Pupil premium strategy statement – *Nacton C of E Primary*

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	90
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Gemma Taylor, Headteacher
Pupil premium lead	Gemma Taylor, Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,800
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£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*	£8,800

Part A: Pupil premium strategy plan

Statement of intent

- Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all areas of the curriculum. Our pupil premium strategy is to support disadvantaged pupils to achieve that goal.
- We carefully consider the challenges faced by our pupils. In particular our vulnerable pupils, such as those who have were previously a child in care and young carers. The activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.
- High quality teaching is at the heart of our approach. 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.

Challenges

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

Challenge number	Detail of challenge
1	In some cases disadvantaged pupils are not meeting age related expectations in reading, writing and maths
2	High levels of social and emotional needs
3	Special educational needs (SEND)
4	Limited cultural experiences
5	Access to consistent support and opportunities (breakfast, homework completion, volume of reading at home)

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

More pupils in receipt of pupil premium funding will have reached the end of year expectations for their age.	School data shows that at the end of the year, pupils in receipt of pupil premium have reached age related expectations.
Children are able to fully engage in learning	Whole school THRIVE approach ELSA support Zones of regulation having impact CPOMs system for monitoring safeguarding and behaviour There are fewer incidents of pupils' physical, behavioural, emotional and social needs impacting on the learning of them and others around.
Enhanced profile of need for disadvantaged children with SEND	SES referrals and staff working alongside specialist teachers The SEND local offer being used for PP SEND children Educational Psychology Assessment report with individual strategies in place
To ensure the curriculum is enriched with experiences, visits and visitors. To sustain the range of cultural and sporting opportunities at school. To ensure that all pupils access trips and visits	More pupils in receipt of pupil premium funding access trips and visits. The percentage of pupil premium pupils attending clubs / sporting activities remains in line with non-pupil premium pupils. No pupil will miss out on the opportunity of a trip due to funding.

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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the quality and consistency	• Consistent approach to the planning, teaching and learning of reading to improve progress and attainment.	1

of the attainment of reading so that children are working AT or in-line with whole school.	• Whole school approach to whole class reading to continue to be embedded across the school • Consistently high quality teaching and embedding of the new Little Wandle phonics and reading scheme across the school. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (through not necessarily 5 & 6 5 comprehension), particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
To improve the quality and consistency of the attainment of writing so that children are working AT or in-line with whole school.	• Consistent approach to the planning, teaching and learning of writing to improve progress and attainment using Literacy Shed. • TA targeted support in the mornings, to deliver intervention and support with bespoke English learning.	1
To improve the quality and consistency of the attainment of maths so that children are working AT or in-line with whole school.	• Consistent approach to the planning, teaching and learning of Maths to improve progress and attainment • Termly Target tracker data for PPG and SEND children • Number Stacks intervention delivered by HLTA • Engagement with mastering number at EYFS and KS1 *The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:* click here	1
To ensure all children are able to fully engage in learning.	• SENDCo to review provision termly and communicate with parents/carers and children. • SENDCo referrals to SES for support with all areas of SEND. Including when needed whole school inclusion. • THRIVE assessments to be carried out by THRIVE practitioner for each class and for individuals who need it. • THRIVE practitioner employed for 2 afternoons to deliver THRIVE interventions group and 1:1	2 and 3

	• ELSA employed for three afternoons for interventions *There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life 9 improved academic performance, attitude, behaviour and relationships with peers)* *EEF*	
To ensure all children can access appropriate support at home	• Children make better progress and attainment if both home and school work together. Opportunity will be available for PP children to complete home learning at school. • CGP books are bought for PP children in Y6 so that children have access to appropriate learning for their ability *Evidence based research from the EEF says that Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year* *https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents*	5

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual and group interventions to raise attainment in reading, writing and maths. etc.	• Provision mapping timetable and a team of LSAs deployed to meet children's needs. • Number Stacks, Beat Dyslexia, Language Link, Little Wandle rapid catch-up, letter join handwriting interventions timetabled to meet the needs of PP children *Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 and 3

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

Budgeted cost: £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all PP children have access to Children's University	• PP children will be given a free passport. • Provide a Children's University Club and PP to be invited • Children's university promoted throughout the year and children to attend graduation ceremony at the end of the school year.	
To provide increased number of after school clubs	• 80%+ take up of clubs by PPG children	
To raise self esteem and wellbeing	• Fund one logoed piece of uniform per child • To subsidise school visits on request	

Total budgeted cost: 8,800

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 previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

With very low numbers of disadvantaged children within the school, it is impossible to generalise. However, we are able to comment as follows:

1. *Analysis of end of year KS2 results 2024 showed no disadvantaged children met the expected standard in reading, writing or maths.*
2. *Analysis of the phonics screening outcome 2024 showed disadvantaged children did all meet the expected standard*

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that

- Disadvantaged children are well supported by our pastoral offer
- Attendance was 92.9% compared to 95% whole school attendance

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that [*school would highlight aspects of their strategy that their analysis found to be particularly effective/less effective during the previous academic year*].

- To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils was effective
- To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils was less effective
- To ensure that disadvantaged pupils are accessing school clubs and other enrichment activities was effective
- Improved progress among disadvantaged pupils, particularly in reading was effective
- Improve progress in mathematics, so that more pupils are at Age Related Expectation was less effective.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes..