

Pupil premium strategy statement – Nantwich Primary Academy

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	34% (70 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	<i>Mrs Susan Spence, Principal</i>
Pupil premium lead	<i>Mr Lee Bebbington, Vice Principal</i>
Governor / Trustee lead	<i>Mr Glyn Lowe, lead for disadvantaged pupils</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,240
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£93,240

Part A: Pupil premium strategy plan

Statement of intent

At Nantwich Primary Academy, our unwavering intention is that every pupil, irrespective of their background or the challenges they face, achieves good progress and high attainment across all areas of the curriculum. Grounded in our guiding principle,

“Nurturing every child on the pathway to success!”, our strategy prioritises closing the attainment gap between disadvantaged pupils and their peers while ensuring high attainers are supported to excel further.

We acknowledge that disadvantaged pupils often encounter unique barriers to learning and development, including:

- Persistent attendance challenges that negatively impact attainment.
- Vocabulary and oracy gaps from early education, hindering access to the broader curriculum.
- Social, emotional, and mental health (SEMH) difficulties that undermine confidence and readiness to learn.
- Limited participation in enrichment activities, reducing opportunities for aspiration-building and cultural capital.

Our strategy is built on the principle that high-quality teaching has the most significant effect in closing attainment gaps, as highlighted in the Education Endowment Foundation’s (EEF) *Guide to Pupil Premium*. It aims to address the most pressing needs of disadvantaged pupils while also raising standards for all pupils across the school.

By employing robust diagnostic assessments and evidence-based strategies informed by the EEF and other research, our approach integrates three key pillars:

1. High-quality teaching to ensure inclusive and effective classroom practice.
2. Targeted academic interventions to close learning gaps.
3. Wider strategies to address attendance, wellbeing, and cultural capital.

To ensure effectiveness, our approach involves:

- Setting high expectations and providing challenge and support for disadvantaged pupils.
- Identifying and addressing barriers early with tailored interventions.
- Adopting a whole-school ethos where every member of staff takes ownership of disadvantaged pupils' progress.
- Engaging all stakeholders in the strategy and rigorously monitoring its implementation and impact.

Through this multi-faceted approach, we aim to see measurable and sustainable improvements in attendance, attainment, and wellbeing for our disadvantaged pupils, ensuring every child has the opportunity to thrive and succeed at Nantwich Primary Academy.

Challenges

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

Challenge number	Detail of challenge
1 Improving oral language and vocabulary development	Assessments and observations highlight persistent gaps in oral language and vocabulary among disadvantaged pupils, particularly in EYFS and KS1, but not only. Evidence from the EEF 'Oral Language Interventions' demonstrates that structured interventions can have a substantial positive impact on pupil outcomes.
2 Addressing attainment gaps in reading, writing, and maths	Combined attainment for disadvantaged pupils in RWM remains significantly below national averages. Evidence from the EEF 'Improving Literacy in Key Stage 1' and EEF 'Improving Mathematics in Key Stages 2 and 3' demonstrates the importance of targeted interventions in comprehension, mathematical reasoning, and fluency to close attainment gaps.
3 Supporting social, emotional, and mental health (SEMH) needs	Wellbeing surveys, behaviour tracking, and discussions indicate SEMH challenges impact confidence and readiness to learn. Guidance from the EEF 'Improving Social and Emotional Learning in Primary Schools' highlights the importance of embedding SEMH strategies into school practices to support resilience and learning readiness.
4 Increasing enrichment opportunities to raise aspirations	Many disadvantaged pupils have limited participation in extracurricular activities, trips, and leadership roles. The EEF 'Arts Participation' demonstrates a positive link between enrichment opportunities and aspiration-building for disadvantaged pupils.
5 Improving attendance and reducing persistent absenteeism	Attendance analysis reveals persistent challenges among disadvantaged pupils. The EEF 'Working with Parents to Support Children's Learning' highlights the role of parental engagement in addressing attendance issues and improving pupil outcomes.

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 attendance rates for disadvantaged pupils	Attendance for PP pupils meets or exceeds 96%, with persistent absenteeism reduced to below 10%. Current attendance for PP pupils is 93.4%, with persistent absenteeism at 15.4%. Staff will implement targeted family engagement, attendance mentoring, and rewards systems to close this gap. Progress is monitored termly, with interventions adapted based on real-time attendance data.
Narrow the attainment gap in KS1 and KS2 reading, writing, and maths (RWM)	By the end of KS1, PP pupils achieve a combined RWM score of at least 65%, building on foundational skills in phonics and numeracy. Current KS1 whole school RWM combined outcome is 61%. By the end of KS2, PP pupils achieve at least within 10% of the national average for RWM combined, improving from the whole school's 2023/24 figure of 42.9%. Rigorous monitoring through Pupil Progress Meetings ensures timely and targeted support to sustain progress.
Enhanced oral language and vocabulary skills among disadvantaged pupils	EYFS outcomes show improved oral language and vocabulary for PP pupils, narrowing gaps with peers. KS1 and KS2 assessments, supported by pupil voice and book scrutiny, demonstrate significant improvement in vocabulary and comprehension. Oracy and structured vocabulary teaching strategies are embedded across year groups to ensure sustainable progress.
Address SEMH needs to improve readiness to learn and behaviour	SEMH programmes lead to a 20% reduction in behaviour incidents for PP pupils, with improved engagement and confidence reported in pupil and parent surveys. All PP pupils requiring SEMH support access timely interventions, supported by the learning mentor and other trained staff. Wellbeing outcomes are regularly monitored to ensure impact and inform future provision.
Increased participation in enrichment opportunities to raise aspirations	At least 80% of PP pupils participate in extracurricular activities, trips, or leadership roles by the end of the academic year. Participation data is tracked termly, with targeted support to address barriers such as cost or lack of confidence. Enrichment opportunities are linked to the curriculum to enhance cultural capital and academic engagement.
High-quality teaching ensures gaps in learning are addressed effectively	PP pupils' progress in RWM is rigorously tracked using formative and summative assessments. KS2 scaled scores for PP pupils in reading, writing, and maths aim to exceed the school's current averages of 99.00 in maths and 98.93 in reading by 2025. Tailored interventions, informed by SLT and SENDCO reviews, address identified gaps and ensure alignment with school improvement priorities.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£32,634**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development in adaptive teaching, oracy, and mastery maths	Professional development in adaptive teaching, oracy, and mastery maths: The EEF 'Effective Professional Development' report emphasizes that high-quality teaching is crucial for closing attainment gaps.	1, 2, 3
Embedding dialogic teaching and vocabulary-rich approaches across the curriculum	The EEF 'Oral Language Interventions' toolkit demonstrates significant gains from structured dialogic activities.	1, 3
Continued use of diagnostic tools, including Lexplore and standardised assessments	Reliable data identifies gaps, informs targeted support, and measures impact effectively, as highlighted in the EEF 'Assessing and Monitoring Pupil Progress' guidance.	2, 3
Continuation of phonics and vocabulary CPD to EYFS, KS1 and KS2 staff	The EEF 'Improving Literacy in Key Stage 1' guidance validates the importance of phonics in boosting reading accuracy and comprehension.	1, 3
Targeted CPD on SEMH-informed teaching approaches	National research underscores the importance of integrating SEMH strategies into teaching practice, as detailed in the EEF 'Improving Social and Emotional Learning in Primary Schools' report.	3

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

Budgeted cost: **£41,958**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of small-group tutoring for reading, writing, and maths	The EEF 'Small Group Tuition' evidence highlights that small-group tuition can have a significant positive impact on attainment, particularly when sessions are targeted and align with classroom learning.	2
Structured oracy interventions, including Debate Mate and classroom scaffolding	The EEF 'Oral Language Interventions' report demonstrates the consistent improvement in literacy and communication skills achieved through structured oracy approaches.	1, 3
Implementation of resilience mentoring programmes for disadvantaged pupils	Research into mentoring programmes, supported by the EEF 'Improving Social and Emotional Learning in Primary Schools' , highlights the significant social and emotional benefits these programmes can bring, particularly for vulnerable pupils.	3, 4
Targeted interventions for PP pupils underachieving in KS1 and KS2 assessments	Evidence-based approaches ensure focused support in areas like comprehension and numeracy. The EEF 'Teaching and Learning Toolkit' provides comprehensive guidance on tailoring interventions to improve outcomes effectively.	2, 3

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

Budgeted cost: **£23,148**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of attendance incentive schemes for persistent absentees	The EEF 'Working with Parents to Support Children's Learning' guidance highlights that targeted support for families can improve attendance outcomes, making this a key strategy for addressing persistent absenteeism.	5
Expansion of the Learning Mentor's SEMH programmes	The EEF 'Improving Social and Emotional Learning in Primary Schools' outlines how social and emotional learning interventions improve resilience, behaviour, and academic performance. These programmes are crucial for addressing barriers to learning related to social, emotional, and mental health challenges, particularly for disadvantaged pupils.	3, 4
Subsidising extracurricular activities and trips for disadvantaged pupils	According to the EEF 'Arts Participation' guidance, arts and extracurricular engagement have a positive impact on academic outcomes and aspiration-building, particularly for disadvantaged pupils.	4, 5

Total budgeted cost: £93,240

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overview:

Area	Outcome
Year 1 Phonics	NPA: 88% (National: 79%).
Year 2 Phonics	NPA: 71%.
Year 2 SATs	Reading: NPA 75% (National: 68%). Writing: NPA 71% (National: 60%). Maths: NPA 71% (National: 70%). RWM Combined: NPA 61%.
Year 4 Multiplication Check	NPA: 68% (National: 29%).
Year 6 SATs	SPAG: NPA 56% (National: 72%). Reading: NPA 41% (National: 73%). Writing: NPA 67% (National: 71%). Maths: NPA 48% (National: 73%). RWM Combined: NPA 33% (National: 59%).
Attendance (PP Pupils)	93.4% (National: 92.6%).
Persistent Absence (PP Pupils)	15.4% (National: 16.6%).

PP vs Non-PP Performance Insights:

Our year-on-year performance analysis reveals the following comparative outcomes for disadvantaged (PP) and non-disadvantaged (Non-PP) pupils:

- **KS2 Reading Expected Standard:** PP pupils improved from 23.1% (2022/23) to 50% (2023/24), narrowing the gap with Non-PP pupils, who increased from 57.1% to 64.3%.

- **Combined RWM:** PP pupils rose significantly from 15.4% to 42.9%, though Non-PP pupils achieved 64.3% in 2023/24.

- **EYFS Good Level of Development (GLD):** PP pupils achieved GLD at **70%**, narrowing the gap with Non-PP pupils, who achieved GLD at **75%**. This reflects the success of targeted early interventions, particularly in phonics and vocabulary development.

- **Participation in extracurricular and sports activities:** While data tracking on PP vs Non-PP participation is being developed, Sports Premium funding has expanded opportunities for disadvantaged pupils through targeted activities and competitions.

Key Reflections

1. Strengths:

- **Phonics and Early Reading:** Year 1 phonics and Year 2 reading outcomes exceeded national averages, reflecting the success of targeted literacy interventions.
- **Multiplication Skills:** Year 4 Multiplication Check results far surpassed national averages, highlighting the strength of foundational numeracy strategies.
- **Year 6 Targeted Support:** The employment of an additional teacher in morning sessions to work with Year 6 target pupils demonstrated a commitment to improving outcomes.
- **Maths Leadership Support:** The Maths subject lead was freed up at specific times to provide targeted support in maths, reinforcing mastery-based approaches and addressing gaps in reasoning and fluency, to impact outcomes and prepare pupils for High School.

2. Challenges:

- **KS2 Gaps in SPAG, Reading, and Maths:** Outcomes for Year 6 pupils in these areas were significantly below national averages, underscoring the need for sustained and targeted interventions.
- **Attendance and Persistent Absence:** While PP attendance was slightly above national averages, it fell short of the school target of 96%.
- Persistent absenteeism remains a significant barrier for disadvantaged pupils.

Next Steps

1. Baseline PP-Specific Data:

- Maintain a comprehensive analysis to compare the performance of PP and non-PP pupils across year groups.
- Use this data to refine and target interventions with greater precision.

2. Address KS2 Gaps:

- Build on the success of the targeted Year 6 teacher and maths subject lead support by embedding similar strategies across core subjects.
- Focus on comprehension, reasoning, and SPAG mastery to address persistent gaps.

3. Enhance Monitoring and Accountability:

- Maintain rigorous tracking of attendance, attainment, and participation data, and specifically monitor for PP pupils.
- Regularly review progress towards intended outcomes, adapting strategies based on emerging data and evidence of impact.

4. Continue to Use Research Informed Evidence

- Using updated and relevant research and promising projects from the EEF alongside the continued maintenance and upgrade of technology to impact learning, in line with SDP and MAT targets

Externally provided programmes

Programme	Provider
First4Maths	First4Maths
Language Angels	Language Angels
Kapow Primary	Kapow Primary
NCCE Scheme of Work	National Centre for Computing Education (NCCE)
AccessArt Split Curriculum	AccessArt
National Tutoring Programme (NTP)	Various external tutors (NTP framework)
Learn with Emile	Emile Education
Times-Tables Rock Stars and NumBots	Maths Circle Ltd
Dyslexia Gold	Dyslexia Gold
Picture News	Picture news
Votes for Schools	Votes for Schools
Little Wandle Letters and Sounds Revised	Wandle Learning Trust
Brass, string and woodwind tuition	Love Music Trust
Loose Parts Play	Learning Through Landscapes
Edison Robots	UTC College, Crewe
Systematic Reading Development (AI)	Lexplore Analytics / Lexplore Lts

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
No service pupils on roll last year.
The impact of that spending on service pupil premium eligible pupils
See above.

Further information (optional)

Additional Activity

Our pupil premium strategy is complemented by additional activities that strengthen our provision for disadvantaged pupils. These include:

- **Embedding Effective Feedback Practices:** Training staff in verbal and written feedback strategies to improve pupil outcomes, in line with EEF guidance. These practices are monitored through pupil progress meetings and work scrutiny.
- **Enhancing Curriculum Organisation:** Following the Ofsted inspection in January 2024, we are refining curriculum planning to ensure that knowledge builds progressively, addressing gaps in understanding and ensuring readiness for new learning.
- **Fostering a Culture of Reading:** Recognising the importance of literacy as highlighted by Ofsted, we continue to prioritise reading. This includes phonics catch-up sessions, access to diverse literature, and targeted reading interventions for disadvantaged pupils. Additionally, the MAT has provided support through visits from the MAT Link Officer, who works with Key Stage 2 staff to strengthen reading provision.
- **Strengthening Maths Mastery:** The First4Maths programme is being used to enhance maths instruction across the school. Its focus on mastery and fluency supports the development of mathematical reasoning and helps disadvantaged pupils close attainment gaps.
- **Maintenance and Upgrade of Technology.** The 1-to-1 iPad programme will be monitored and maintained, upgraded as needed (including relevant apps), with additional CPD for staff and additional resources e.g. stylus, to support the positive impact of technology on learning and its role in reducing the attainment gap.
- **Expanding Wider Development Opportunities:** Building on Ofsted's recognition of our strong wider development offer, we provide extracurricular activities that promote resilience, aspiration, and cultural capital. Activities include Debate Mate, musical tuition, and local history trips.
- **Governance Oversight:** The lead governor for Pupil Premium holds regular termly meetings with the school's Pupil Premium lead. These sessions ensure rigorous oversight, with discussions focusing on intervention effectiveness, emerging challenges, and progress towards the strategy's intended outcomes.
- **Parental Engagement:** Activities such as curriculum-linked workshops, STEM fayres, and class-specific parental involvement are key strategies to strengthen home-school collaboration. Feedback surveys are conducted to gather parent and pupil perspectives, providing qualitative insights into engagement and impact.

- **Enrichment and Cultural Capital:** The Sports Premium report highlights successful efforts in expanding PP pupil participation in physical activities and broader cultural experiences. Further steps include tracking disadvantaged pupil participation rates in extracurricular activities and linking them to improvements in attendance, confidence, and social engagement.

Through these actions, and with the ongoing support of programmes like First4Maths and MAT expertise, we aim to further improve outcomes for all pupils, ensuring that disadvantaged pupils receive the support they need to succeed.