offered which will have the maximum impact. Greater accountability and understanding of data developed among the staff team. Ofsted Pupil Premium report into effective strategies - "class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress" "discussions about pupils eligible for the Pupil Premium in performance management meetings"</p>	<p>1, 2, 3, 4, 7</p>
<p>To target support using ELSA and I can Problem Solve. This will enable children:</p> <ul style="list-style-type: none"> - To ensure that children are ready to learn by developing strategies to self-regulate and self soothe when things get challenging. 	<p>Some children do not make expected progress because they do not exhibit positive learning behaviours for a number of reasons. Some of this is due to an emotional need which effects their ability to self-regulate. EEF Toolkit – Social and Emotional Learning +4 months additional progress</p>	<p>7, 8</p>

- To build up a bank of strategies to use without adult support.		
To develop childrens participation, confidence and competence through targeted after school clubs and enrichment opportunities	Encouraging children to participate in a new sport or activity has a positive impact on their general wellbeing and enables them to development important life skills such as leadership, teamwork and co-operation. EEF – Sports Participation +2 months additional progress EEF Toolkit – Arts Participation = +2 months additional progress	6

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

Budgeted cost: £ 11500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to offer breakfast club and ASC provision for free	Some children do not make expected progress because they do not exhibit positive learning behaviours for a number of reasons. Some of this is due to an emotional need which effects their ability to self-regulate. EEF Toolkit – Social and Emotional Learning +4 months additional progress A study by EEF showed that KS1 children were able to make progress of 2 additional months in Maths, Reading and Writing after attending breakfast club.	6, 7
To continue to develop the role of ELSA support for all classes to ensure fluidity from intervention support	Some children do not make expected progress because they do not exhibit positive learning behaviours for a number of reasons. Some of this is due to an emotional need which effects their ability to self-regulate. EEF Toolkit – Social and Emotional Learning +4 months additional progress	7
For our ELSA support team to develop and share strategies with parents/ carers at home	EEF Toolkit – Parental involvement +3 months additional progress.	7, 8
To provide financial support to PP children attending afterschool	Outdoor learning and residential trips are known to have a positive impact on children’s wellbeing, confidence and self- esteem. By removing some of the financial barriers,	6, 7

club, residential and school trips.	<p>disadvantaged children will be able to experience these opportunities.</p> <p>EEF – Outdoor Adventure Learning+4 months additional progress</p> <p>Encouraging children to participate in a new sport or activity has a positive impact on their general wellbeing and enables them to development important life skills such as leadership, teamwork and co-operation.</p> <p>EEF – Sports Participation +2 months additional progress</p> <p>EEF Toolkit – Arts Participation = +2 months additional progress</p>	
To provided uniform vouchers to PP children	No EEF evidence supports this approach. However, it is fundamental that children feel part of a community and having school uniform enables children to feel part of a school community.	6
To provide PP children the opportunity to received free school meals and school milk	No EEF evidence supports this but as a school we feel that it is vital that a child has access to a healthy meal and snacks throughout the school day.	6
<p>To enrich opportunities for wider acknowledgement of our world around us.</p> <p>To raise aspirations in our children.</p> <p>Primary futures</p>	No EEF evidence supports this but as a school we feel that it is vital that a child has access to a aspirational, inspiring and influential experience which promote enrichment and lifelong goals. .	6, 7
To target invitations to disadvantaged pupils and subsidize these activities which are linked to deepening learning within the curriculum.	<p>Outdoor learning and residential trips are known to have a positive impact on children’s wellbeing, confidence and self- esteem. By removing some of the financial barriers, disadvantaged children will be able to experience these opportunities.</p> <p>EEF – Outdoor Adventure Learning+4 months additional progress</p>	6
To be in regular contact with parents to build up a positive relationship and extended knowledge of their children through pupil meetings	EEF Toolkit – Parental involvement +3 months additional progress.	8

<p>To hold parent workshops and information evenings to build parent and carer confidence and knowledge around key areas of learning, to target parents of disadvantaged children by invitations</p>	<p>EEF Toolkit – Parental involvement +3 months additional progress.</p>	<p>8</p>
<p>To continue to develop the use of forest schools by embedding the programme in Year 1 – 4, ensuring that disadvantaged childrens’ confidence and self-esteem are enriched</p>	<p>Outdoor learning and residential trips are known to have a positive impact on children’s wellbeing, confidence and self- esteem. By removing some of the financial barriers, disadvantaged children will be able to experience these opportunities. EEF – Outdoor Adventure Learning+4 months additional progress</p>	<p>6, 7</p>

Total budgeted cost: £57000

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 2021 to 2022 academic year.

Aim	Outcome								
<p>High quality teaching to be secure in Writing, Reading and Mathematics to allow disadvantaged children to make at least age-related expectations in Writing, Reading and Maths. If this is not the case, progress has been monitored and a plan put in place.</p>	<p>Power maths is being taught in all classes. This is being supported by pre-assessments in each topic area. NCETM documentation is also supporting further developments.</p> <p>Our next step is to develop and embed the mastery approach to our lessons to ensure that CPA is used effectively.</p> <p>Quality First teaching for Maths has improved in all areas, but from our assessments, it is clear that there are still gaps in the children's learning.</p> <p>These are being addressed by targeted intervention and support through catch up funding. They are also being addressed within the classroom, through clear assessments of childrens' prior knowledge.</p> <p>Assessments show that:</p> <table border="1" data-bbox="801 1456 1404 1675"> <tbody> <tr> <td>BLW</td> <td>12%</td> </tr> <tr> <td>WT</td> <td>39%</td> </tr> <tr> <td>ARE</td> <td>42%</td> </tr> <tr> <td>GD</td> <td>1%</td> </tr> </tbody> </table> <p>Summer 2021-2022 Teacher Assessments</p>	BLW	12%	WT	39%	ARE	42%	GD	1%
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	<p>Writing is being taught through Jane Considine (The Write Stuff) which is giving children a boost in vocabulary use and sentence structure. This is being supported through SPAG sessions to enrich children's writing ability.</p>								

	<p>Children have increased their vocabulary use but now need to work on their use of skills in the curriculum. This is being developed in lessons where we are working on ensuring that lessons have clear aims and guide children appropriately through.</p> <p>Our focus now will be on using Jane Considine as a vehicle and adapt it to meet the needs of our learners and curriculum aspirations.</p> <p>Through our assessments, it is clear that there are still gaps in children’s learning and writing skills. Catch up funding and targeted intervention has supported the development of this to ensure that the gap in learning has diminished.</p> <p>Assessments show that:</p> <table border="1" data-bbox="810 981 1407 1285"> <thead> <tr> <th>Summer Assessments</th> <th>2021-2022</th> <th>Teacher</th> </tr> </thead> <tbody> <tr> <td>BLW</td> <td>12%</td> <td></td> </tr> <tr> <td>WT</td> <td>42%</td> <td></td> </tr> <tr> <td>ARE</td> <td>45%</td> <td></td> </tr> <tr> <td>GD</td> <td>0%</td> <td></td> </tr> </tbody> </table>	Summer Assessments	2021-2022	Teacher	BLW	12%		WT	42%		ARE	45%		GD	0%	
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	<p>Reading Rocketeers is being taught in all classes from Year 2. Little Wandle reading skills have been taught in Reception and Year 1.</p> <p>Targeted intervention and catch up funding has supported closing the gaps which we have identified in disadvantaged learners.</p> <p>Year 1 Phonics Screening results:</p> <p>For disadvantaged children (Year 1) Met the expected standard: 33% Did not meet: 67%</p> <p>For Disadvantaged Children (Year 2) (Re-take)</p>															

	<p>Met the expected standard: 100%</p> <p>Reading Assessments show that:</p> <table border="1" data-bbox="802 286 1406 595"> <thead> <tr> <th data-bbox="802 286 1106 376">Summer 2020-2021 Assessment</th> <th data-bbox="1106 286 1406 376">Teacher</th> </tr> </thead> <tbody> <tr> <td data-bbox="802 376 1106 432">BLW</td> <td data-bbox="1106 376 1406 432">20%</td> </tr> <tr> <td data-bbox="802 432 1106 488">WT</td> <td data-bbox="1106 432 1406 488">33%</td> </tr> <tr> <td data-bbox="802 488 1106 544">ARE</td> <td data-bbox="1106 488 1406 544">38%</td> </tr> <tr> <td data-bbox="802 544 1106 595">GD</td> <td data-bbox="1106 544 1406 595">8%</td> </tr> </tbody> </table>	Summer 2020-2021 Assessment	Teacher	BLW	20%	WT	33%	ARE	38%	GD	8%
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BLW	20%										
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<p>To improve the resilience and self-esteem in disadvantaged pupils.</p>	<p>We have 4 qualified ELSAs within school. They provide support for children and for families. They work within their allocated classrooms in the morning, and support where needed in the afternoon. This is through a range of check ins, targeted work, self-directed support and social skills support.</p> <p>What is the impact of our resilience? Although there has been an increase in ELSA referrals, there are fewer longer term needs for ELSA support. The intervention is supporting children to develop resilience and key skills to support when things are not going well. 43 children have ELSA support in school, 20 of those are now drop in ELSA support, rather than interventions.</p> <p>This will continue as differing needs develop as we go through school.</p>										
<p>To provide disadvantaged pupils with the opportunity to enjoy a wide range of enrichment activities at a reduced cost in order to improve their wellbeing, self-esteem, confidence, motivation and engagement with school.</p>	<p>Where possible targeted invitations have been received by disadvantaged children. We have increased our range of clubs to include: Drama, Cookery, Fitness, Sports, Music and Football.</p> <p>We have continued to work within bubbles to ensure that children are as safe as possible. Music lessons have been subsidised for children for drumming, keyboard and clarinet. Residential have taken place this year. All disadvantaged children took part in these</p>										

	<p>experiences, apart from 2. They ran from Year 2 to Year 6 and included experiences of staying away from home, nature activities and Outdoor experiences.</p> <p>Trips within school, like sailing, windsurfing, food creating experiences have also been subsidised for disadvantaged children.</p> <p>What is the impact of this in school? Through pupil voice we see that children are enjoying the clubs on offer. Most clubs (4 out of 6) have been oversubscribed.</p>
<p>To raise parental engagement in their children's learning and aspirations</p>	<p>The continued use of parent mail has enabled parents to have a clearer picture of what is happening in school.</p> <p>Learning platforms used in school are promoted to be used at home too. If this is not possible, chrome books have been shared to allow for this to happen.</p> <p>Impact – Children have the access to continue developing their learning at home so that they can maintain and embed key skills taught.</p> <p>Within SEN progress meetings, all disadvantaged parents took part and joined in with the meetings. This was also the same for parents evening.</p> <p>For the majority of disadvantaged learners, attendance is above 95%.</p>

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
Lightning Squad Reading	FFT

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