



Pupil premium strategy statement

This statement details our academy’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 setting.

Academy overview

Detail	Data
Academy name	St Nicholas CE Primary Academy
Number of pupils in school	396
Proportion (%) of pupil premium eligible pupils	(139) 35.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Christopher Dale Headteacher
Pupil premium lead	Victoria Turner Deputy Headteacher
Governor / Trustee lead	Billy Pateman Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,745.00
Recovery premium funding allocation this academic year	(139x145) £20,155
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£209,900

Part A: Pupil premium strategy plan

Statement of intent

At St Nicholas, it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress, flourish 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Objectives

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance & background
- Narrow the attainment gaps between disadvantaged pupils & their non-disadvantaged counterparts both within school & nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social & emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge & understanding of the world

Our Context:

New Romney is a small town to the south of Shepway district in Kent. The nearest major towns are Ashford and Folkestone which serve as the main commercial centres for residents.

Deprivation is measured using lower super output areas (LSOAs) which are small geographies contained within the ward area. The overall IMD for each LSOA in New Romney is ranked in the 60% least deprived in England, suggesting limited signs of deprivation. Further analysis of each deprivation domain identifies a number of LSOAs that fall into the top 20% deprived in employment and education. The wider Romney Marsh suffers from pockets of deprivation; relating to employment and education deprivation. The highest levels of deprivation are found in rural areas where large numbers of children who attend the school come from.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Transition from primary to secondary and transition internally and into EYFS
- Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences, school uniform
- Provide opportunities for all pupils to participate in enrichment activities including sport and music

- Provide appropriate behaviour and nurture support to support pupils in their emotional and social development.
- This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading, writing, maths and phonics
2	Speech, language and communication
3	Attendance and punctuality
4	Social, emotional and mental health
5	Access to wider opportunities
6	Parental engagement

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
Progress in Reading, Writing & Mathematics	Achieve outcomes in-line with, or above, national average by the end of KS1.
Progress in Reading, Writing & Mathematics	Achieve outcomes in-line with, or above, national average by the end of KS2.
Phonics	Achieve at least 90% of pupils in Y1 pass the PSC
Other	Ensure attendance of disadvantaged pupils is above 95%

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: £110,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased adult /class support for vulnerable pupils	<p>In-house evidence that supports the need for action:</p> <p>Additional support for 1:1 tuition to support those who need additional support in their learning and behaviour</p> <p>Evidence collected from baseline has put in place additional EYFS support for disadvantaged pupils</p> <p>Additional TA support in Yr 6</p> <p>Yr 2 split 3 ways to allow catch up</p> <p>Additional TA in EYFS to support in the delivery of NELI (speech and language)</p> <p>EEF – Making best use of teaching assistants</p>	1, 2, 3
SLT training & Staff CPD to improve the quality of teaching, in particular for the most disadvantaged pupils with a focus on practice and retrieval	<p>Success in their knowledge and skills base in the Foundation subjects will increase their confidence levels and impact positively on the core areas; we will also be providing these pupils with the knowledge and cultural capital to succeed in life</p> <p>Research evidence that supports approach:</p> <p>Tom Sherrington and Oliver Caviglioli – WalkThrus (PD toolkit for T & L)</p> <p>EEF - Feedback</p> <p>EEF – Metacognition and self-regulation</p>	1, 2, 3, 4
Establish and embed small group and 1:1 interventions such as NELI and Language Links, speech bubble to accelerate acquisition of language skills.	<p>There is an extensive evidence base showing the impact of communication and language approaches. The evidence is relatively consistent, suggesting that communication and language approaches are successful in a variety of environments.</p> <p>EEF – Literacy; Nuffield Early Language Intervention</p>	1, 2
RWI CPD	<p>Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally.</p> <p>EEF - Phonics</p>	1
Reading	<p>Use of Reading Plus and Dyslexia Gold, Pupils make accelerated progress. Pupils are at least</p>	1

	in-line with all others pupils nationally Increased reading at home. EEF – Reading	
Writing CPD, including writing in RWI	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Pupils confidence to articulate the written word and perform with confidence has improved EEF – Outcomes report	1
Mastering number – mental maths	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally. Pupils are confident in their work in mental maths. NCETM – Mastering Number	1
Teaching Assistant and Midday supervisor training for supporting disadvantaged pupils, in TA meetings, MDS training sessions	Working with all children to provide enrichment activities during the school day to facilitate better relationships. Supporting the attainment of disadvantaged pupils	3, 4, 5

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

Budgeted cost: £63,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy & Numeracy Interventions (PiXL)	Intervention to support students will increase confidence, retrieval and attainment. Reading comprehension strategies have a positive impact on pupils' ability to understand a text: Numeracy PiXL interventions Core group meetings weekly with RSL to continually identify vulnerable children Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1
Nurture group	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Whole school approach to self-regulation (CW/AW to monitor as part of NPQ's) EEF – Nurture and social emotional support	4
Before & after school intervention programmes	After school Intervention (Booster) programmes targeted at key pupil groups; also Easter Booster classes for selected pupils. EEF - Extending school time	1

School Learning Behaviour Mentor - ELSA Trained	Promoting mental health support Expansion of ELSA – 2 more staff members to be trained Training to become a Trauma Informed School (Diocesan training)	3, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Pastoral/Attendance Lead	Attendance officer. Rewards for good attendance and punctuality Pupils are safe and are confident in themselves and can manage their emotions effectively. Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home EEF - Attendance interventions	3, 4
Provision of a Family Liaison Officer (FLO) to work with children and their families	“Parental participation in school life leads to improved pupil progress, punctuality, attendance and behaviour.” Optimus Education (2020)	3, 4, 5
Free/Subsidised Breakfast club School to provide uniform School to provide resources for learning	All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment. EEF - Breakfast club interventions	1, 3, 4
Good to be Green reward activities - we haven't really done this	Behaviour, including learning behaviour is outstanding. School reward activities EEF teaching and learning tool kit- Behaviour interventions	4
Wider curriculum opportunities	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital. EEF – outdoor adventure learning shows positive benefits on academic learning and self - confidence. EEF – sports participation increases educational engagement and attainment. Ofsted research (2019) places emphasis on improving enrichment and cultural capital, particularly for disadvantaged pupils.	5

Parent workshops, stay and play, etc	Positive parental engagement can support pupil progress and attendance EEF Report – Parental Engagement	6
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Total budgeted cost: £209,900

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.

See Pupil Premium Impact Report 2020-2021

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
RWI Portal	Ruth Miskin and RWI
Reading Plus	Dreambox learning
Dyslexia Gold	Dyslexia Gold / engaging eyes
Times Tables Rock Stars	Maths Circle
Learning by Questions	Bowland Charitable Trust
Class Dojo (online parental engagement programme)	Class Dojo
Testbase	Doublestruck Ltd

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA