

Pupil premium strategy statement – Nene Valley Primary School

This statement details our school's use of pupil premium (and recovery premium for 2022-2023) 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	320
Proportion (%) of pupil premium eligible pupils	26 (8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	January 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Neil Reilly Head Teacher
Pupil premium lead	Nick File Executive Deputy Headteacher
Governor / Trustee lead	Anne-Rose Obidi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 28,854
Recovery premium funding allocation this academic year	£ 3,190
Pupil premium (and recovery 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>	£32,044

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, which focus predominantly in 2022-23 on writing opportunities, a new phonics program, strategic staff CPD and transition through EYFS to year 1.

The school will continue to adapt its spending of the Pupil Premium funding in 2022/23 following analysis of our positive outcomes for disadvantaged students in 2021/22 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 (GDS writers specifically).

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.

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

Changing 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/Year 6 SAT 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.
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, behavior 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 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 writing attainment among disadvantaged pupils.	KS2 writing outcomes continue to improve so that by 2022/23 show that more than 80% of disadvantaged pupils met the expected standard. (PP numbers are low – each equivalent to 20%)
Improved maths attainment for disadvantaged pupils at the end of KS2.	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. (PP numbers are low – each equivalent to 20%)
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 reduce over the year 2022/23

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: £27,844

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 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
Continue to deliver a greater knowledge rich humanities curriculum through the use of The Opening Worlds Curriculum. Release time for teachers for Opening Worlds CPD. Purchase of high quality classroom resources.	Curriculum offers opportunities to gain vocabulary and extend writing, with inclusive materials. Anecdotal evidence confirms attainment gains.	1,2
EY / KS1 Reading Books to ensure the books link to phonics scheme to provide the	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily	3

<p>most effective teaching. Phonics is well taught but resources available to support children specifically those disadvantaged is limited. Release time for teachers for Little Wandle CPD. Purchase of high-quality classroom resources.</p>	<p>comprehension), particularly for disadvantaged pupils</p>	
--	--	--

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

Budgeted cost: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENCO additional time</p>	<p>1% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care. Carefully planned resources and interventions have had significant measureable impact.</p>	<p>1,2,3,4</p>
<p>Introduction of Colourful Semantics and Lego Therapy interventions for ASD children</p>	<p>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.</p> <p>and Colourful Semantics, shown to improve language development in children with Language Development Disorder.</p>	<p>1,2</p>

	Is Colourful semantics an effective intervention for improving language development?	
--	--	--

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

Budgeted cost: £ 1,700

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 well-being 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: £ 32,044

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome 2021- 22	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, identified through 'shine a light words', book scrutiny. 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 75%, non PP 73%)</p>
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes continue to improve so that by 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>(PP numbers are low – each equivalent to 20%)</p> <p>2021/22 results 75% PP achieved EXS based on cohort of 4. Standardised average 105. Reading at year 6 KS2 SAT PP higher than non PP (PP 75%, non PP 73%)</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes continue to improve so that in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.</p> <p>(PP numbers are low – each equivalent to 20%)</p> <p>2021/22 results 50% PP achieved EXS based on cohort of 4. Standardised average 98.</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