

Pupil premium strategy statement

Nantwich Primary Academy

[updated December 2022, Year 2 of 3]

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	172
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Susan Spence, Principal
Pupil premium lead	Lee Bebbington, Vice Principal
Governor / Trustee lead	Glyn Lowe, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,640
Early Years Pupil Premium	£1296
Recovery premium funding allocation this academic year	£9,135
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£99,071

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. '22) demonstrate that 75% of our disadvantaged pupils arrive below age-related expectations in communicating and language; (also 73% of non-disadvantaged in communicating and language below age-related expectations).</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 has been disproportionately impacted by partial school closures. These findings are backed up by several national studies on partial school closures.</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, along with a lack of enrichment opportunities during school closure. 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, 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 2021 to July 2022 was 96.7%, but data from the first part of 2021 shows this has dropped to 94.7%, lower than 95.1% at the same period in December 2021. This is still above national, which at the time of writing was 88.9% across all schools in week beginning December 5th and 94% in state-funded primary schools, but we are confident that despite challenging factors such as illness absence, seasonal flu and seasonal respiratory illnesses.</p>
6	<p><i>Ensuring the social, emotional and mental health needs of our children are met.</i></p> <p>Our assessments, discussions and observations have identified social and emotional / self-confidence issues for some disadvantaged pupils. Within our school, staff and parents have been involved in identifying pupils as needing additional support with social emotional needs. This is an area that has previously been identified as an area in need of support without our school community and as such we continue to employ a dedicated member of staff as learning mentor in this area.</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 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.
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, 75% of PP pupils were below the expected standard (100% in previous year), compared to 73% of non-disadvantaged. End of KS2 figures show this gap remains at a rough average of 44% from July 2022 results.
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.
6. Children who have SEMH needs are supported to be able to be safe, secure and achieve their potential.	<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.

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: £60,130

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>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>	1, 2, 3 & 4
<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>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>	1 & 2
<p>Implementation of the iPad pro-gramme and Showbie software across school (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>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Digital Technology Toolkit Strand Education Endowment Foundation EEF</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 (publish-ing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3, 5 & 6</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £33,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Research into the purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1 & 2</p>
<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.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2 & 3</p>
<p>Engaging with 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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF indicated 5+ months impact for one-to-one tutoring.</p>	<p>3</p>

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

Budgeted cost: £8425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor focused on in school to support the SEMH needs of the children.	EEF shows that social and emotional learning approaches can add 4+ months impact on a child's progress.	6
Learning Mentor (Home School Links worker) timetabled into classes and on the yard to support children identified by teachers / Tas as needing SEMH support.	EEF shows that mentoring can add 2+ months impact on a child's progress.	6
Bilingual teacher and multi-lingual communication software between school and home utilised to engage with parents and families.	Parental engagement has a positive impact on average of 4+ months' progress. It is crucial to consider how to engage with all parents to avoid widening the attainment gap. Learning is surrounded by positive dialogue, as some evidence points to personalised messages that are linked to learning can promote further positive interactions.	1, 3 5 & 6
Weekly meetings between Principal and Learning Mentor as Attendance Officer, to support the tracking of attendance.	See research and evidence from the Durrington Research School regarding the impact of tracking attendance .	5

Total budgeted cost: £99,071

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

It had previously been decided as a staff that a key element of any strategy, and in particular the Pupil Premium strategy, was that it was essential to prioritise the social, emotional and mental health needs of the pupils following a significantly disruptive period in their education. Staff continued to plan in sessions to give time for the children to talk and be listened to, to have well-being time and extra outdoor learning time. The Learning Mentor was given more time to focus on supporting the children with the most intense emotional needs. The PP lead was able to build on previous support provided by an external Pupil Premium Advisor, provided to the school via a previous SSIF (Strategic School Improvement Fund) bid. In collaboration with that advisor, and PP Link Governor, the strategy was re-examined for supporting the disadvantaged pupils and advice and recommendations for moving forwards reviewed and implemented where appropriate. The bank of knowledge and guidance able to be drawn upon by the PP lead and colleagues to support pupils during this time remained appropriate to the context of the school and pupils.

In addition, the PP lead was able to gain additional support from a Pupil Premium expert (Marc Rowland) via an Multi-Academy Trust initiative. As a result of this additional CPD and collaborative work with colleagues responsible for Pupil Premium across the Trust, the strategy was able to be refined and also provided effective reflection for the lead teacher, and colleagues as information was disseminated. Also, this fed into further discussions between the PP Lead and the Link Governor for Pupil Premium.

A previously agreed timetable for additional support in the basic skills areas of pupils, initially exacerbated by the pandemic but now still an issue due to SEMH (Social, Emotional, Mental Health) needs, was maintained and monitored. Key areas of the curriculum were managed to fill in identified gaps in learning. Subject leaders continued to engage with professional dialogue and supported colleagues, helping to implement recovery programmes supporting all pupils. Online resources identified and promoted via our school website remained as a key support mechanism for learning away from school and added to, while also utilising new features in existing school + home mechanisms (e.g. Class Dojo portfolios and homework features).

End of Key Stage Two data (2022 unpublished) for disadvantaged pupils showed that there was a 56.5% gap between disadvantaged and non-disadvantaged pupils in reading and mathematics, with a 32.4% gap in writing between the same demographic groups. Some of these pupils had been targeted for not having engaged previously with remote learning during lockdown, when a key part of test content would have been covered. Conversations were held with the children / parents over the phone, via email and via home-school communication portal as well as in direct face to face video or in-person meetings, to encourage those less engaged with learning. Booster / tuition groups were also held for identified pupils and progress tracked and monitored for improvement, and further gaps analysed to recover in the run-up to formal assessment. It was noted that a key group of pupils achieving below the expected standard were Pupil Premium pupils, and earlier targeted support is planned for the next cohort. In writing and reading, 75% of pupils not achieving expected standard were PP, with 50% of these also SEND. In mathematics, pupils not achieving expected standard was also 75% for PP pupils, 25% being SEND. Early indications of attendance at Year 5 and 6 booster sessions in Autumn 2022 shows a lack of urgency from pupils / families despite recommendations from school. This will be a priority for spring 2023.

Assessments and observations still indicate that pupil resilience and independence, well-being and mental health remain a key issue affecting progress and attainment for pupils (in varying degrees). The impact for disadvantaged remains acute. Pupil Premium and recovery funding are targeted to provide well-being support for all pupils, and interventions where identified. This approach continues to be built upon with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
My Happy Mind	Talent Management Partners Limited
Word Aware	Parsons / Branaganou
No Outsiders	Andrew Moffatt

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- 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 refer back to and monitor 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 triangulate 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 use 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.

We look at a number of 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 look at studies about the previous impact of the pandemic, and any associated ongoing or similar patterns / themes for disadvantaged pupils, but not only.

We use 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 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.