

Nanclendra School Pupil premium strategy statement 2022-23

guidance on [using pupil premium](#).

This statement details our school's use of pupil premium funding (and recovery funding for 2022-23) 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	Nanclendra School
Number of pupils in school	105 (October 2022)
Proportion (%) of pupil premium eligible pupils	11% (11 children)
Academic year/years that our current pupil premium strategy plan covers	2022 – 2024
Date this statement was published	04/10/22
Date on which it will be reviewed	October 2023 at FGB
Statement authorised by	Rick Gill
Pupil premium lead	Rick Gill
Governor / Trustee lead	Crin Whelan

Funding overview 2022 / 23

Detail	Amount
Pupil premium funding allocation this academic year	£ 18,400
Recovery premium funding allocation this academic year	£ 3,458
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£21,858

Part A: Pupil premium strategy plan

Statement of intent

All pupils at Nancledra School will make good progress in all areas of learning through quality first teaching.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, and they can access a range of interventions to meet their individual needs. Disadvantaged pupils are also able to access a wide range of extracurricular activities and enrichment opportunities which will positively impact on their academic achievement and wellbeing. Our main objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support our children's health and wellbeing to enable them to access learning.

We aim to do this through:

- Teacher and TA lead intervention groups and 1:1 precision teaching closing the gap in English and maths.
- Provide targeted catch up lessons in phonics for pupils in Year 2 & Year 3
- Providing nurture and support through a 'Learning Mentor' and Thrive practitioners and establishing a 'Socially Speaking' group once a week to children who would benefit from this
- Provide Play Therapy interventions weekly for emotionally vulnerable children
- Dedicated time every week for the 'learning Mentor' to have 1:1 sessions with any child who would benefit from this, usually flagged up by the teacher.
- Additional support for assessments, training and advice from specialists such as educational psychologists
- Providing support from EWO to raise attendance.
- Reduced rates for school trips and camps to enable children to access all the opportunities available to them and to take part in a wide range of enrichment activities:
- Funded music lessons through CMST or contracted peripatetic teachers.

Challenges

Challenge	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing and Maths
2	The impact of COVID on pupils social and emotional mental health.
3	The impact of COVID on pupil's speech and language development.
4	Attendance and supporting families with persistence absence.

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
Pupils make at least expected progress in reading, writing and maths	Gap will close in progress made between disadvantaged and non-disadvantaged
Pupils access a wide range of enrichment experiences both in and out of school.	Attendance at extracurricular experiences and school residential increases.
Disadvantaged pupil's attendance increases.	Attendance of identified PP pupils increases and gap between PP and non PP narrows.
Children are motivated and happy to learn and succeed	Increased progress and attainment for targeted pupils

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 – Reading, Writing and Maths in small groups, generally age related

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of additional teaching time across the school to develop reading skills through 1:1 and small group teaching	Additional teaching time and support for key children across the year groups. Small group and 1 to 1 interventions when implemented effectively can raise pupil attainment. Quality first teaching and working with the support of a teacher / skilled support staff has a direct impact on the pupil outcomes. EEF – 1-1 tuition; Impact of +5 months EEF – Additional phonics support; Impact of +5 months	1 and 3

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

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers & trained teaching assistants deliver small group interventions and personalised, 1:1 support in English, Phonics and Maths following teacher assessment during and after lessons. Target group in Year 3	The EEF consistently shows that oral language interventions have a positive impact on learning: <ul style="list-style-type: none"> • High quality small group interventions • Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge • Specialists lead CPD sessions and clinics with individual pupils and staff • Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health .i.e. weekly socially speaking group EEF – Small group reading tuition; Impact of +4 months	1 and 3

	<ul style="list-style-type: none"> • EEF – Reading comprehension strategies; Impact of +6 months 	

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half the cost of trips and camps are funded for all children in receipt of the Pupil Premium. This may partly cover the cost of the minibus running costs as this enables us to have more frequent trips- providing more opportunities.	<p>To enable ALL children to be able to access all external activities and opportunities to widen and broaden culture capital.</p> <p>EEF – Aspiration interventions; Impact not yet proven. EEF – Outdoor adventure learning; Impact not yet proven EEF – Arts participation; Impact +3 months</p>	2
Play therapy £160 per day for 3 pupils	Trauma and post covid mental health challenges	2
A trained Thrive/ TIS practitioner is available in afternoons to meet with those children who need support.	<ul style="list-style-type: none"> • conversations and the opportunity to have someone listen to them. They can discuss anything in the safety of a professional. • The learning mentor can then feedback to the class Teacher on anything that they feel we may be able to support them with. • Emotional literacy interventions help pupils with their peers, teachers, family and wider community. • EEF – S and E Learning improves interaction with others and management of self impacting attitudes to learning and social relationships, increasing progress in school. 	1, 2, 3

Total budgeted cost: £22,000

Part B: Review of outcomes in the previous academic year 2021-2022
Pupil premium strategy outcomes

	Pupils achieved EXS+	
	All Pupils	PP
KS2 Reading	76%	100%
KS2 Writing	88%	100%
KS2 Maths	88%	100%
KS1 Reading	50%	33%
KS1 Writing	44%	0%
KS1 Maths	61%	100%
Year 1 Phonics	93%	100%
Attendance	91.4%	91.6%