

Pupil premium strategy statement

Nantwich Primary Academy

This statement details our school's use of pupil premium (and recovery 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 the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|--|
| Number of pupils in school | 184 |
| Proportion (%) of pupil premium eligible pupils | 36% (66) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2022/2023 2023/2024 2024/2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | Autumn 2024 |
| Statement authorised by | Susan Spence, Principal |
| Pupil premium lead | Lee Bebbington, Vice Principal |
| Governor / Trustee lead | Glyn Lowe, lead for disadvantaged pupils |

Funding overview

**These figures, and those that follow in the strategy below, are provisional and will be updated second week of January 2024 once final funding allocations are confirmed.*

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £96,030 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £9,570 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £105,600 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all the pupils at Nantwich Primary Academy, regardless of where they begin their journey, make good or better progress and sustain higher attainment across all subject areas, comparable with that of non-disadvantaged pupils nationally. The focus of our strategy is to provide effective support to our disadvantaged pupils to achieve their goals, whilst maintaining progress for those pupils who are already achieving higher than their peers.

Ensuring high quality teaching is at the heart of our approach at Nantwich Primary Academy, encapsulated by the statement “Nurturing every child on the pathway to success!” We will have a specific focus on areas we know that our pupils face challenges to a greater degree. However, in doing so we will make no assumptions but instead rely on robust and evidenced diagnostic assessments to show the impact on disadvantaged pupils. Our strategy and approach are responsive to common challenges as well as individual needs and are closely aligned to our recovery plan targeting support through the National Tutoring Programme for pupils whose education has been worse affected, including non-disadvantaged pupils.

Our expectation at Nantwich Primary Academy is that all pupils, irrespective of background or the challenges they face, fulfil their potential, and develop the skills necessary to become successful, independent young adults. To ensure they are effective, we will:

- Communicate our pupil premium strategy with all stakeholders, ensuring all staff take responsibility for the progress and attainment data for disadvantaged pupils
- Ensure there is sufficient challenge and high expectations for disadvantaged pupils
- Act early to implement interventions at the point a need is identified

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p><i>Improving early speech and language in EYFS and oracy development across the whole school.</i></p> <p>Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS and through school to KS2. Our baseline assessments on entry to Reception class (Sept. '23) showed that 8% of pupils below age-related expectations were Pupil Premium eligible, but 67% of those not listed as eligible were either EAL or SEND (16.7% with EHCP), in communicating and language. Of those pupils at the expected standard or above, 1.43% were Pupil Premium eligible and 14.3% EAL. It is vital to remember that high attaining eligible pupils should receive as much focus as lower attaining eligible pupils, as these pupils who high perform in Key Stage 2 are more likely than their non-eligible peers to fall behind by Key Stage 4, and schools do not have to spend pupil premium so that it solely benefits eligible pupils, ensuring we support those who may or may not have been designated as disadvantaged.</p> |
| 2 | <p><i>Ensuring our children are able to fulfil their academic potential through high quality teaching and addressing immediately any gaps in the children's learning.</i></p> <p>Our assessments, observations and discussions with families show that many of our disadvantaged pupils' education have been disproportionately impacted by partial school closures in the past, and current noticeable trends in families' attitudes towards taking holidays in school time (since lockdown) has moved towards accepting any potential fines in favour of cheaper costings for time away. These findings are backed up by several national studies on partial school closures and lasting impact, and in school attendance tracking.</p> |
| 3 | <p><i>Ensuring that significant knowledge gaps leading to pupils falling further behind age related expectations are tackled head on.</i></p> <p>Our assessments, surveys, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> |
| 4 | <p><i>Developing and extending our children's aspirations and life experiences.</i></p> <p>Through the use of technology and evidence-backed research, we aim to open opportunities for children to develop as independent and critical learners, using the format they feel is best to showcase their knowledge and understanding.</p> |
| 5 | <p><i>Ensuring attendance of at least 96.5%</i></p> <p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance. School attendance from September to December 2023 was 94.9% which is marginally above National (94.8%). Previous academic year was 94.6% (2022-2023) and 94.9% (2021-2022). Prior to lockdown attendance was 96.7% and 96.5% respectively. We remain confident that despite challenging factors such as illness absence, seasonal flu and seasonal respiratory illnesses, we can help reduce absenteeism and persistent absenteeism.</p> |

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 |
|--|--|
| 1. Improved oral language skills and vocabulary among disadvantaged pupils. | <ul style="list-style-type: none"> • 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. • Staff know who their PP children are and plan in opportunities for them to talk and be spoken with in class. |
| 2. To ensure that all children access high quality teaching and any gaps in learning are diminished. Baseline assessments in Autumn 1 will identify children in the bottom 20% who require additional support and those who are not yet meeting the expected standard. | <ul style="list-style-type: none"> • All PP children's' progress is tracked, and additional support planned to enable gaps in learning to be addressed. This is regularly reviewed by the teaching staff and challenged by Senior Leadership through professional dialogue (Pupil Progress Meetings every half-term). • Intervention groups to be set up to address individual gaps in learning. Short term interventions with impact measures. All closely monitored by SLT and the SENDCO. |
| 3. Improved maths attainment for disadvantaged pupils at the end of KS2. | <ul style="list-style-type: none"> • Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. • On entry to Reception class this September, 46% of pupils were below the expected standard in maths, (1 PP eligible pupil, 2 EAL, 4 SEND and 2 EHCP). End of KS2 figures show this gap remains at a rough average of 34% from July 2023 results, compared to 44% in July 2022. The gap between PP and Non-PP pupils in maths closed by 5.8%. |
| 4. All PP children will be attending school for at least 96.5% of the school year. | <ul style="list-style-type: none"> • Staff are fully aware of which PP children are not on track at 96.5% or above and communication is made regularly with parents and monitoring carried out by the Attendance officer. • Where children are not meeting our target, school can evidence the work carried out to support the families concerned. |
| 5. Staff are aware of the specific needs of each of our PP children and their families. | <ul style="list-style-type: none"> • The Inclusion Team (SENCO, Learning Mentor, PP Lead) have worked with the staff and with families of the PP children and specific needs are known. • Support is tailored to meet the needs of each PP child and their family. |

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| <p>6. Children who have SEMH needs are supported to be able to be safe, secure and achieve their potential.</p> | <ul style="list-style-type: none"> • Any PP child requiring SEMH support is able to access help from key members of staff in school and outside agencies / professionals where appropriate. • Learning Mentor and SENCO to be aware of the caseload of children requiring SEMH support. |
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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: £52,800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Purchase of standardised diagnostic assessments (e.g. NTA materials). Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | <p>1, 2, 3 & 4</p> |
| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | <p>1 & 2</p> |

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| <p>Continued implementation of the iPad programme and Showbie software across Key Stage 2 and implementation in Key Stage 1 (and embedding the right pedagogy behind it) in order to increase opportunity, resource, inclusion and enrichment.</p> <p>We will purchase CPD opportunities to run alongside this and release time.</p> | <p>Effective use of Technology: Guidance from the Education Endowment Foundation (EEF) on digital technology in learning substantiates the role of technology in enhancing educational outcomes. Effective use of technology, as highlighted by the EEF, can improve teaching precision and augment pupil learning. This underpins our strategy to implement the iPad programme and Showbie software across Key Stages, complemented by CPD opportunities to equip our staff with the skills to maximise the benefits of these digital tools for our pupils' learning experience</p> <p>Phonics Approaches: EEF research validates the efficacy of phonics in boosting reading accuracy, notably for disadvantaged pupils. While primarily enhancing word reading, these approaches may not significantly impact comprehension, a key aspect of our strategy. This evidence strengthens our rationale for additional targeted phonics sessions, aimed at bolstering literacy, particularly reading accuracy, to lay a solid foundation for further educational progress.</p> | 2, 3 & 4 |
| <p>Enhancement of our maths teaching and curriculum 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 Maths Hub resources and CPD (including Teaching for Mastery training).</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> | 3 |

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

Budgeted cost: £36,960

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Enhance support for EAL pupils and their families to improve language skills, academic achievement, and overall school integration. This includes implementing specific teaching strategies and resources to make the curriculum accessible to EAL learners, and engaging families in the educational process.</p> | <p>Research from The Bell Foundation highlights the dual challenge faced by EAL learners: learning English and learning through English. Effective EAL teaching integrates language development with the mainstream curriculum. Principles guiding effective EAL pedagogy include recognising multilingualism as an asset, setting high expectations with appropriate support, focusing on both content and language, conducting effective and holistic pupil assessment, and fostering social inclusion. This approach not only supports language development but also contributes to the cognitive, academic, and emotional well-being of EAL learners.</p> | 1, 2 & 6 |

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| <p>Additional phonics sessions targeted at disadvantaged pupils who require further support.</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. Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>2 & 3</p> |
| <p>Engaging with the National Tutoring Pro-gramme 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF indicated 5+ months impact for one-to-one tutoring.</p> | <p>3</p> |
| <p>Implement NTA maths and reading assessments and Rising Stars online trackers for precise identification of learning gaps in disadvantaged pupils, enabling focused academic interventions.</p> | <p>Educational research, including studies by the Education Endowment Foundation (EEF), has demonstrated the effectiveness of targeted academic interventions based on assessment data. These interventions are particularly impactful in improving literacy and numeracy skills among disadvantaged pupils, by allowing for a more focused approach tailored to individual student needs (source: EEF Toolkit).</p> | <p>1, 2 & 3</p> |

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

Budgeted cost: £15,840

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Learning Mentor focused on in school to support the SEMH needs of the children.</p> | <p>EEF shows that social and emotional learning approaches can add 4+ months impact on a child's progress.</p> | <p>6</p> |
| <p>Learning Mentor (Home School Links worker) time-tabled into classes and on the yard to support children identified by teachers / Tas as needing SEMH support.</p> | <p>EEF shows that mentoring can add 2+ months impact on a child's progress.</p> | <p>6</p> |

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| <p>Bilingual teacher and multi-lingual communication software between school and home utilised to engage with parents and families, as well exploring how AI can be securely used to provide bespoke translations.</p> | <p>Parental engagement has a positive impact on average of 4+ months' progress. It is crucial to consider how to engage with all par-ents to avoid widening the attainment gap.</p> <p>Learning is surrounded by positive dialogue, as some evidence points to personalised messages that are linked to learning can promote further positive interactions.</p> | <p>1, 3, 5 & 6</p> |
| <p>Weekly meetings between Principal and Learning Mentor as Attendance Officer, to support the tracking of attendance.</p> | <p>See research and evidence from the Durrington Research School regarding the impact of tracking attendance.</p> | <p>5</p> |

Total budgeted cost: £105,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes Overview:

- Y1 Phonics: NPA 88% (National 79%).
- Y2 Phonics: NPA 71%.
- Y2 Reading: NPA 75% (National 68%), Writing: NPA 71% (National 60%), Maths: NPA 71% (National 70%), RWM (combined): NPA 61%.
- Y4 Multiplication Check: NPA 68% (National 29%).
- Y6 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%).
- Cumulative Attendance Pupil Premium 93.4% (autumn 2023) vs National 92.6%
- Overall Persistent Absence 15.4% vs National 16.6%

Key Reflections:

- The outcomes in early years and Y4 indicate strong literacy and numeracy foundations.
- The Y6 results highlight a need for targeted interventions, especially in SPAG, Reading, and Maths, considering the potential for improvement based on earlier year successes.

Moving Forward:

- Sustain and enhance early literacy initiatives, like phonics programmes, to continue building robust reading skills.
- Implement targeted numeracy support in middle years, leveraging technology and small group sessions.
- For upper key stages, especially Y6, focus on tailored interventions in SPAG and reading comprehension, utilising evidence-based strategies and regular assessments.

This review aligns with the data, recognising strengths in early and middle years while focusing on areas for improvement in upper key stages.

Externally provided programmes

We will add in and update this document as additionally identified externally provided programmes are utilised by our school during the period of this three-year plan.

| Programme | Provider |
|-------------------|--|
| My Happy Mind | Talent Management Partners Limited |
| Word Aware | Parsons / Branaganou |
| No Outsiders | Andrew Moffatt |
| Votes for Schools | VotesForSchools (Kate Harris, Vivienne Creevey, Natasha Oppenheim) |
| eAware | Eaware Ltd. |

Further information

Additional activity

Our pupil premium 3-year strategy has been supplemented by additional activity that is not being funded by pupil premium or recovery premium. It includes:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train and update CPD needs for a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We referred back to and monitored a commissioned pupil premium review to get an external perspective, and our Pupil Premium lead undertook CPD and engagement with a Trust-led initiative headed by PP expert Marc Rowland. We analysed pupil outcomes, carried out case studies and held regular Pupil Progress Meetings, and Trust-level meetings on Pupil Progress throughout the year.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also previously used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach. (Although during this review that service is now taken off-line.)

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the previous impact of the pandemic, and any associated ongoing or similar patterns / themes for disadvantaged pupils, but not only.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We continue to use it through the implementation of activities. We complemented this with CPD from our MAT on key principles of High-Quality Teaching and in the academic year 2023-2024, High Quality Learning.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. This will help to better inform the subsequent new 3-year plan once this expires.