

# Pupil premium strategy statement 2024/25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	The Florence Nightingale Academy
Number of pupils in school	336
Proportion (%) of pupil premium eligible pupils	114 (32%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023- 2025 (Year 3)
Date this statement was published	October 24
Date on which it will be reviewed	July 25
Statement authorised by	Lucy Baxter
Pupil premium lead	Lucy Baxter
Governor lead	Michael Bradley/Bill Howard

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,125
Recovery premium funding allocation this academic year	£18,705
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	£191,830

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed • In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	Weak communication and language skills
2	Low attainment on entry to the Early years Foundation stage
3	Attendance and punctuality issues

4	Chaotic home lives and social care involvement
5	Behaviour difficulties – SEMH needs

## 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
To reduce the gap in reading and writing	Data will show that the gap between disadvantaged pupils and non-disadvantaged pupils is closing in reading, writing and maths. Outcomes at the end of Key Stage 2 will demonstrate that disadvantaged pupils achieve the expected standard or above in reading and writing
Attainment in phonics improves	Staff are sufficiently trained to deliver high quality teaching in phonics. Monitoring and observations will show the quality of teaching is at least good. Outcomes are at least same as national for phonics screening check.
Enrichment activities of the curriculum	Disadvantaged pupils access a variety of trips and residential as part of our school pledges. Pupils engage in trips and visits to enrich learning, raise aspirations, and gain new experiences.
Attendance will improve	The average percentage attendance data for disadvantaged students is, at least, 96%. The number of disadvantaged students classed as being persistently absent is below 5%.
To provide nurture and wellbeing support	High quality CPD for all staff so they are able to identify and support vulnerable pupils. Nurture sessions are provided for all children who require additional emotional support.

## 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: £86,941

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children to be screened for Speech and language support/ bespoke plans by EY teacher NELI intervention	Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception.  In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently Higher than average numbers of children access SALT in Reception –support or 1:1 bespoke support from the NELI TA  <a href="https://educationendowmentfoundation.org.uk">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a>	1,2
<i>Experienced TA appointed to provide communication and language support</i>  <i>Extra TA support across EY</i>	On entry to Reception, most children have low Language and Communication skills – 90% of disadvantaged children are working in the low 30-50/ 22-36 month age band. Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that ‘typical’ Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. <a href="https://educationendowmentfoundation.org.uk">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a>	1,2
<i>X2 Oracy champions via Voice 21</i>	Oracy programme – Voice 21 delivered in school. To provide high quality talk opportunities in every classroom,	1,2
<i>Staff CPD</i>	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the White Hill’s Park Trust. All staff to lead effectively are released once a half	1,2,3,4

	term. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	
<i>Sounds write</i>	Training and resources including non-fiction books. <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1,2

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

Budgeted cost: £ 42,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra reading MDS daily sessions provided for KS1 children and bottom 20% Y3 children	The 'headline' attainment measure at KS1 (percentage of children achieving at least the expected standard in Reading, Writing & Maths) could indicate that COVID-related disruption has had a considerable impact on outcomes, especially in 2021. Only 38% of	1,2
After school tuition Y6	<a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2
<i>Times table rockstars</i> Y4 intervention	All children from Y2 onwards to access, both at home and school. Data shows effectiveness and supports learning and engagement. <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2
<i>Targeted interventions in:</i> Y1 – Phonics Y3 and Y6	X2 experienced teachers supporting children to diminish the gap. Phonics, vocabulary, reading and writing focus.	1,2

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

Budgeted cost: £ 62,319

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour/Attendance lead to prevent any issues occurring	Behaviour lead MC to intervene and spot triggers which affect learning low level behaviour and provide support for children and parents. MC/ to support teachers with poor attenders and lead meetings/action plans .Attend training delivered to staff. <a href="https://www.educationendowmentfoundation.org.uk/improving-behaviour-in-schools">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a>	3, 5
<i>Nurture base (The Den) led by SENDCO</i>	To support children with SEMH needs identified by class teachers. 1 TA to be ELSA trained. Play therapy training/trauma and attachment bespoke programmes delivered. Sensory based interventions. <a href="https://www.educationendowmentfoundation.org.uk/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
<i>Residentials</i>	It is essential that children have time away for their wellbeing, they need to build up life experiences that they in turn can write about.	1,2,3,4,5
<i>Music provision for children to learn an instrument</i>	Children to learn the ukulele and guitar	1,2,3,4,5

**Total budgeted cost: £ 191,830**

## 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 **2024 to 2025** academic year.

#### Reading/writing

This year we looked at our whole school writing programme using – The Write stuff programme to deepen children’s vocabulary and grammar development across school. This will continue next year alongside a further development of writing. Next steps include all teachers will be receiving training from the Flying high English hub to look at transcriptional skills.

Reading interventions continue to take place and the English lead tracks the bottom 20% of children who then receive extra catch up from our reading team to help diminish the gap.

Our Voice 21 oracy programme has had a beneficial impact and is beginning to feed into children’s writing skills. They are able to mentally rehearse sentences before attempting to write. Confidence to partake in Oracy activities is growing and children of all ages are improving their communication skills, building on prior learning to feed into knowledge of topics across the curriculum.

As shown below, outcomes in Y6 have continued to be strong and gaps are closing to be nearly in line with national. Good progress has been made to ensure we focus on pupil premium children achieving the national standard.

	2023			2024			2025		
				<i>FNA</i>	<i>Nat</i>	<i>PP</i>	<i>FNA</i>	<i>Nat</i>	<i>PP</i>
<i>Reading</i>	65%	73%	24%	80%	74%	50%	70%	75%	65%
<i>Writing</i>	71%	71%	27%	74%	72%	54%	74%	72%	65%

## **Phonics**

Children had additional sessions x2 daily. Extra phonics sessions were individualised for PP children, these were delivered by skilled TA's to provide catch up to those falling behind. This year we have made good progress in closing the gap further.

	2024  <i>(10 Children PP - 26% of cohort)</i>	2025  <i>19 Children – 42% of cohort</i>
Whole cohort	58%	64%
PP	30%	70%
National	80%	80%

## **Enrichment of the curriculum**

*We again supported children to access our residentials - Y4, Y5, Y6. Ballet lessons were attended by Y1 and a specific RE trip to Derby to visit a range of religious building was planned for Y4.*

*Children's cultural capital has been expanded. All children benefited from having the extra opportunities which supports both their academic learning as well as their SMSC values.*

## **Attendance**

*Our whole school attendance has gone from strength to strength. This has been based around our whole school policy which was created 3 years ago. The school has very tight systems, children and parents are offered a variety of support, before the school takes action (e.g. fining). As a school we are part of a national attendance hub, which gives us up to date training and resources. DHT works with office admin to ensure*



*monitoring takes place, letters to parents go out weekly and action plans are in place for children who are falling into PA.*

*Children receive rewards for improved attendance, and all staff monitor those who are late to school.*

<b>2024</b>	<b>Whole school: 94.2%</b>	<b>PP children:94.8%</b>
<b>2025</b>	<b>92.2%</b>	<b>93%</b>

### **Wellbeing**

*This year we have worked with the MHST, mental health and well being workshops delivered by the team for children F2 – Y6. Topics covered include sleep hygiene, secondary school transition, SATs preparation amongst others. This will continue into next year.*

*High quality training for adults in school has been a priority this year, access to ELSA support from trained TA's, bereavement support, Lego therapy delivered by newly trained TA, talk time sessions for identified children.*

*Staff training around ACES/trauma, zones of regulation.*

*SENCO attended Trauma informed approach course – led training for all staff.*

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## 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
Times Table rockstars	Maths circle
White rose maths	White Rose maths
Sounds Write phonics scheme	Sounds Write ltd
The Write stuff	Jane Considine ltd
Voice 21 - oracy	Voice 21

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*