



Pupil Premium Strategy Statement



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	
School name	North Somercotes CE Primary School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	35% - 67 pupils* *Eligibility checking ongoing
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24
Date this statement was published	Updated September '23
Date on which it will be reviewed	January '24
Statement authorised by	Paul Floyd Headteacher
Pupil premium lead	Paul Floyd Headteacher
Governor lead	Becky Treasure (Chair of Finance Committee)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,920
Recovery premium funding allocation this academic year	£10,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£34,517
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£152,877

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time as benefitting the non-disadvantaged pupils' attainment. Our strategy is also integral to wider school plans for education recovery, notable in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	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	Internal assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings were supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths in Upper KS2.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly effect disadvantaged pupils, including their attainment. Children lack self-esteem and self-confidence, resilience and independence is lower than before the pandemic. Teacher referrals for support markedly increased throughout the pandemic and they continue to do so. Up to 1 in 4 children currently require additional support with social, emotional and wellbeing needs. A large proportion of these children are eligible for Pupil Premium Funding
6	Attendance is c1% lower for PP children than whole school.

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 oral language skills and vocabulary among disadvantaged pupils.	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. Higher level vocabulary is used in children's written work.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show attainment broadly in line with non-disadvantaged pupils in meeting the expected standard.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2023/24 show attainment broadly in line with non-disadvantaged pupils in meeting the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2021/2022 onwards. Data from pupil voice, pupil and parent surveys and teacher observations will show: - pupils' self-esteem and self-confidence has increased - an increase in participation in enrichment activities, particularly among disadvantaged pupils

	▪ children will show increased confidence to be independent, problem solve and extend their own learning ▪ children will be able to identify and celebrate their own achievements ▪ children will show an improved attitude to approach tasks with resilience and positivity allowing them to access the curriculum and learning more readily.
The attendance of disadvantaged children will improve to be closer in line with attendance of all other children and national attendance.	By 2023/24 increased and sustained percentage of disadvantaged children whose attendance is above 96%. The attendance difference between disadvantaged pupils and their non-disadvantaged peers will be broadly in line

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

Budgeted cost: £ 54,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress at least in line with national age related expectations. To ensure pupils consolidate basic skills. To respond rapidly with targeted teaching for pupils at risk of underachievement.	Assessments are accurate and staff use evidence to highlight strengths and weaknesses/ gaps for each pupil to help ensure they receive the correct additional support through interventions and teacher instructions. - Standardised tests - Assessing and Monitoring Pupil Progress - Education Endowment Foundation Additional adults can ensure pre-planned intervention groups can take place, according to need.	1,2,3,4
Whole school curriculum development	EEF evidence of the importance of high quality (quality first) teaching. EEF evidence that participation in arts and physical activity supports improved outcomes for children.	1,2,3,4
Additional teaching staff to facilitate the offer of 'Single Form Entry' across the whole curriculum	Enable targeted year group support and interventions Enable focused non-core curriculum work within themes of the school curriculum	1,2,3,4
Purchase of 'Monster Phonics' DFE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Additional purchase of fully decodable reading books. Additional purchase of reading books to further improve whole	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds and upon the accuracy of word reading. EEF toolkit highlights that focusing on reading comprehension strategies and mastery learning can have an impact of +6 and +5 months of additional progress	2

school and class libraries.		
Improve the quality of social and emotional learning. Those approaches will be embedded into routine educational practices and supported by professional development and training for staff, alongside our wellbeing framework	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) EEF Social and Emotional Learning evidence – www.educationendowmentfoundation.org.uk	5

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

Budgeted cost: £58,000 + £10,440 (Recovery Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI programme for identified pupils to develop language and early literacy skills for disadvantaged pupils who have low spoken language skills	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 Oral language interventions - EEF (educationendowmentfoundation.org.uk)	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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	2
Precision teaching (1 to 1 intervention with Teacher/ TA) for disadvantaged pupils + additional TA interventions based on individual/group needs	EEF guidance – effective use of TAs recommendation 5 and 6	3,4
Engaging with the National Tutoring Programme to provide school led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

tutoring will be disadvantaged.		
Targeted additional whole day TA support for key classes identified as having higher levels of needs.	Staffing review identifies where additional support can best be focused, alongside data analysis. Experienced Apprentice TAs offer full support for all English and Maths plus other interventions as identified on Provision Maps	1,2,3,4

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

Budgeted cost: £ 29,937

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral and wellbeing support - 1 x dedicated ELSA trained TA supporting wellbeing who works closely with disadvantaged pupils and their family's offering behaviour, social and emotional support, counselling, attendance support, mindfulness, anxiety and managing emotions work with individuals and groups of pupils.	EEF toolkit highlights that offering social and emotional learning can boost progress by an additional +4 months and behaviour interventions/ parental involvement by +3 months. EEF recommendations on school improvement planning – tier 3 Wider Strategies SEL, wellbeing and mental health. Additional SENCo support	4,5
Subsidise after school clubs, enrichment activities, trips, experiences, visits and activities	EEF evidence that participation in art and physical activity supports outcomes for children. EEF guidance report for Improving literacy in KS1 recommends developing pupils speaking and listening and a wider understanding of language. EEF guidance on improving literacy in KS2 recommends developing pupils' language capabilities to support reading and writing.	4,5
Monitoring attendance and attendance reviews with parents – led by the headteacher. Embedding principals of good practice set out in the DFE's Improving School Attendance.	EEF guidance working with parents to support children's learning recommendations 3 and 4. The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Additional SENCo support Contract with EWO for regular support	1,2,3,4,6

Additional music and arts enrichment activities to support wider well-being and provide enhanced enrichment experiences	EEF evidence that participation in arts and physical activity supports improved outcomes for children.	1,2,3,4
Provide onsite Breakfast Club provisions free at point of use for all children eligible for Pupil Premium funding	EEF report on positive impact of Breakfast Clubs https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	

Total budgeted cost: £152,877

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 2022 to 2023 academic year.

Updated September '23

End of KS2 Assessments resulted in excellent outcomes for our disadvantaged children. Overall 77% of our disadvantaged children reached the expected standard in Reading, Writing and Maths. Nationally this figure was 59% for all children. We are rightly very proud of this achievement. In regards to individual subjects 78% reached the expected standard in Reading with 92% reaching the expected standard in Writing and Maths. These results related to 13 children out of our cohort of 27 so the size of this group is significant. A significant amount of intervention work has been in place for these children post-pandemic and Pupil Premium funding has been used to facilitate this.

For the academic year 2022/23 across school disadvantaged children perform mostly well. Attainment of these children is tracked in Reading, Writing and Maths using our internal assessments and termly Pupil Progress Meetings are held to discuss the progress and attainment of each class. In most classes disadvantaged children perform broadly in line with their peers. Children in Y1 and Y4 perform significantly above.

A high-quality curriculum is in place and this has been carefully constructed to meet the specific needs of our children. All this was established by firstly having a clear understanding of our context – therefore enabling us to specifically focus on the needs of OUR children. Our inclusive approach ensures children can mostly access our curriculum whatever their need, background or circumstance.

Our knowledge and observations of the children indicates that the wellbeing and mental health of our pupils (and families) was significantly impacted due to the effects of the Covid-19 pandemic. The impact was higher for disadvantaged pupils. We continue to use pupil premium funding to provide wellbeing support for all pupils, further develop our curriculum and implement targeted interventions. We are confident this is a real strength of our provision.

Working alongside our new Education Welfare Officer (EWO) – we have secure systems and procedures in place to challenge poor attendance and educate families on the impact of this. Attendance rose c2% from 2021/22 to 2022/23. We are now just above the national average. FPNs are issued for all term time holidays

We recognise the need to support the breadth of life experiences accessible to our children and their families. We continuously develop the schools enrichment offer as well as continue to ensure we deliver high-quality teaching for all our pupils.