

Nancledra School Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium funding (and recovery funding for 2023-24) 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	Nancledra School
Number of pupils in school	90 (Jan 2024)
Proportion (%) of pupil premium eligible pupils	12% (11 children)
Academic year/years that our current pupil premium strategy plan covers	2023 – 2024
Date this statement was published	04/10/23
Date on which it will be reviewed	January 2024 at FGB
Statement authorised by	Helen O'Kane
Pupil premium lead	Helen O'Kane
Governor / Trustee lead	Crin Whelan

Funding overview 2022 / 23

Detail	Amount
Pupil premium funding allocation this academic year	£ 19,610
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£21, 610

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 & Year 5
- Providing nurture and support through Thrive sessions with a trained Thrive practitioner.
- Providing
- Provide Play Therapy interventions weekly for emotionally vulnerable children
- 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 on-going impact of COVID on pupils social and emotional mental health.
3	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

<p>Pupils access a wide range of enrichment experiences both in and out of school.</p>	<p>Attendance at extracurricular experiences and school residential increases.</p>
<p>Disadvantaged pupil's attendance increases.</p>	<p>Attendance of identified PP pupils increases and gap between PP and non PP narrows.</p>
<p>Children are motivated to come to school and are happy to learn and succeed</p>	<p>Increased progress and attainment for targeted pupils. Attendance improves.</p>

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: £3,755.52

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

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

Budgeted cost: £6709.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers & trained teaching assistants deliver small group interventions and personalised, 1:1 support in Reading, Phonics and Maths following teacher assessment during and after lessons. Using Little Wandle ; HfL Fluency; and Numberstacks Target group in Year 3 & Year 4	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 • 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

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

Budgeted cost: £11,144.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>	<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>	<p>2</p>
<p>Play therapy £160 per day for 3 pupils £4,800</p>	<p>Trauma and post covid mental health challenges</p>	<p>2</p>
<p>A trained Thrive/ TIS practitioner is available in afternoons to meet with those children who need support.</p>	<p>Children have the opportunity to have conversations and the opportunity to have someone to listen to them. They can discuss anything in the safety of a professional.</p> <p>EEF – S and E Learning improves interaction with others and management of self impacting attitudes to learning and social relationships, increasing progress in school.</p>	<p>1, 2, 3</p>
<p>A trained Forest School Leader runs a Wild Passport forest school programme for all children. This includes a Wild Tribe after school club. £120 per week = £3,840 Wild Passport £150</p>	<p>The areas of benefit identified by a number of studies reflect the outcomes which time and again are associated with Forest School:</p> <p>Increased self-esteem and self-confidence Improved social skills The development of language and communication skills Improved physical motor skills Improved motivation and concentration Increased knowledge and understanding of the environment</p>	<p>1, 2, 3</p>

Total budgeted cost: £21,610

Part B: Review of outcomes in the previous academic year 2022-2023
Pupil premium strategy outcomes

	Pupils achieved EXS+	
	All Pupils	PP
KS2 Reading	88%	100%
KS2 Writing	94%	100%
KS2 Maths	81%	100%
KS1 Reading	81%	66.7%
KS1 Writing	75%	66.7%
KS1 Maths	81%	66.7%
Year 1 Phonics	85%	100%
Attendance	93.8%	91.8%