

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Data
School name	Nene Valley Primary
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	21 (7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	1 st December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Stuart Mansell Exec Head
Pupil premium lead	Nick File Acting Headteacher
Governor / Trustee lead	Anne-Rose Obidi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,460
Recovery premium funding allocation this academic year	£3,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£705
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	£31,355

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 Development Plan's objectives.

The school will continue to adapt its spending of the Pupil Premium funding in 2021/22 following analysis of our positive outcomes for disadvantaged students in 2020/21 and using the EEF's research.

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 our limited number of disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching so ensuring that 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.

The National Tutoring Programme is being used 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 using GL assessment tools, 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 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 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	Vocabulary is a focus for the whole school, Assessments show that disadvantaged pupils have a smaller vocabulary when compared to their peers and their oral language is therefore more limited. This will also have been impacted by school lockdowns and partial closures.
2	GL assessments indicate that mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils in almost all year groups. (Although figures are slightly skewed by small numbers in each year group, the pattern remains fairly consistent.) Due to the small numbers, standardised scores offer an easier and more reliable comparison than percentages of pupils The gap between average scores lies between 12 and 15 points.
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	The well-being of some of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. A lack of enrichment opportunities during school closure has limited children's wider experience. These challenges particularly affect disadvantaged pupils, and have a knock on effect on their attainment.

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.

<p>Improved reading attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes continue to improve so that by 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. (PP numbers are low – each equivalent to 20%)</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes continue to improve so that in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard. (PP numbers are low – each equivalent to 20%)</p>

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: £22,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 tests offer standardisation, with content to verify strengths and gaps in learning. Combined reports identify children who are not performing to their Cognitive capability. EEF . assessing learning in the new year	2
Develop a greater knowledge rich humanities curriculum through the use of The Opening Worlds Curriculum.	A well thought out and planned curriculum supports language, raises attainment and develops retention of knowledge.	1,4
School led Tutoring top up (25%). Combination of 1:1 and small group.	Individual tutoring supports rapid improvement. Progress can be closely monitored and supported. EEF 1:1 tutoring Small group tuition is almost as effective (+4mths against +5mths) but more cost effective. EEF small group tuition	1, 3, 4
SENCO additional time	% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care, 3 of those with additional medical and intimate care needs. Enables targeting of effective TA support SEN Support: Evidence assessment EEF SEN in Mainstream Schools report	2, 4
EY / KS1 Reading Books to ensure the books link to phonics scheme to provide the most effective teaching. Phonics is	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	3

<p>well taught but resources available to support children specifically those disadvantaged is limited.</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<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:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>2,4</p>

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

Budgeted cost: £ 2,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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:</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>2,3</p>

Purchase of Nesy (a program) designed to support phonics and spelling.	Analysis of Nesy intervention (2020-21 trial of systematic synthetic phonics programme) revealed good impact for reading, reasonable impact for spelling. Phonics Toolkit Strand Education Endowment Foundation EEF	3,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of Colourful Semantics and Lego Therapy interventions for ASD children	Lego therapy impacts positively on the communication attempts of ASD children, with improvement in at least one of the communication skills measured. Evaluation of lego therapy. and Colourful Semantics, shown to improve language development in children with Language Development Disorder. Is Colourful semantics an effective intervention for improving language development?	1,3,4
Music – Clarinet tuition (£)	Every child has the right to learn to play an instrument. Arts participation supports the re-engagement of children, indirectly benefiting attitudes to learning and potentially academic achievement. EEF Arts Participation	2,4
Talking and Drawing Therapy	Providing children with the tools to manage and process emotional responses and mental health issues. Review of Drawing and Talking Impact	1,4
Lunchtime Support to provide high quality games and activities to engage pupils	Sports coach employed to engage children to increase activity and well-being.	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: £ 31,355

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Pupil Premium Strategy Statement 2020-21 (Link)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.