

# St. Nicholas-at-Wade CEP Primary School

Pupil Premium Grant Expenditure – Strategy and Plan for 2022-2025

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## Pupil premium spending current academic year

SUMMARY INFORMATION			
Date of most recent pupil premium review:	<b>2022</b>	Date of next pupil premium review:	<b>2023</b>
Total number of pupils in school:	<b>191</b>	Total pupil premium budget:	<b>37,520</b>
Number of pupils eligible for pupil premium:	<b>29</b>	Amount of pupil premium received per child:	<b>£1320</b>
Statement authorised by:	Taralee Kennedy (Head teacher)		
Pupil Premium Lead:	Sarah Kent (Deputy Head teacher / SENCO / Designated Teacher)		
Governor Lead:			

## Statement of Intent

### *A Place to belong, a place to grow*

Underpinning our vision is the value of everyone in our school. In the first creation story in Genesis (Genesis 1:26,27), God lovingly creates human beings in his own image. Every life is of great value, and God loves all individuals. This speaks of the dignity and worth, not only of the children but the adults in our school and community as well. Our children and staff are valued as individuals and are encouraged to achieve well, making the most of their abilities, talents and skills. We want to fully develop and educate the whole child, preparing them for the future. Jesus came to bring life in all its fullness and we seek to offer a full, rich and creative curriculum to enable children to reach their God given potential.

Through high-quality inspiring teaching and wide-ranging opportunities both within and outside of the classroom, we aim to ignite our children's love of learning and help them to look beyond the school gates. One of the four strands of the Church of England Vision for Education is dignity and respect. Part of this vision is to create a culture where children can grow to be content, living well in their own skin, and happy for others for the skin they're in. This happens best in a culture of love that accepts, forgives and keeps faith with children and young people as they explore questions of identity and selfhood. This is our vision as a fully inclusive school every child is revered and respected as a member of a community where all are known and loved by God.

Our core Christian values of **Honesty, Kindness, Courage, Resilience** and Being the Best you can be are at the heart of all that we do.

Our children learn to respect and understand the needs and opinions of others, while taking into account their own. 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 disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as young carers or those who have a social worker, mental health anxieties within families or attachment trauma difficulties. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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. 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

## Assessment information

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
		School Average	National average
Good level of development (GLD)	25	61.5	

EYFS			
Reading	25	61.5	
Writing	25	61.5	
Number	25	61.5	

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
80	84.6 all 85.7 not pp	

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
	PP	School average (Non PP)	National average – data not released

END OF KS1			
% achieving expected standard or above in reading, writing and maths	50	74.2	
% making expected progress in reading	100%	75.8	
% making expected progress in writing	66%	82.8	
% making expected progress in maths	66%	9.3	

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average – data not released
% achieving expected standard or above in reading, writing and maths	0%	61	59
% making expected progress in reading	50%	60%	
% making expected progress in writing	50%	60%	
% making expected progress in maths	50%	40%	

## Challenges

## Detail of Challenges

A	<p>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.</p> <p>2021-22 38% of this cohort have identified SEND 2022-23 34% of this cohort have identified SEND</p>
B	<p>Our internal teacher assessment shows that progress and attainment in reading, writing and maths is lower for our vulnerable group particularly in KS2.</p>
C	<p>Attendance (impacted by engagement with families and school) for the vulnerable group tends to be lower than the school average</p> <p>2020-21 92.7% (non PP 92.5%) 2021-22 86.9% (non PP 93.3%)</p>
E	<p>Child protection, LAC, CHIN, Social Services and Early Help involvement</p>
F	<p>Home life causing instability: parent conflict and relationship breakdowns, economic constraints, blended families, sibling rivalries and issues/influence, mental health and emotional wellbeing of parents/families, absent parents, long and unsocial working hours, parental academic ability and additional educational needs, EAL, distance of housing from school.</p>
G	<p>In year entry. 2021 saw a significant rise of in year entry for this cohort. A significant number of these pupils had complex Educational Needs which impacted on the delegation of additional support throughout the school.</p>

## INTENDED OUTCOMES

Specific outcomes		Success criteria
A	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in opportunities with school and enrichment activities, particularly among disadvantaged pupils</li> </ul>
B	Improved reading, writing and maths progress and attainment among disadvantaged pupils.	<p>Given the very small numbers, overall percentages are unhelpful and can lead to identification of pupils.</p> <p>KS2 reading, writing and maths outcomes in 2024/5 show that our disadvantaged pupils have made good progress against their starting points (taking into account EHCP targets).</p>
C	Children are in school every day, they arrive to school on time and attitudes to school are positive.	<p>By 2025 attendance is at 96% or greater</p> <p>Children arrive at school on time</p> <p>Issues are address in a timely manner</p>
D	Children access all aspects of the curriculum, including school trips and activities	<p>No pupil excluded from any school activity due to financial constraints</p> <p>No pupil prevented from taking part in an activity or experience</p>

E	Additional needs are identified and acted upon in a timely manner	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
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## Planned expenditure for current academic year

ACADEMIC YEARS 2022-2025				
Quality of teaching for all				
Action	Intent	Intended Impact	Evaluation	cost
Little Wandle Phonics	Systematic and effective teaching of Phonics and early reading and spelling	Quality First Teaching of Little Wandle ensures that children make consistent and rapid progress in line with their peers. The acquisition of reading and writing is tailored specifically, ensuring that all children make rapid progress and are able to decode and encode. Children gain a wide vocabulary which they continue to build on as they move through the school providing them with vital language skills which can determine future success in life.		£5000



<p>Mental Health Pastoral Support Practitioner</p>	<p>Wellbeing lead able to evaluate the impact of emotional wellbeing support. Improve the quality of social and emotional (SEL) learning through our emotional wellbeing support – available to all pupils and the provision of the Heartsmart programme.</p>	<p>Children are able to articulate their emotions Children are able to self regulate Children are able to engage with learning</p>		<p>£3,500</p>
<p>SEND and Mental Health</p>	<p>SENCO able to evaluate progress and achievement for PPG children with SEN needs. Training and support provided for CT for teaching and learning/support strategies and also for writing personalised plans and updating these. SENCO observes children learning and accesses additional support (internally and externally) for these children.</p>	<p>PPG children with additional needs receive specialist and external advice where appropriate (e.g. STLS / OH / Ed. Psych). This ensures that appropriate teaching and learning styles and strategies are applied and accessed to facilitate children's progress. SENCO continues support to ensure that enhanced and adapted teaching and learning and intervention continues to best support children and maximises their achievement.</p>		<p>£9,000</p>
<p>Talk for Writing</p>	<p>To improve writing skills To ensure all children make good or excellent progress</p>	<p>Children are confident to write in a range of genres. Children are able to write using a range of vocabulary and make correct grammatical choices in their writing. Children are able to transfer their writing skills across the curriculum.</p>		<p>£6000</p>

Accelerated Reader	To improve literacy skills and promote enjoyment of reading	Children are keen to read; they understand what they have read and score highly in the quizzes relating to the text. Vocabulary range is increased and children gain a wider understanding of different genres. Children's writing skills improve and this supports their learning across the curriculum.		£3,400
1:1 and group targeted interventions for Maths / Dynamo maths	To ensure that all children make good or excellent progress.	Children at risk of slow progress are identified, they are given targeted support based on data and teacher assessment. Regular Pupil Progress Meetings identify children and their specific needs are discussed and addressed Clear entry and exit data is recorded and interventions are shown to be effective Pupils who are showing high potential are provided with interventions to ensure they are challenged and able to achieve the highest outcomes KS1 and KS2 data has good levels of children meeting greater depth		£2000
1:1 and writing group reading	To ensure that all children make good or excellent progress.			£4000
Extended curriculum	To ensure that all our children have exposure to a range of experiences which will raise their aspirations and ambitions	All children are able to access extended curriculum through enrichment visits. All children access same experiences – adding to cultural capital of schooling. Children know that life has many opportunities which they can work towards. Children 'dare to believe' and know that goals can be achieved through hard work and determination		£2,600
Total budgeted cost:				<b>£35,500</b>
Other approaches				
Action	Intent	Impact	Evaluation	Cost

Breakfast Club	To ensure that working families are supported and children's attendance and punctuality is not compromised. To make sure that all children start the day with breakfast.	Families can access breakfast and after school clubs to support daily routines Support offered for attendance through wrap around care		£2,000
			Total budgeted cost	<b>£2,000</b>
			Total cost for all approaches	<b>£37,500</b>
			Difference	<b>£20</b>