

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	Nutley CE Primary School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	14.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	March 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Elizabeth Peasgood Headteacher
Pupil premium lead	Mrs Elizabeth Peasgood Headteacher
Governor lead	Mr Neil Lovett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,450
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,926
Total budget for this academic year	£19,376

Part A: Pupil premium strategy plan

Statement of intent

Our Mission statement:

At our school, we believe that everyone is an individual. We encourage them to reach their potential in a happy, safe and caring environment. Within our community, we provide a foundation for enthusiastic life-long learning, based on Christian values.

Our intention is that all pupils, irrespective of their background or the challenges they face, make 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.

High-quality 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.

We believe that good learning and good attendance takes place when a child feels happy, safe and secure. Emotional and social stability is key to our approach and we use Thrive as an important tool to support emotional and social development.

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.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils, families and staff have highlighted a rise in the need for social and emotional support for many pupils and families. Anxiety and stress levels for all has been high due to the pandemic and school closure, and this has had an impact on everyone's emotional well-being and resilience. The lack of enrichment activities, social contact and opportunities to work/play collaboratively have been dramatically

	reduced impacting everyone's mental health. These challenges particularly affect disadvantaged pupils and in turn impacts their academic achievements. More than half of our disadvantaged children across the school are currently having Thrive.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with grasping phonics and using reading strategies to decode and read fluently. For them to make the same progress as their peers, it is necessary for them to have specific personalised intervention to increase the opportunity to read and practice key reading skills. Currently, 60% of our PP children are receiving additional support and intervention for reading.
4	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Nutley Attendance (whole school) 2020-2021:</p> <p>All pupils: 97%</p> <p>PP: 92.6%</p> <p>Persistent absence (Below 90%):</p> <p>Nutley 2020-2021 3 children (3.1%)</p> <p>Of these 3 children, 2 were pupil premium.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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 wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations, including Thrive assessments. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

<p>Improved oral speech and language skills and vocabulary among disadvantaged pupils.</p>	<p>Speech and language link assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>Reading assessments show an increase in reading age and fluency for disadvantaged children and their reading ages are in line with their non-disadvantaged peers.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%. • the percentage of all pupils who are persistently absent being below 3%

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: £1,871.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests 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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	<p>3</p>

programme to secure stronger phonics teaching for all pupils.	Phonics Toolkit Strand Education Endowment Foundation EEF	
Thrive practitioner to provide 1:1 and small group programmes.	<p>There is substantial research that shows that social and emotional interventions help pupils to develop healthy relationships, build emotional resilience and understand the importance of emotional self-regulation. These skills in turn give children a greater capacity to learn and consequently increases academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,2,4

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

Budgeted cost: £15,127.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke individual and group reading interventions	<p>Targeted interventions from a diagnostic assessment means pupils receive specific input and support to help close gaps and move their reading skills forward. Additional and explicit teaching of phonics and reading comprehension strategies have been proven to improve decoding, fluency and understanding of a text and thus improving overall reading attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2,3
Use of speech and language link programmes to assess and highlight need and provide personalised interventions to develop oral skills	<p>There is substantial research that shows speech and language interventions have a positive impact on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2

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

Budgeted cost: £1,355.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive sessions to improve emotional and social well-being.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
<p>Giving all children the opportunity to engage in a range of enrichment activities e.g. school clubs, trips, residential trips and music tuition.</p> <p>Disadvantaged children are provided with the school branded elements of school uniform.</p>	<p>All pupils whatever their background get the opportunity and benefit from participating in activities they might not have had the chance.</p> <p>These activities are proven to have wider health and social benefits and support mental well-being.</p> <p>In addition, school helps fund trips and residents for disadvantaged pupils so all opportunities are equal.</p> <p>All children have equal access to the school uniform.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	1,4

Total budgeted cost: £18,354.16

Balance of £1021.84 -spending yet to be determined

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Internal data for pupil premium children:

KS1:

Reading – Expected Standard 60%

Working Towards 20%

Working Below 20%

Writing – Expected Standard 60%

Working Towards 20%

Working Below 20%

Maths – Expected Standard 40%

Working Towards 40%

Working Below 20%

KS2:

Reading – Expected Standard 60%

Working Towards 20%

Working Below 20%

Writing – Expected Standard 40%

Working Towards 60%

Working Below 0%

Maths – Expected Standard 60%

Working Towards 20%

Working Below 20%

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
Read spell and write including those with dyslexia	Nessy
Maths programme for all abilities	MyMaths
Thrive-promoting positive emotional well-being and mental health	Thrive
Maths programme to gain core understanding of addition, subtraction and times tables	TT Rockstars and Numbots