

# Nursling C of E Primary School

## Pupil Premium Report 2021 2022



## 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	Nursling C of E Primary
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	May 2022
Statement authorised by	Jo Jearrad Headteacher
Pupil premium Group	HT, DHT, SENCO, Finance Officer.
Governor / Trustee lead	Jackie Barker Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,897
Recovery Premium Grant allocation this academic year	£4,023.75
School Led Tutoring Programme	£3,721
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£61,641.75

# Part A: Pupil premium strategy plan

## Statement of intent

At the heart of this approach is in the knowledge that children learn best when they feel safe and valued. Nursling is proud of its nurturing culture, one of positive, respectful relationships which ensure that all social and emotional needs are met so that all children, regardless of their home life and background, can focus on their learning in school.

Taking each individual child into account and using diagnostic assessments as well as background information, a variety of approaches are used to ensure disadvantaged pupils receive high quality teaching, interventions of support, and challenge as part of a full and varied curriculum.

The impact of Covid being an Adverse Childhood Experience has impacted on all our children over the last two years. Therefore, this strategy takes into account all the different types of trauma that have affected the way in which our children learn. This plan is integral to wider school plans as well as focussing on ensuring our disadvantaged pupils continue to close the attainment gap.

Our intention is that all pupils receive a high quality education in a nurturing environment that enables all children to feel proud of the progress that they make.

## 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 indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

	30% of our disadvantaged pupils in Spring Term 2022 were working at the expected standard for their age group.
4	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  32% of our disadvantaged pupils in Spring Term 2022 were working at the expected standard for their age group.
5	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  35% of our disadvantaged pupils in Spring Term 2022 were working at the expected standard for their age group.
6	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies and were reported to FGB in Spring Term 2 2022.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
New phonics programme embedded with improved pass rates for disadvantaged pupils	Phonics test results will identify achievements of children from disadvantaged backgrounds.
Improved reading attainment among disadvantaged pupils.	Reading outcomes in 2024/25 show that more than 30% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	Writing outcomes in 2024/25 show that more than 32% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Maths outcomes in 2024/25 show that more than 35% of disadvantaged pupils met the expected standard.

Children continue to feel supported in their mental health and well-being to enable them to focus on learning.	Pupil voice responses will show that children feel safe, happy and supported in school.
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## 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: £8,000

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>Diagnostic assessments enables staff to identify gaps in knowledge and other areas, both academic and social/emotional, where support is required.</p> <p>School uses: NFER, Salford (reading) Vernon (spelling) Boxall Profile Assessment forms</p>	1,2,3,4,5
<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>Opportunities to increase vocabulary through oral language interventions will impact on children's ability to make progress in reading and writing.</p> <p>School uses: Rapid Read and has invested in PM books – levelled reading assessment resources.</p>	1,2,3,4,5
<p>Purchase of new phonics programme to secure stronger phonics teaching.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,4,6
<p>Enhancement of our maths teaching and curriculum</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre</p>	5

<p>planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Core Provision, Maths Hubs Solent resources and CPD (including Teaching for Mastery training).</p>	<p>for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100000/maths_guidance_k5_1_and_2.pdf">Maths guidance KS 1 and 2.pdf</a> (<a href="https://www.publishing.service.gov.uk">publishing.service.gov.uk</a>)</p>	
<p>Improve the capacity to be able to support children in small groups and 1-1 with EAL and ELSA requirements therefore keeping mental health and well-being at the forefront of everything we do.</p> <p>We will fund staffing, teacher release time, CPD and resources as required.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	1,2,3,4,5,6

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</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>	1,2,3
<p>SEAL training</p>	<p>SEAL: The Role of the Teaching Assistant in Supporting EAL 2021-2023</p>	1,2,3,4,5,6
<p>LSA training for Intervention support</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p>	1,2,3,4,5,6

	<ul style="list-style-type: none"> <li>Evidence can help to support schools' decisions around which interventions to adopt in their setting. Where schools deliver one to one or small group tuition, they should consider factors that are typically associated with positive learning outcomes:</li> <li>Learning in one to one and small groups is carefully linked with classroom teaching.</li> <li>For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained.</li> <li>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</li> </ul>	
<p>Engaging with School-Led Tutoring from the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,4,5,6</p>

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Staff release time to enable Pupil Voice to take place	Pupil Voice informs all leaders, from the viewpoint of the child, and is recorded in subject leadership action plans and briefing meeting documentation so that actions can be put into place with immediate effect to make improvements where necessary.	6
Lunchtime Supervisors	<p>Covid saw the departure of many LSA's who had been long term serving staff members at Nursling. This presented an opportunity to employ LSA's who would also be contracted as Lunchtime Supervisors. The positive impact on behaviour has been noticeable as the staff know the children exceptionally well and vice-versa. Children feel confident to approach an adult if there is a problem and know that it will be dealt with. Adults feel supported in the role that they do.</p> <p>Lunchtime supervision expectations have been carefully considered with time allocated for support on INSET day, regular meetings for supervisors and assembly time to ensure consistency.</p> <p>Over a 10 week period in the Spring &amp; Summer Terms 2022, only 5% of our children were considered to have had playground behaviour that warranted speaking to the SLT. This was in comparison to the 14% of children spoken to by SLT during a 10 week monitored period during free time in the Autumn Term.</p>	6
CPD to embed clear expectations, use of Restorative Justice to encourage the children to take responsibility and show empathy towards others	<p><a href="https://fordhaminstitute.org/national/commentary/children-learn-best-when-they-feel-safe-and-valued">https://fordhaminstitute.org/national/commentary/children-learn-best-when-they-feel-safe-and-valued</a></p> <p>We were finding that the majority of phone calls into the school office from parents at the end of the school day were from parents who were requiring explanations following a conversation with their child about fall outs between friends from their child's perspective. This impacted on an increase in workload for teachers with time spent having to focus on individual's behaviour rather than teaching, planning and resourcing. The use of restorative justice has had a positive impact and encourages children to show empathy towards others and take responsibility for their choices in behaviour.</p>	6

**Total budgeted cost: £58,000**

**Contingency/Carry forward: £3,641.75**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged girls was lower than the boys. We have seen a positive shift here in 2021/22.

PP TA for children reaching ARE by the end of the academic year 2021 2022	Girls			Boys		
	R	W	M	R	W	M
Year 1 = 4 PP	50%	50%	50%	0%	50%	50%
Year 2 = 6 PP	33%	33%	33%	0%	0%	0%
Year 3 = 4 PP	0%	0%	50%	0%	0%	50%
Year 4 = 3 PP	50%	50%	50%	0%	0%	0%
Year 5 = 5 PP	0%	0%	0%	75%	50%	50%
Year 6 = 9 PP	67%	67%	67%	33%	50%	50%

We have identified PP girls in Year 3 and PP boys in Year 3 and 4 as targeted groups that are receiving small group and 1-1 tuition to support progress in these year groups. Boys in Year 2 are receiving targeted intervention support. Good progress has been made by language and communication development of our EAL child in Year 5, this will not reflect progress in reading, writing and maths at this stage.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our disadvantaged families were also supported through the instigation of a school community food bank, run and led by staff. All children were also given a poem, prayer and teddy-bear to show they were being thought of throughout a very difficult time.

## End of Key Stage 2 Data Comparisons

End of KS2	Year 6 Cohort 2020/21						Year 6 Cohort 2021/2022					
	No in class		Non PP		PP		No in class		Non PP		PP	
	29		22		7		28		19		9	
Gender split	B	G	B	G	B	G	B	G	B	G	B	G
	17	12	12	10	5	2	17	11	11	8	6	3

End of KS2	Reading				Writing				Maths			
	2020/21		2021/22		2020/21		2021/22		2020/21		2021/22	
Working at Expected level and above	Teacher Assessed		TA predictions		Teacher Assessed		TA predictions		Teacher Assessed		TA predictions	
Year 6	66%		71%		66%		75%		59%		71%	
Non- PP children	68%		74%		68%		79%		59%		74%	
Year 6 PP	57%		67%		57%		56%		57%		67%	
PP Gender Split	B	G	B	G	B	G	B	G	B	G	B	G
	80%	0%	67%	67%	80%	0%	50%	67%	80%	0%	67%	67%

## Externally provided programmes

Programme	Provider
X Tables Rockstars	TT Rockstars
Computing	Mr P ICT
RSE, PSHE & Well-being, Languages	Kapow
Speech and Language Therapist Sara Bidder	HCC
Staff Meeting and LSA training by Specialist Advisory Teacher, Sarah Bowditch.	Specialist Teacher Advisor for Communication and Interaction. Education and Learning Specialist, HCC.
Primary Behaviour Service	Clifford Centre, Calmore. HCC
Widget	Widget

## Service pupil premium funding (optional)

1 x Service Child

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Pastoral support from ELSA who was also FEIPS trained as required.</p> <p>We have engaged in a programme of CPD with all Learning Support Assistants so that they can best support the needs of all children in class.</p> <p>We have purchased resources such as reading books as appropriate.</p>
What was the impact of that spending on service pupil premium eligible pupils?	Children felt safe, secure and well supported in school.

### Further information (optional)

Children admitted on the Homes for Ukraine scheme can be treated as eligible for FSMs from the date of admission, even though they are still waiting for their eligibility to be confirmed.

This will enable them to receive any shopping vouchers in the school holidays and attend holiday play schemes with a free place.

School will also ensure these children will receive support from ELSA and our LSA who is currently completing training in supporting EAL children.