Nacton Church of England Primary School

Pupil Premium Strategy Plan 2021-2024

School Overview			
Number of pupils in the school	98 in 2021-22 93 in 2022-23 94 in 2023-24	Proportion of pupil premium eligible pupils	13% in 2021-22 10% in 2022-23 10% in 2023-24
Date this statement was published	November 2021 Reviewed Autumn 2023	Date on which it will be reviewed	Autumn term 2024
Headteacher	G Taylor	Chair of Governors	A. Laithwaite

Funding Overview 2021-22			
Pupil premium funding allocation this academic year	£12,105	Recovery premium funding allocation this year	£2000
Pupil premium funding carried forward from previous years	£11,000	Total budget for this academic year	£25,105
Funding Overview 2022-23			
Pupil premium funding allocation this academic year	£11,080	Recovery premium funding allocation this year	£2000
Pupil premium funding carried forward from previous years	£0	Total budget for this academic year	£0
Funding Overview 2023-24			
Pupil premium funding allocation this academic year	£13,790	Recovery premium funding allocation this year	£1160
Pupil premium funding carried forward from previous years	£0	Total budget for this academic year	£0

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.

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Key Challenges to the Achievement of our Disadvantaged Pupils	
1.	Our assessment and observations indicate that the education and wellbeing of many disadvantaged pupils has been impacted by the partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
2.	Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been between 0.2% and 4% lower than non-disadvantaged pupils.
3.	Observations and analyse of school club attendance has shown that, when there is no financial support, the attendance of disadvantaged pupils is lower than the attendance of non-disadvantaged pupils.
4.	The progress that disadvantaged pupils makes is generally, not always, lower than their non-disadvantaged peers. This is most apparent in Reading.
5.	The attainment of disadvantaged pupils in maths is lower than their non-disadvantaged peers.

Intended Outcomes	Success Criteria
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2023-2024 demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations. • Incidences of bullying remain low • Consistent opportunities for participation in enrichment activities.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023-2024 demonstrated by: • The absence rate for all pupils to be below national average • The attendance gap between disadvantaged and non-disadvantaged pupils to be less than 1%.
To ensure that disadvantaged pupils are accessing school clubs and other enrichment activities.	The percentage of disadvantaged pupils attending after school clubs matches or exceeds that of their non-disadvantaged peers. Enrichment activities including enrichment days, educational visits and visitors are planned into the curriculum and are accessible for all pupils.

Improved progress among disadvantaged pupils, particularly in reading.	Progress levels for disadvantaged pupils, across the school, are on par or better than their non-disadvantaged peers.
Improve progress in mathematics, so that more pupils are at Age Related Expectation.	Attainment levels, for disadvantaged pupils, across the school are on par of better than their non-disadvantaged peers.

Activity for the 2023-2024 Academic Year			
High Quality Teaching (for example CPD, recruitment and retention)			
Activity	**Evidence that supports this approach**	**Challenge no. addressed**	**Budgeted cost**
Purchase of DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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. Education Endowment Foundation	4	£3,000 Little Wandle
To purchase reading books that are at an appropriate challenge and interest level for pupils, represent our school community and enhance the curriculum offered to all our pupils.	It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Education Endowment Foundation	4	£1,000 Little Wandle books
Enhancement of the teaching of subjects (core and foundation), including the vocabulary and research of books for classes, by releasing staff.	As above. There is evidence to suggest that there is a gap in vocabulary between disadvantaged and non-disadvantaged pupils at 18months old and that this gap continue to widen as children grow up. SES differences in language processing skill and vocabulary are evident at 18 months - PubMed (nih.gov) In schools, specifically targeting language through a small group intervention can give children with the delayed language the boost they need to narrow the gap between them and their peers.	4	£3,000 (half a day each half terms per teacher)

	Mind the word gap: The difference in poor children's language skills (openaccessgovernment.org)		
To purchase a Maths Mastery approach that is suitable for mixed age classes.	Mastery learning can lead to an additional 5 months progress over the course of a year. This requires a high bar is set for achievement of mastery and collaborative learning is involved.	5	£1,000 approximate
Targeted Academic Support (for example one-to-one support, structured interventions)			
Interventions, led by TAs, for pupils who require additional support.	Teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Education Endowment Foundation	1,4	Cost of TAs
Targeted one-to-one and small group 'booster' sessions, for pupils who require additional support	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Education Endowment Foundation	1,4	Cost of staff
Wider Strategies (for example related to attendance, behaviour and wellbeing)			
To provide ELSA support to pupils who are identified by staff as needing additional support.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Education Endowment Fund	1, 2 and 4	Cost of staffing and ELSA supervision £170

Purchase of school uniform for disadvantaged pupils.	As a school we have a school uniform policy. There is a general belief in the UK that school uniform leads to improvements in pupils' behaviour. Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Education Endowment Foundation	1 and 2	£800
Provide opportunities for all pupils, with a focus on disadvantaged pupils, to have access to a wide range of out of school time clubs. As well, as enrichment activities during school time.	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time. Additional non-academic activities may also provide free or low-cost alternatives to sport, music, and other enrichment activities that more advantaged families are more likely to be able to pay for outside of school. Education Endowment Foundation	1 and 3	£1500 clubs £2000 additional enrichment activities
To provide a range of opportunities for parents/carers to support their children's learning. Including Online safety, reading, and traditional games.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular. Education Endowment Foundation	1, 2 and 4	