

Pupil premium strategy statement Nene Valley Primary School

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	314
Proportion (%) of pupil premium eligible pupils	7%
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)	2023-2026
Date this statement was published	January 2024
Date on which it will be reviewed	September 2024 – reviewed Next review September 2025
Statement authorised by	Neil Reilly Headteacher
Pupil premium lead	Katie Brown – EYFS Leader
Governor / Trustee lead	Katie Brown – Staff governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,100
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024	£2,175
Total budget for this academic year	£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 through to 2025/2026 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 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.
Improved reading attainment among disadvantaged pupils.	Statutory data will show sustained improvements in disadvantaged pupils progress and attainment
Improved maths attainment for disadvantaged pupils at the end of KS2.	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 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 PiXL assessment diagnostic is used effectively and consistently by staff to identify gaps in attainment and gaps in learning.	PiXL 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 PiXL, training in SEND and catch-up therapies	Strong evidence base that accurate assessment identifies effectively where targeted support is needed. Having a positive impact, particularly for disadvantaged pupils:	2

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, 2, 3
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
PiXL therapy catch up group support	Therapy support helps to develop knowledge and skills to better access classroom content	1, 2

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 learn	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

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. Due to the low numbers of PP children, in at Nene Valley, internal data at this point is more reliable than statutory data.

Our pupil premium strategy delivered success against our three-year strategy.

1) 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. Evidence in books shows increased vocabulary used. Lesson drop ins/ walk through show evidence of teacher focus on establishing Deliberate Vocabulary Development.

2) Improved writing attainment among disadvantaged pupils

KS2 writing outcomes continue to improve. The children in year 6 are on track for 75% achieving the expected outcome in 2024-2025

3) Improved maths attainment for disadvantaged pupils at the end of KS2

KS2 writing outcomes continue to improve. The children in year 6 are on track for 75% achieving the expected outcome in 2024-2025

4) Improved physical health and behaviour for disadvantaged pupils by access to more physical activity

Pupil premium children regularly accessing organised activity at lunchtimes. Behavioural incidents logged linked to PP children reduced in 2022/23 and 2023/2024

Our evaluation of the approaches delivered last academic year indicates that many elements of the strategy are proving effective and we will maintain those throughout 2024/2025.

Although there have been many successes within the first year of the strategy, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year (see highlighted sections of the strategy).

Externally provided programmes

Programme	Provider
N/A	N/A
N/A	N/A

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A