

Pupil premium strategy statement – Nene Valley Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	318
Proportion (%) of pupil premium eligible pupils	23 – 7%
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)	2023-2026
Date this statement was published	January 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Neil Reilly Headteacher
Pupil premium lead	Katie Brown – EYFS Leader

Governor / Trustee lead	Katie Brown – Staff governor
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 29,100
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>	£ 2,175
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>	£31,275

Part A: Pupil premium strategy plan

Statement of intent

Nene Valley Primary's Pupil Premium strategy is embedded within whole-school improvements and runs through the School Development Plan's objectives, which focus predominantly in 2023-2024 on writing opportunities in EYFS, strategic staff CPD, transition through EYFS to year 1 and vocabulary development.

The school will continue to adapt its spending of the Pupil Premium funding in 2023/2024 following analysis of our positive outcomes for disadvantaged students in 2022/2023

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

While interventions can be one focus of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching and learning. High quality teaching is at the heart of our approach, and attend to wider barriers to learning, such as attendance and behaviour, therefore our Pupil Premium Spending will encapsulate a wider range of strategies.

Our approach will be responsive to common challenges to the needs of individuals, rooted in robust diagnostic assessment using GL assessment tools, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils to meet and exceed their potential. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the all work that 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
- raising outcomes for our disadvantaged pupils'

Challenges

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

Challenge number	Detail of challenge
1	The proportion of pupils with EAL is increasing year on year (30% whole school and 48% in EYFS). Assessments show that disadvantaged pupils vocabulary is not as extensive when compared to their peers and their oral language is therefore more limited. This has meant vocabulary development is a focus for the whole school.

2	GL/Year 6 SAT assessments indicate that mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils in almost all year groups). Due to the small numbers, standardised scores offer an easier and more reliable comparison than percentages of pupils.
3	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. Phonic Knowledge is often less well embedded for disadvantaged pupils.
4	Access to out of school sport/ activity for some of our disadvantaged pupils is lower than for other pupils. This lack of physical activity and well delivered content may have a knock-on effect on their attainment, behaviour and well-being.

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 application among disadvantaged pupils.	Assessments and observations and data will show disadvantaged pupils have significantly improved oral language and accurate vocabulary application. This will lead to better outcomes for disadvantaged pupils, closing the gap on their peers.
Improved reading and writing and maths attainment amongst disadvantaged pupils.	Statutory data will show sustained improvements in disadvantaged pupils progress and attainment.
Improved reading and writing outcomes in EYFS	Statutory data will show sustained improvements in disadvantaged pupils progress and attainment.

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: £ £19,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – for teachers and teaching assistants to understand and implement greater knowledge rich curriculum. Purchase of quality, rich resources.	All curriculum areas offers opportunities to gain vocabulary and extend writing, with inclusive materials.	1,4
CPD and time is provided to ensure the GL assessment diagnostic is used effectively and consistently by staff to identify gaps in attainment and gaps in learning.	GL assessment diagnostic is used effectively and consistently by staff to identify gaps in attainment and gaps in learning. Identifying gaps in learning and focusing on these proven to support greater attainment.	2,3
Training for staff in effective use of little Wandle, training in SEND- and catch-up element of Little Wandle and purchase of books and quality materials.	Strong evidence base that a phonics scheme taught well and with fidelity has a positive impact of fluency and accuracy of word reading.	3

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

Budgeted cost: £ £5,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teaching group and 1:1 support	Pre-teaching helps to develop children's vocabulary and understanding of concepts, allowing them to better access class-based learning.	1
Phonics catch up 1:1 and group support	Phonics catch up sessions have strong evidence of rapidly improving reading fluency and accuracy of word reading particularly for disadvantaged pupils.	3,1

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

Budgeted cost: £ £6,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding extra sports provision at lunchtimes	Sports coach employed to engage children to increase activity and wellbeing and improve behaviour. Children ready for learning.	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4

Total budgeted cost: £ 31,275

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Success Criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>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.</p> <p>Evidence in books shows increased vocabulary used. Lesson drop ins/ walk through show evidence of teacher focus on establishing Deliberate Vocabulary Development. Reading at year 6 KS2 SAT PP higher than non PP (PP 80%, non PP 78%)</p>
Improved writing attainment among disadvantaged pupils.	<p>KS2 writing outcomes continue to improve so that by 2022/23 show that 80% of disadvantaged pupils met the expected standard.</p> <p>(PP numbers are low – each equivalent to 20%)</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes continue to improve (average PP scaled score 98 2021/22) so that in 2022/23 show that average scaled score exceeds 100.</p> <p>(PP numbers are low – each equivalent to 20%)</p>
Improved physical health and behaviour for disadvantaged pupils by access to more physical activity.	<p>Pupil premium children regularly accessing organised activity at lunchtimes. Behavioural incidents logged linked to PP children reduce over the year 2022/23</p>

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

