



## 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	Nonington CE Primary School
Number of pupils in school	45
Proportion (%) of pupil premium eligible pupils	53.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Vicky Solly, Acting Headteacher
Pupil premium lead	Vicky Solly Acting Headteacher
Governor / Trustee lead	Edwina Ashton Pupil Premium Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,280
Recovery premium funding allocation this academic year	£3,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£35,760

# Part A: Pupil premium strategy plan

## Statement of intent

Nonington CE Primary School is an Inclusive Learning Community, rooted in God. We are inclusive in the approaches that we take in meeting the needs of all children. Learning is the central and core purpose of the school. Our school is committed to increasing the number of pupils working at age related expectations through quality first teaching and ensuring that the school focuses on development that makes a difference to learning and attainment. We want our children to be confident, to have a voice and to be able to participate and engage positively within our society as adults.

The ultimate objective of the Pupil Premium Strategy Plan is to support our disadvantaged pupils, regardless of their starting point, in making at least expected progress to enable them to attain at, or above the expected level in the Key Stage 2 SATs, in order to give them a firm foundation as they progress into their secondary education and beyond.

Leadership maintains a continual focus on refining approaches to quality classroom teaching to achieve high pupil outcomes through setting expectations, monitoring performance and tailoring teaching and support to maximise the progress and attainment of all pupils. Leadership is proactive in learning about and evaluating high achieving practices. Staff are provided with quality professional development and debate the way they teach through staff meetings, our Study Week and our partnerships. Staff are encouraged to reflect on their own effectiveness and make adjustments to their teaching based on pupils' outcomes, developmental feedback and pupil voice.

Our school benefits from being in a partnership agreement with The STAR Alliance, a group of schools who have chosen to work together with the principal aim of working collaboratively for the greater good of the children in our shared community. The school also accesses partnership support through The Sapphire Learning Hub, with nine primary schools, one outstanding and eight good schools.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and School led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Although IT provision (including access to the internet), offers of bespoke virtual tutoring and invitations into school as a priority group, a number of disadvantaged children were affected by Covid-19 and this led to a loss of learning.
2	Specific Learning Difficulties which impact on reading, spelling and mathematics
3	Pupils with identified SEND which impacts on their ability to attain at the expected level and/or make expected progress.
4	Assessments of resilience and wellbeing (including observations, discussions and the use of a resilience checklist) have identified social and emotional issues for many pupils. The resulting impact is that many children have lower levels of confidence and aspiration which inevitably impacts on learning.
5	Lack of understanding and fluency in basic skills
6	Speech and Language difficulties
7	Memory difficulties
8	Low acquisition of language
9	Not practising reading outside school
10	Social or emotional difficulties
11	Pupils who require their progress to be accelerated to reach expected levels of attainment and progress

## 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. Use of NELI programme and Language Link
Improved reading attainment in order that the vast majority of disadvantaged pupils attain the expected standard or above in KS2 SATs.	By July 2024 more than 60% (3/5) of disadvantaged pupils meet the expected standard in reading (pupil cohort numbers are small and each pupil could sometimes represent up to 50%). Pupils will be making better than expected progress.
Improved mathematics attainment in order that the vast majority of disadvantaged pupils attain the expected standard or above in KS2 SATs.	By July 2024 more than 60% (3/5) of disadvantaged pupils meet the expected standard in reading (pupil cohort numbers are small and each pupil could sometimes represent up to 50%). Pupils will be making better than expected progress.
To ensure that the quality of teaching and learning is good or better across the school	All teachers meeting their appraisal targets for pupil attainment and progress.
Narrow the attainment gap caused by loss of learning due to Covid-19	All children progressing within or beyond their year-group expectations with timely support for any learning lost
Improved levels of emotional wellbeing, confidence and resilience – with a direct impact on learning	Children will exhibit higher levels of wellbeing (measured through the use of the resilience checklist, teacher observations and discussions) and through this, behaviour for learning will be improved with evidence of positive educational outcomes.

## 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: **£32,280**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintaining the three-class structure through funding the additional class teacher and teaching assistant.</p>	<p>The school has continued to fund a three class structure, using pupil premium funding to employ an extra class teacher and teaching assistant, despite a falling roll at the start of the year. This has kept the numbers in the classes low and ensured that there are no more than 2 year groups within each class (with the exception of the current EYFS and KS1 class). This enables targeted support and feedback to be given to individuals, particularly in Mathematics and English.</p> <p>EEF Toolkit - +6 months impact (Feedback)</p>	<p>1 – 11</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics Programme to secure stronger phonics teaching for all pupils</p>	<p>The school has purchased Rocket Phonics (this was funded through meeting the eligibility via the English Hubs). All staff have received training and this will be in place from Spring Term 1.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</p>	<p>2, 3, 5, 6, 8, 9, 11</p>

	<p>comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>+6 months impact on the EEF Early Years toolkit –Communication and Language approaches)</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£3,480**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, 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><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	11

**Total budgeted cost: £35,760**

## 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.

There is no doubt that our Pupil Premium children were disadvantaged even further as a result of 2 disrupted years where a large proportion of learning took place during lockdowns or in isolation. The school took additional measures to mitigate the loss of learning for this group of children, which enabled them to continue to access education remotely where they otherwise may not have been able to.

The impact of Covid-19 has led to all children's learning being disrupted in all subjects. Baseline data taken from the end of the academic year (2020-2021) shows that there is a significant disparity in progress and attainment between Pupil Premium and non-Pupil Premium children. In all areas, the difference between those Pupil Premium children with SEN and those without is small.

In phonics, the current year 2 cohort made rapid progress with their learning, with 100% of PP children achieving the threshold in the delayed phonics screening assessment taken in the Autumn term 2021.

We have also measured and tracked pupil resilience levels. This has enabled us to develop some work around independence and collaboration which will have a positive impact on all groups of children. We continue to track and identify pupils who need support in this regard and identify through pupil progress how these children can be supported further to develop their resilience.

In school assessment data, in conjunction with pupil progress meetings and provision reviews enable us to identify the children needing the most support as we continue in the 2021/2022 academic year.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
NELI	Nuffield Early Language Intervention
Rocket Phonics (validated DFE Phonics Programme)	Rising Stars
White Rose Maths	White Rose Maths Hub
Purple Mash	2Simple
Primary PE Passport	Primary PE Passport
PSHE Association	National Association for PSHE Education Professionals
Charanga	Charanga Music School



## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. Engagement and Participation in the Embedding Formative Assessment Programme. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Participation in the Church of England 'Every Child Flourishing' Becoming Trauma Informed Schools Network will enable staff to identify and utilise strategies to support children who have experienced trauma or adverse childhood experiences
- Free After-School club provision
- Participation in the Inclusive Leadership Peer Review Framework to enable us to consider the best inclusive practices for diminishing the difference.
- Free milk at breaktime for Pupil Premium children