

## Pupil Premium Strategy Statement 2023-2024

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	192
Proportion (%) of pupil premium eligible pupils	43 children = 22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023, 2024, 2025
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Kay Vousden
Pupil premium lead	Kay Vousden, Amanda Dunstone, Amy Cope
Governor / Trustee lead	Peter Corbett

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£62,095</b> PPG for 23/24 Financial Year (Academic year expected to be similar)
Recovery premium funding allocation this academic year	<b>£4785</b> Recovery Grant for 23/24 Financial Year (Academic year expected to be similar)
School Led Tutoring Grant for this academic year	<b>£2295</b>

<p>Pupil premium (and recovery premium*) funding carried forward from previous years</p> <p><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></p>	<p>£0 from 2022/23 financial year</p>
<p><b>Total budget for this academic year</b></p>	<p><b>£69, 175</b></p>

## Part A: Pupil premium strategy plan

### Statement of intent

At Nursteed School our vision is as follows:

In this happy, caring, inclusive school we prepare children for life in an ever changing world. We value diversity and strive to promote equality in all that we do. We work with families, carers and the wider community to equip our children to succeed, by delivering stimulating learning opportunities that develop their skills, knowledge and thirst for learning, within a safe and nurturing environment.

Our aim is that all children thrive and we work to reduce any disadvantage children struggle against, so that our most vulnerable children can achieve in line with the least vulnerable.

Our Pupil Premium Strategy focuses on the recommended three tiered approach to ensure that all our children achieve the best they can.

We ensure our continuing professional development offer is targeted to build quality first teaching in every class.

We offer targeted academic support in a variety of ways to ensure all children keep up, or catch up, when needed.

We use wider strategies to support children and families who are struggling to thrive.

## Challenges

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

Challenge number	Detail of challenge
1	Teaching not being targeted enough or high enough quality to ensure good progress is made in key areas such as phonics, early reading and reading at KS2.
2	Children not securely learning key skills which they will need to build on for future learning.
3	Children not keeping up with the curriculum and not filling gaps in learning due to social emotional needs.
4	Children beginning school behind other children in terms of their language development.
5	Children not receiving the same level of support from home as other children, for example with reading and number work.
6	Children and parents struggling with mental health and wellbeing issues.
7	Children not being able to access the extra curricular activities due to lack of funds and therefore not experiencing the full breadth of our curriculum offer.

## 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
All children will learn synthetic phonics in line with our planned curriculum.	100% of children pass the phonics screen at the end of Y1. Children in Year 2 will be able to read fluently and the % passing the KS1 SAT will be at least in line with the national average.
Quality First Teaching is in place in all classes so that all children can make good progress and achieve well.	The percentage of children achieving the expected and higher standards in national tests is at least in line with the national average.
Children are supported to 'keep up' with the learning if they are struggling.	Early interventions mean that our Disadvantaged Pupils do not fall behind. The gap between Disadvantaged Pupils and non Disadvantaged Pupils is decreasing over time.
Children who have fallen behind in their learning will be supported to catch up	Interventions mean that those children who have been identified as below the expected standard for their age are making rapid progress and are catching up over time.
Children will be able to maintain good mental health and will engage positively with their learning.	Children will be focused, keen and effective learners in lessons.
Parents will be able to maintain good mental health and will be able to support their child's learning.	Parents will support their child by ensuring they come to school regularly, on time and ready to learn. They will support them to do their homework and will communicate appropriately with the teacher if there are any issues concerning the child.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>During 2023/24 CPD to embed learning about the 'Five A Day' approach will be planned into staff meetings to improve Teaching Strategies.</i></p>	<p>P7 of the document by the EEF 'Moving Forward, making a difference: A planning guide for 2022-2023' sets out the 'five a day' approach to improving teaching and learning with these evidence based 'best bets'. During 2022/23 we trained our teachers and TAs in these approaches to ensure they are used regularly and consistently across the school. During 2023/24 we will provide further support and CPD through staff meetings and feedback following lesson observations to ensure these '5 a day' strategies are being considered when planning lessons.</p> <p>The Special Educational Needs in Mainstream Schools' guidance report says these approaches are likely to be particularly beneficial for pupils with SEND but will improve teaching and learning for all.</p>	<p>1+2</p>
<p><i>Phonics Training – Sounds Write for new staff to ensure all teachers and TAs have</i></p>	<p>We are committed to raising the quality of the teaching of phonics and early reading across the school and have invested in training our teachers and</p>	<p>1+2</p>

<p><i>had training in this area and can deliver high quality lesson and interventions.</i></p>	<p>TAs in 'Sounds Write' as our chosen SSP. All staff were trained and were implementing the training successfully in 2022/23.</p> <p>New members of staff joining the school during 2023/24 will receive Sounds Write training and regular CPD will be given in staff meetings to ensure the quality of teaching and learning is high and the Sounds Write approach is being applied consistently and with fidelity to the scheme across the whole school.</p> <p>The EEF toolkit shows that high quality phonics teaching can improve learning by an additional 5 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
<p><i>Teachers will receive regular updates in staff meetings to implement Mark for impact Strategies of:</i></p> <p><i>Class Conferences</i></p> <p><i>Pupil Conferences</i></p> <p><i>Small steps targets using the learning ladders.</i></p> <p><i>They will receive non contact time to carry out pupil conferences</i></p>	<p>Embedding the Mark for Impact approach we started in 2021/22 will ensure pupils get effective feedback as a class and as individuals via Class Conferencing and Pupil Conferencing.</p> <p>The EEF Toolkit tells us that we can add 6 months of learning by ensuring feedback is strong.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	1+2
<p><i>From Summer 2023 we have begun to design our reading curriculum</i></p>	<p>eef.li/literacy-ks2</p>	1+2

<i>for children at KS2. This will require extensive planning for teachers and therefore resources will be given to support this planning process</i>	Recommendation 3 Teach reading comprehension strategies through modelling and supported practice.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 38,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech and Language Interventions will be in place for all those children identified with a need.</i>	<p>Oral Language activities are shown to give 6-7 months additional learning in early years and primary respectively.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	3+4
<i>Keep up and catch up phonics interventions</i>	<p>Giving vulnerable children additional support before they fall behind has been shown to reduce the number who fall behind in key areas such as phonics.</p>	3+4+5
<i>School Led tutoring</i>	<p>The EEF Toolkit shows us that one to one tutoring can add five months learning.</p> <p>Small group tuition can add four months learning. We will use a combination of the two.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	3+4+5
<i>The headteacher, KS2 Reading Lead and a Teaching Assistant will receive training in Reciprocal Reading in</i>	<p>The Reciprocal Reading programme is an example of a structured intervention designed to explicitly teach reading comprehension strategies to pupils. It was developed by FFT literacy and has been tested in a rigorous EEF trial. The programme teaches reading comprehension strategies through regular 20- to 30-minute paired reading and structured discussion sessions over a period of 12 weeks.</p> <p>An EEF evaluation found that a targeted version of Reciprocal Reading delivered by teaching assistants to small groups of Year 5 and Year 6 pupils who were</p>	2

<i>Autumn 2023 and will start to implement this intervention from Term 3 2024 to Y5/6 children</i>	struggling with reading comprehension positively impacted children's reading comprehension and overall reading ability.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>ELSA to support those with behavioural, social or emotional needs</i>	<p>Our ELSA helps children to learn how to self regulate to improve metacognition.</p> <p>The EEF identify three elements to improve readiness to learn: developing cognition, metacognition and motivation. This can add up to 7 months of additional learning and our ELSA supports this process.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	3+6+7
<i>PSA to support parents with mental health and other issues and to sign post them to external services</i>	<p>We are using the EEF document on Parental Engagement to improve how we work with parents to have more impact on individual children's learning.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1669908837">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1669908837</a></p>	6+7

<i>PSA to support parents to get their children to school on time in a condition that means they are ready to learn.</i>	Working Together to Improve school Attendance sets out the cost to children's education by non attendance. Higher attendance leads to higher attainment.	6+7
<i>Free Extra Curricular Activities that prioritise places for Disadvantaged Pupils.</i>	Supporting our disadvantaged learners to attend extra curricular activities has been shown to improve their engagement with school life and learning more generally.	7
<i>Play Therapy is planned for children with significant emotional needs to help them to regulate their emotions and be able to engage with learning.</i>	<p>Supporting children's social and emotional learning</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> shows +4 month impact</p>	2

**Total budgeted cost: £ £62,095**

## Part B: Review of the previous academic year 2022-2023

### Outcomes for disadvantaged pupils

We have a small numbers of Disadvantaged Children in each year group and so assessments need to be reviewed with caution.

Our 'In school' assessments show us that the very large majority of disadvantaged pupils made at least expected progress in Reading, Writing and Maths last year, largely in line with the progress of the whole cohort. Our attainment results are showing that we still have a gap between our disadvantaged learners and the whole cohort, sadly the gap widened during 2022/23 between those in receipt of PPG and those who were not. This is a key priority going forward.

#### **Attainment at key points was mixed:**

**Reception Baseline GLOD** (6 children were eligible out of 30. This is 20% of the cohort, which is higher than the National (14%) and Wiltshire (10%) contexts.)

2 out of 6 of the reception children achieved a Good Level of Development. This is 33%, which is lower than the class average of 63%

**Y1 Phonics Screen** (7 children were eligible out of 26. This is 27% of the cohort, which is higher than the National (14%) and Wiltshire (10%) contexts.)

Four out of seven (57%) children eligible for PPG passed the Y1 Phonics Screen. This was lower than the class average of 73%.

#### **Y2 Phonics Screen**

Four children in the class did not pass the Y1 Phonics Screen and had to retake this in Y2. This included two children eligible for PPG, one passed the screen at the end of Y2

**Y2 SATS ( 4 Children out of 28 were eligible for PPG – 14% of cohort)**

Subject	Disadvantaged Pupil (9c)	All Cohort
Reading	50%	79%
Writing	50%	79%
Maths	50%	82%
Reading, Writing and Maths combined	50%	71%

**KS2 SATS – 4c out of 29c cohort = 14%**

	<b>Attainment at the Expected Standard</b>	
Subject	Disadvantaged Pupil (9c)	All Cohort
Reading	25%	63%
Writing	50%	80%
Maths	25%	57%
Reading, Writing and Maths combined	25%	3%

## Review of Intended Outcomes for 2022/23

Intended outcome	Success criteria	End of 22/23 outcomes
All children will learn synthetic phonics in line with our planned curriculum.	<p>100% of children pass the phonics screen at the end of Y1.</p> <p>Children in Year 2 will be able to read fluently and the % passing the KS1 SAT will be at least in line with the national average.</p>	<p>Not achieved.</p> <ul style="list-style-type: none"> <li>• 3/7 did not pass the Y1 phonics Screen.</li> <li>• 3/4 did pass the phonics screen in Y1 or Y2, leaving one child who has still not passed it.</li> <li>• 2/4 did not reach the expected standard in Reading in the KS1 SATs</li> </ul>
Quality First Teaching is in place in all classes so that all children can make good progress and achieve well.	The Percentage of children achieving the expected and higher standards in national tests is at least in line with the national average and is increasing over time.	Not achieved at KS1 or KS2 with gaps widening over 2022/23 across the school.
Children are supported to 'keep up' with the learning if they are struggling.	Early interventions mean that our Disadvantaged Pupils do not fall behind.	<p>Not achieved.</p> <p>However, the early interventions meant that more eligible children kept up with learning than would have been the case without intervention. Where children have SEND, they are doubly vulnerable and struggled to keep up despite additional support.</p>
Children who have fallen behind in their learning will	Interventions mean that those children who have been identified as below the expected standard for their	<p>Not achieved.</p> <p>However, the early interventions meant that more eligible children kept</p>

be supported to catch up	<p>age are making rapid progress and are catching up over time.</p> <p>The gap between Disadvantaged Pupils and non Disadvantaged Pupils is decreasing over time.</p>	up with learning than would have been the case without intervention. SEN is also a factor for some of our eligible children.
Children will be able to maintain good mental health and will engage positively with their learning.	Children will be focused and keen to learn in lessons.	For some key children, mental health issues have been exacerbated by things outside of school control and additional measures are planned for 2023/24 to support these children.
Parents will be able to maintain good mental health and will be able to support their child's learning.	Parents will support their child by ensuring they come to school regularly, on time and ready to learn. They will support them to do their homework and will communicate appropriately with the teacher if there are any issues concerning the child.	Punctuality is still a key issue for some of our eligible families and this continues to impact on their ability to make progress. This will be a continued focus going forward, with key families having ongoing support from the PSA and members of the SLT.

### 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
N/A	

## 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 have two service children in school and their funding was used as part of the whole school PPG provision.

### **The impact of that spending on service pupil premium eligible pupils**

The two service children are achieving at the expected standard or above for Reading, Writing and Maths.