

Pupil premium strategy statement 2021 to 2022



**Inspire to Aspire
Life in all its fullness**

St Nicholas and St Laurence CE VA Primary School

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 VA Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	18.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	October 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Mr Wayne Roberts
Pupil premium lead	Miss Samantha Loader
Governor / Trustee lead	Mrs Natasha Broomhead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 52660
Recovery premium funding allocation this academic year	£6899
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	£59559

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 access to a wide range of interventions in schools to meet their needs, identified through teacher assessment.

We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. 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 VA Primary School.

We will facilitate pupils accessing a wide range of enrichment experiences 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	<i>Low progress levels in Reading</i> , due to poor language skills and limited vocabulary base
2	Low progress levels in writing, due to poor language skills and limited vocabulary base
3	Low progress in Mathematics, due to poor language skills and limited vocabulary base
4	Not all of our PP 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 to be secure in Writing, Reading and Mathematics to allow PP 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. - 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 shared reading: John Murray for reading lessons. - All staff, where applicable, delivering Little Wandle Phonics scheme for phonics sessions. - Higher attaining PP 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 PP 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 PP children.</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"> - 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 enrichment activities at a reduced cost in order to improve their wellbeing, self-esteem, confidence, motivation and engagement with school.</p> <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>	<ul style="list-style-type: none"> - More disadvantaged pupils will participate in after school clubs as well as participating in trips, particularly residential visits. - PP children will be partaking in enrichment activities which suit their needs and wants.

<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>	
<p>To raise parental engagement in their children’s learning and aspirations</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 manage new reading scheme (Guided Reading, Shared Reading, Little Wandle)	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 be 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 and monitor new writing scheme (Jane Considine)</i>		2
Embed and enrich Maths scheme to build on skills (Power Maths, NCETM)		3
To introduce new RE, Geography and history schemes which build on an enquiry-based learning scheme		6
To introduce new Phonics scheme to support fidelity and a systematic approach across the school		1, 2, 4,

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
To ensure the vocabulary gap is narrowed for PP children through focus in reading and writing lessons.	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 be 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, 2, 4, 7
Catch up and interventions programmes to be structured with SMART targets to ensure the right steps are taken to address the need. These will be monitored through various form of data to ensure effectiveness.	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"	1, 2, 3, 4, 7
To ensure PP children 'catch-up' with any key skills or learning that they have missed during school closures and those identified through baseline assessments	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 be 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, 2, 3, 4, 7
To target support using ELSA and I can Problem Solve. This will enable children: - To ensure that children are ready to learn by developing	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, 8

<p>strategies to self-regulate and self-soothe when things get challenging.</p> <ul style="list-style-type: none"> - To build up a bank of strategies to use without adult support. 		
<p>To target after school clubs and enrichment to the children's needs and wants</p>	<p>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.</p> <p>EEF – Sports Participation +2 months additional progress</p> <p>EEF Toolkit – Arts Participation = +2 months additional progress</p>	6
<p>To target invitations to PP pupils and subsidize these activities.</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.</p> <p>EEF – Outdoor Adventure Learning +4 months additional progress</p>	6
<p>To be in regular contact with parents to build up a positive relationship.</p>	<p>EEF Toolkit – Parental involvement +3 months additional progress.</p>	8
<p>To hold parent workshops and information evenings to build confidence and knowledge</p>	<p>EEF Toolkit – Parental involvement +3 months additional progress.</p>	8
<p>To continue to develop the use of forest schools by rolling the programme out to more year groups.</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.</p> <p>EEF – Outdoor Adventure Learning +4 months additional progress</p>	6, 7

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	<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>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.</p>	6, 7
To continue to develop the role of ELSA support for all classes	<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>	7
For our ELSA support team to develop and share strategies with parents/ carers at home	<p>EEF Toolkit – Parental involvement +3 months additional progress.</p>	7, 8
To provide financial support to PP children attending afterschool club, residential and school trips.	<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>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</p>	6, 7
To provided uniform vouchers to PP children	<p>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.</p>	6
To provide PP children the opportunity to received free school meals and school milk	<p>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.</p>	6

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 2020 to 2021 academic year.

Aim	Outcome												
<p>To ensure outcomes demonstrate a diminishing difference between all children nationally and disadvantaged children in school in Maths</p>	<p>Power maths is being taught in all classes and this continued during the lockdown this year.</p> <p>From our assessments, it is clear that there are gaps in the children's learning.</p> <p>These are being addressed by targeted intervention and support through catch up funding.</p> <p>Assessments show that:</p> <table border="1" data-bbox="699 763 1305 1048"> <thead> <tr> <th colspan="2">Summer 2020-2021 Teacher Assessments</th> </tr> </thead> <tbody> <tr> <td>BLW</td> <td>13.8%</td> </tr> <tr> <td>WT2</td> <td>6.9%</td> </tr> <tr> <td>WT1</td> <td>27.6%</td> </tr> <tr> <td>ARE</td> <td>44.8%</td> </tr> <tr> <td>GD</td> <td>6.9%</td> </tr> </tbody> </table>	Summer 2020-2021 Teacher Assessments		BLW	13.8%	WT2	6.9%	WT1	27.6%	ARE	44.8%	GD	6.9%
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<p>To ensure outcomes demonstrate a diminishing difference between all children nationally and disadvantaged children in school in Writing</p>	<p>Writing assessment during lockdown, via No More marking, has been in line or slightly above comparisons from last year. This scheme of work was starting to be introduced in the spring term officially. This data is not comparable yet, but this will continue to be developed and monitored.</p> <p>We are seeing positive effects in year1 independent writing.</p> <table border="1" data-bbox="699 1234 1305 1429"> <thead> <tr> <th colspan="2">Summer 2020-2021 Teacher Assessments</th> </tr> </thead> <tbody> <tr> <td>BLW</td> <td>20.7%</td> </tr> <tr> <td>WT2</td> <td>6.9%</td> </tr> <tr> <td>WT1</td> <td>27.6%</td> </tr> <tr> <td>ARE</td> <td>34.5%</td> </tr> <tr> <td>GD</td> <td>10.3%</td> </tr> </tbody> </table>	Summer 2020-2021 Teacher Assessments		BLW	20.7%	WT2	6.9%	WT1	27.6%	ARE	34.5%	GD	10.3%
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<p>To ensure outcomes demonstrate a diminishing difference between all children nationally and disadvantaged children in school in Reading.</p>	<p>Reading Rocketeers is being taught in all classes and this continued during the lockdown this year. Shared reading is being taught in Reception and Year 1 as an alternative to the above.</p> <p>Assessments show that:</p> <table border="1" data-bbox="699 1581 1305 1776"> <thead> <tr> <th colspan="2">Summer 2020-2021 Teacher Assessment</th> </tr> </thead> <tbody> <tr> <td>BLW</td> <td>18.8%</td> </tr> <tr> <td>WT2</td> <td>12.5%</td> </tr> <tr> <td>WT1</td> <td>18.8%</td> </tr> <tr> <td>ARE</td> <td>37.6%</td> </tr> <tr> <td>GD</td> <td>12.5%</td> </tr> </tbody> </table>	Summer 2020-2021 Teacher Assessment		BLW	18.8%	WT2	12.5%	WT1	18.8%	ARE	37.6%	GD	12.5%
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<p>To improve resilience and self-esteem</p>	<p>Due to the lockdown, this is the areas where the most support has been given. During lockdown, ELSA support staff were phoning home to talk with children and parents.</p> <p>Since, we have trained up a further ELSA support assistant so that we now have 3 in school. This continues to be a focus for our 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 PP children. We have increased our range of clubs to include: Drama, Cookery, Fitness, Sports, Music and Football.</p> <p>This has not been as successful as we have had to follow government guidance on bubbles and restrictions. This will continue next year.</p> <p>ICT equipment was provided for all PP families to ensure that they were able to engage in lockdown learning. All chrome books were lent out to families who engaged in online sessions. Out of 39 PP children, 27 chrome books were requested. 25 of these engaged in daily home learning. Music lessons have been subsidised for children for drumming and clarinet. No residential have taken place this year and trips out of school have been limited.</p>
<p>To raise attendance and become in line with the target of 96% for all pupils.</p>	<p>Data is not comparable due to lockdowns.</p>
<p>To raise parental engagement in their children's learning and aspirations</p>	<p>At least 90% of every class engaged in online learning during lockdown every day. The introduction 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>

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	