



Pupil premium strategy statement 2024–2027

Updated October 2024

School overview

Detail	Data
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	17.7
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024–2027
Date this statement was published	Oct 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	Taralee
Pupil premium lead	Taralee Kennedy
Governor / Trustee lead	James Kendall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,680
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£60,680



Part A: Pupil premium strategy plan

Statement of intent

Objectives

Our overarching ambition is to create an inclusive school where all children, **including those children who face disadvantage, for whatever reason**, are able to reach their fullest potential. We want to diminish the gap so that children achieve in line with their non disadvantaged peers, academically, socially and emotionally.

We recognise that pupils who are eligible for pupil premium funding may face barriers to their learning and progression, and it is our moral and educational duty to address these disparities effectively.

Having **high expectations** of all children, including those children who face disadvantage is a key objective. We do this because we care and we will not lower our standards, all children deserve the very best and every adult in school will insist that every child is the 'Best they can be'

We believe in nurturing not only academic excellence but also the holistic development of each pupil premium student. By providing enriching experiences, fostering a love for learning, and promoting emotional well-being, we aim to equip these students with the resilience and skills necessary to thrive in school and beyond.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

How we work towards achieving these objectives:

Robust Identification and Tracking: We have established robust systems for identifying and tracking pupil premium students, ensuring that no child slips



through the net (Champion Children) Regular reviews and analysis of data enable us to pinpoint areas of need and allocate resources effectively to maximise impact.

Professional Development: We invest in continuous professional development for our staff to enhance their knowledge and skills in supporting pupil premium students effectively. Training sessions, workshops, and peer learning opportunities ensure that our teachers are equipped with the latest pedagogical strategies and best practices.

Targeted Interventions: We deploy a range of targeted interventions, including one-to-one support, small group tuition, mentoring programmes (Champion Children), and access to specialist resources. These interventions are designed in collaboration with teachers, parents, and external agencies to address specific barriers to learning and accelerate progress.

Engagement with Parents and Carers: We actively engage parents and carers, encouraging open communication. By fostering strong partnerships, we ensure a collaborative approach to supporting the child's learning both at school and at home.

Whole School Approaches and Quality First Teaching: We embed pupil premium strategies into whole-school approaches and promote quality first teaching practices that benefit all students. By ensuring that high-quality teaching is consistently delivered across all classrooms, we create an inclusive learning environment where every student can thrive.

Challenges

Challenge number	Detail of challenge
1	<p>Speech and language (incl. vocabulary)/Oracy skills</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception</p>



	through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Reading Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading, have less books at home and are read to less than their peers. This negatively impacts their development with data (05/24) indicating that 39% of our PP children working below the expected standard compared to 14% of their non-pupil premium peers.
3	Writing Internal assessments indicate that writing legibility (handwriting) and grammatical accuracy (spelling especially) as well as composition in many of our disadvantaged pupils has been impacted more significantly by partial school closures than for other pupils. Internal data (07/23) indicates 54% of pupil premium pupils (Y1-6) are working below the expected standard compared to 21% of their non-pupil-premium peers.
4	Mathematics Internal assessments indicate that maths attainment among disadvantaged pupils is slightly below that of non-disadvantaged pupils with internal data (05/24) indicating 34% of pupil premium pupils (Y1-6) are working below the expected standard compared to 13% of their non-pupil-premium peers.
5	Emotional health and wellbeing Some pupils have social and emotional difficulties including health issues and deprivation. Many of our children are suffering the impact of the pandemic and impact on their learning; in some cases impact on progress and gaps in their learning has left to worsening attendance especially due to anxiety about their learning. Currently, 100% of children in receipt of pupil premium receive additional school based emotional support and/or their families receive support regularly from school.
6	Attendance Our attendance data over the last 3 years indicates a steady slow improvement among disadvantaged pupils, however, it has been between 2 - 5% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. This figure has been impacted by unauthorised absence.



7	Due to the changing profile of the school and children being identified with SEND needs there has been a growing number of children who receive the Pupil Premium Grant in addition to having SEND needs identified. Including, complex SEMH need amongst this cohort.
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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 phonics/reading attainment among disadvantaged pupils	<ul style="list-style-type: none"> • GLD in EYFS improves year on year with 100%* of disadvantaged pupils meeting the expected standard in reading by 2026/27. • Year 1 phonics screener outcomes improve year on year with 100%* of disadvantaged pupils meeting the expected pass mark by 2026/27. • Year 2 / KS1 reading outcomes improve year on year with 100%* of disadvantaged pupils meeting the expected standard by 2026/27. • KS2 reading outcomes improve year on year with 100%* of disadvantaged pupils meeting the expected standard by 2026/27.
Improved writing attainment among disadvantaged pupils	<ul style="list-style-type: none"> • GLD in EYFS improves year on year with 100%* of disadvantaged pupils meeting the expected standard in writing by 2026/27.



	<ul style="list-style-type: none">• Year 2 / KS1 writing outcomes improve year on year with 100%* of disadvantaged pupils meeting the expected standard by 2026/27.• - KS2 writing outcomes improve year on year with 100%* of disadvantaged pupils meeting the expected standard by 2026/27.
Improved mathematics attainment among disadvantaged pupils	<ul style="list-style-type: none">• GLD in EYFS improves year on year with 100%* of disadvantaged pupils meeting the expected standard in maths by 2026/27.• Year 2 / KS1 maths outcomes improve year on year with 100%* of disadvantaged pupils meeting the expected standard by 2026/27.• KS2 maths outcomes improve year on year with 100%* of disadvantaged pupils meeting the expected standard by 2026/27.
Achieve and sustain improved emotional health and wellbeing for all pupils in the school, particularly those that are disadvantaged	<p>Sustained high levels of emotional health and wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none">• Qualitative data from stakeholder voice (pupil/parent/staff) and teacher observations• A significant increase in structured language around behaviour and a reduction in low-level incidents through an improved and consistent empowerment approach & Zones of Regulation• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils• Happy and purposeful play times where children develop personal, social and physical skills



<p>Additional needs are identified and acted upon in a timely manner</p>	<p>Adaptations to QFT are in place Staff are aware of the needs of their pupils Outside agencies are involved. Professional development ensures staff have the tools to support need</p>
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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: £ 29,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Refine implementation of, strengthen a DfE validated Systemic Synthetic Phonics programme to secure stronger phonics teaching for all pupils, especially SEN children. Little Wandle Phonics</p>	<p>Phonics approaches have a strong evidence base that show a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation</p>	<p>1,2,3,5,7</p>
<p>Continued investment in internal tracking systems/standardised assessment and diagnostic packages including:</p> <ul style="list-style-type: none"> • Target Tracker • Accelerated reader • Language/Speech Link • Test base <p>CPD for staff to ensure assessments are</p>	<p>Standardised tests can help provide reliable insights into the specific strengths/weaknesses of each pupil; this helps ensure the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment foundation Intervention around reading will be prioritised with targeted intervention informed by analysis of test information provided by</p>	<p>1,2,3,4</p>



<p>interpreted and administered correctly.</p>	<p>AR. Connecting Steps is the standard assessment system for pupils with SEND across a number of authorities in the UK. It allows staff to precision track progress of children significantly below ARE and diagnose specific gaps in learning.</p>	
<p>Teach writing composition strategies through modelling and supported practice by: Using the writing process to consider carefully the types of errors children are making and address these through explicit teaching Use feedback effectively so that children are able to make adjustments and additions to their writing Use peer tutoring to harness the power of 'teaching' for learning during the writing process</p>	<p><u>Effective writers use a number of strategies to support each component of the writing process (EEF)</u></p> <p>Writing can be thought of as a process made up of five components:</p> <ul style="list-style-type: none"> – planning; – drafting; – revising; – editing; – publishing. <p>Effective writers use a number of strategies to support each component of the writing process.</p>	<p>1,2,3,4</p>

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

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Establish high quality in class learning and emotional health/wellbeing provision by improving pupil to adult ratios; invest in a team of highly effective learning support assistants.</p>	<p>Research on teaching assistants who provide one to one or small group targeted interventions show a positive benefit on improving pupil outcomes. This is most effective where interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants. EEF Teaching Assistant Interventions (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5,6</p>
<p>1:1 and group targeted interventions for Maths / Dynamo maths 1:1 writing/reading group reading</p>	<p>Research on teaching assistants who provide one to one or small group targeted interventions show a positive benefit on improving pupil outcomes. This is most effective where interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,2,3,4</p>

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning through a</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance as well as attitudes, behaviour and relationships): EEF Social</p>	



<p>whole school approach to behaviour and self-regulation. The Thrive Approach and Zones of Regulation will be embedded into routine educational practices and supported by CPD for staff.</p>	<p>and Emotional Learning (educationendowmentfoundation.org.uk) Changingchances.co.uk</p>	
<p>Breakfast club (School run) wrap around.</p>	<p>Supporting low-income families to have breakfast at the start of the school day and ensuring that they start school on time</p>	
<p>Support pupil access to wider curriculum activities, such as: - Funded music lessons supported by Kent music (25% contribution from school) - Trips / visits - Residential – Y6 only</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. EEF Arts Participation (educationendowmentfoundation.org.uk) Physical activity has important benefits in terms of health, wellbeing and physical development. EEF Physical Activity (educationendowmentfoundation.org.uk)</p>	
<p>Embedding principles of good practice set out in the</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. HT engaging with Best Practice Attendance meetings.</p>	



DfE's Improving School Attendance advice.		
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Total budgeted cost: £ 60,800

Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS Data:

	FSP Trends - All Pupils and FSM Ever Pupils Attainment					*DfE published ** Emerging National				
	2023				National*	2024				
	School		Kent			School		Kent		National**
	All	FSM	All	FSM	All	All	FSM	All	FSM	All
% Good Level of Development	77.8	50.0	68.3	51.9	67.2	76.7	71.4	67.8	48.7	67.8
% Expected Standard Literacy Goals	77.8	50.0	70.8	54.8	69.7	76.7	71.4	70.2	51.1	70.1
% Expected Standard Mathematics Goals	96.3	100.0	79.2	65.1	77.1	93.3	85.7	77.9	62.2	77.1

GLD (good level of Development):

All Children: 77% (Kent average 68%, National Average 68%)

Pupil Premium: 71% (Kent Average 49%)

Phonics Data:

	Phonics Trends - All Pupils and FSM Ever Pupils Attainment					*DfE published ** Emerging National				
	2023				National*	2024				
	School		Kent			School		Kent		National**
	All	FSM	All	FSM	All	All	FSM	All	FSM	All
% 32+ - Year 1	86.7	50.0	77	59.4	79	93.3	100.0	78.6	63.2	80.2
Number of Year 2 Retakes	6					5				
% 32+ - Year 2	83.3	100.0	56.5	50.3	58.7	80.0	0.0	52.1	45.3	54.6

Phonics Screening

All children: 93% (Kent 79%, National 80%)

Pupil Premium: 100% (Kent 63%)

KS2 Data:



KS2 Trends - All Pupils and FSM Ever Pupils Attainment

*DfE published ** Emerging National

A blank field denotes there is no National data available for that indicator.

	School		2023 Kent		National*	School		2024 Kent		National**
	All	FSM	All	FSM	All	All	FSM	All	FSM	All
	R/W/M % Expected Standard+	61	33.3	59	39.1	60	87.5	75.0	60.8	42.5
R/W/M % Higher Standard	9	0.0	8	2.7	8	15.6	0.0	8.1	2.5	8
Reading % Expected Standard+	65	33.3	73	56.9	73	90.6	100.0	75.2	61.0	74
Reading % High Score (110+)	17	0.0	30	16.3	29	28.1	0.0	30.4	18.5	28
Writing % Expected Standard+	83	33.3	74	56.4	72	96.9	75.0	73.3	57.5	72
Writing % Greater Depth	43	0.0	14	5.3	13	21.9	0.0	14.5	5.6	13
GPS % Expected Standard+	78	33.3	69	50.5	73	90.6	25.0	69.0	51.4	72
GPS % High Score (110+)	30	0.0	26	12.0	30	28.1	0.0	28.2	14.9	32
Maths % Expected Standard+	70	33.3	70	51.8	73	96.9	100.0	71.1	54.2	73
Maths % High Score (110+)	39	0.0	22	9.8	24	31.3	0.0	22.5	10.7	24
Reading Average Scaled Score	103	96.0	105	102.0	105	107.0	104.3	105.6	102.9	105
GPS Average Scaled Score	104	98.3	104	100.3	105	107.8	100.5	104.6	101.9	105
Maths Average Scaled Score	103	94.3	104	100.0	104	107.2	102.3	104.1	100.8	104

Reading, writing and mathematics

	Expected	Exceeding	National average
All children	88%	16%	61%
Pupil Premium	75%	0%	Not available

Reading

	Expected	Exceeding	National average
All children	90%	28%	75%
Pupil Premium	100%	0%	Not available

Writing

	Expected	Exceeding	National average
All children	97%	22%	72%
Pupil Premium	75%	0%	Not available

Mathematics

	Expected	Exceeding	National average



All children	97%	31%	73%
Pupil Premium	100%	0%	Not available

Curriculum Enrichment:

The children were given opportunities to experience a range of trips, sporting events and workshops. They were also given opportunities to become involved in the wider community of St Nicholas at Wade. Afterschool clubs have seen an excellent uptake with PP children attending in line or above the representative proportion. PP children represent 17% of the cohort.

Term 1 2024:

Clubs Term 1	% Of PP children attending
Basketball	19%
Football	38%
BSL	21%
Arts and Crafts	27%
Lego	WS: 33%
	KS1: 20%
	KS2: 45%
Street Dance	44%
Choir	23%
Mini Golf	WS:24%
	KS1: 23%
	KS2: 25%
Recorders	20%

Attendance:

Date	Cumulative Term 4 <u>2022-23</u>	Cumulative term 4 2023-24
Overall Attendance	94.4	94.8
PPG (Free School Meal) Attendance	91.9	91.9
PPG Target		94%
Persistent Absence Severe Absence	Whole School- 13.7	Whole School- 13.7



Year 2022- 2023

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
WS	96.3%	92.7%	94.6%	91%	95.2	94.5
FSM	92.8%	87.7%	91.9%	94%	93.3	92.7

Year 2023 – 2024

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
WS	96.2%	95.3	95%	94.9%	95.7	94.9
FSM	92.3%	92.8%	90%	92.7%	93.6	91.7

Improving outcomes for FSM children:

Performance Appraisals for LSAs have been written to include ‘Champion Children’ FSM children working below ARE will each have a mentor LSA. See Jan HT report for this detail. The staff will work from the following document so that we are able to have a clear plan and measure impact as well as focusing on pupils’ own view of themselves and school. The for takes a whole child approach including attainment, attendance, SEN and pupils individual needs.



Champion Questionnaire



Name:				Class:	
Current Attainment Levels	Reading	Writing	Maths		Attendance%
SEN					

Questions	Pupil Response
What do you like most about school?	
Who are you friends with at St Nicks?	
What don't you like about school?	
Which is your favourite subject? Why?	
Which is your least favourite subject? Why?	
Which subject would you like help with?	
Is there anything else you would like help with?	

Action Plan