

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	St Nicholas C of E Primary School
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 21
Date on which it will be reviewed	July 24
Statement authorised by	C Taylor
Pupil premium lead	C Taylor
Governor / Trustee lead	S Dunstan

Funding overview 21-22

Detail	Amount
Pupil premium funding allocation this academic year	£106,735
Recovery premium funding allocation this academic year	£10,585
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£117,320

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Pupil premium strategy plan – St Nicholas C of E Primary School

Statement of intent

St Nicholas Church of England Primary School is a Christ-centred, loving and nurturing learning-community. Uniting home, school and Parish, we strive to support, guide and develop the uniqueness of every individual's God-given gifts and talents.

At St Nicholas Church of England Primary School, we are inspired by Jesus to be the very best we can be. With his influence, we aim to create a calm, happy and purposeful environment for all children and staff. We will ensure all of our children achieve their full potential by developing their skills, talents and interests, within a creative environment.

We promise to provide a stimulating working environment and curriculum, which encourages learning in which children show interest, enthusiasm, and independence. We will facilitate children's achievements and potential by setting high standards and providing a carefully planned programme of work - delivered through high quality teaching.

The school receives funding to ensure we provide additional support to raise the attainment of disadvantaged pupils, this is called Pupil Premium. Every pupil who is eligible for Free School Meals, or who has been in receipt of Free School Meals in the past six years, receives £1345 for the academic year. The numbers on roll, and eligible for additional funding are determined at January census. The number of children who are eligible for funding may differ from the number of pupils who are on roll at the end of each Key stage and are included in assessment data. Pupils who are Post-looked after receive £2345 and service pupils receive £1550. All of these pupils are referred to as Ever6.

It is our role to ensure we allocate and spend this funding responsibly in order to have an impact on the progress of these pupils and close the gap between Pupil Premium children and others. Since September 2014, all pupils in KS1 have received Universal Free School Meals (UFSM), meaning all pupils aged 4 to 7 have a hot meal, every day in school. Those pupils in KS1, whose families are classed as disadvantaged, are in receipt of the Pupil Premium funding too.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning through non-attendance during the pandemic
2	Early Reading skills are below average – Phonics scheme needs updating 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	Parental support
4	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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.

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
Gaps in learning are identified and successfully addressed	Gaps in learning are closed and pupils attain highly
Attendance is good and PA is reduced	Attendance is above 96.5% PA is reduced to in line with NA
Good teaching (including early reading) is evident throughout school	New phonics scheme supporting pupils and teachers has a positive impact on achievement and standards.
Parents are engaged positively and able to support children in their learning	Pupil achievement remains high and is supported well by parental engagement
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged and vulnerable pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> · qualitative data from student voice, student and parent surveys and teacher observations · a significant improvement in daily 'rate my life' on Zumos · a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £80814.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics CPD and new programme of study</i> £1630	Good teaching (of early reading) is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Recovery Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	1 2
<i>Develop the use of Forest School</i> £3477.44	Use of the Forest School supports holistic child development. Forest School is an inspirational process that offers all learners regular opportunities to achieve, develop confidence and self-esteem, through hands-on learning experiences in a local woodland or natural environment with trees.	1 4
Teaching Assistants support across the school £76,572.92	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) Well planned use of Teaching Assistants in line with EEF guidance has a positive impact on children's ability to access quality first teaching in the classroom and to receive high quality interventions and support.	1 2 4

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

Budgeted cost: £9989.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Support for all children, particularly those who are disadvantaged or vulnerable. £3697.90	Academic Mentor Academic Mentor FAQs - NTP (nationaltutoring.org.uk)	1 2
School led Tutoring £5054.40	Frequently Asked Questions for School-led tutoring - NTP (nationaltutoring.org.uk)	1 2
National Tutoring Programme – Tuition Partner £1237.50	Tuition Partners FAQs - NTP (nationaltutoring.org.uk)	1

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

Budgeted cost: £25649.84

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family Support Worker in school to support those families who need it most.</i> £18,088.90	The Family Support Worker is invaluable in ensuring disadvantaged and vulnerable children are supported holistically in school. The role entails: Signposting families to NHS / Children's services; supporting families in financial hardship; conducting home visits; supporting families needing housing arrangements and being an 'ear' at school for anyone needing it. The FSW works to support those families with attendance issues and works alongside the PWS to support / prosecute poor attendance where necessary. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3 4

<i>Playworker support at lunchtimes</i> £7560.94	Play workers ensure vulnerable children are supported through play at lunchtimes – they have worked with staff and the FSW to ensure all children are included in structured games and play.	4
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Total budgeted cost: £117,320

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.

Attendance of all pupils in receipt of pupil premium funding will be in line with the school average.

During the autumn term 2020, 7 out of 10 children attended in line with the school average.

The school was closed to most children during the majority of the spring term 2021 and attendance for all children decreased during the summer term 2021 owing to the ongoing pandemic.

Pupils' personal, emotional and social wellbeing issues are well supported and children make good progress.

Many children have been affected by the school closure which lasted for much of the spring term at the beginning of 2021. Despite a number of different approaches to support children's personal, emotional and social wellbeing, it is apparent that this is an area which requires an even greater focus during the coming terms.

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
Learning by Questions	Learning by Questions
1:1 Maths Tutoring	Third Space Learning