

Nateby Pupil premium strategy statement 2023

This statement details our school's use of pupil premium 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 September 2023

Detail	Data
School name	NATEBY PRIMARY SCHOOL
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	8.7%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	01.11.2023
Date on which it will be reviewed	01.11.2024
Statement authorised by	Mrs Vardey
Pupil premium lead	Mrs Vardey
Governor	Mr Barlow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14225
Recovery premium funding allocation this academic year School led tutoring Total	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£14225

Part A: 2022 2023 Pupil premium strategy plan

Statement of intent

At Nateby Primary School, we provide a happy, nurturing and supportive environment where all children are encouraged to reach their full potential. We have high aspirations for all our children and strongly believe that educational success is not about where you come from. To ensure our Pupil Premium funding is spent in the most effective ways we aim to:

- Target the funding well from the outset, being responsive and flexible to individual needs
- Use progress data, staff assessments and knowledge of the children effectively to identify the strengths and weaknesses of individual pupils and groups, in particular those children underachieving and eligible for Pupil Premium, and target intervention and support to accelerate their progress
- Use effective intervention strategies to improve achievement in English and mathematics
- Ensure that well trained staff help raise standards for all pupils
- Identify and minimise the barriers to learning achievement, regularly reviewing the circumstances effecting the learning of individuals
- Actively involve the governing body in decision making processes and the monitoring and evaluation of effective Pupil Premium spend.

Challenges

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

Challenge number	Detail of challenge
1	In order to improve reading across school extra resources and training are needed
2	Approximately 42% of our PPG pupils have concentration issues
3	Approximately 50% of the PPG cohort need support with their mental wellbeing
5	There is some need for support with uniform etc

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
1. Improved levels of engagement in Reading leading to higher achievement in statutory exams	Improved achievement in Reading in KS1 & 2 SATS Tracking shows ARE is higher than KS1/2 national averages for SATS in each year group
2. Improved levels of concentration and ability to follow simple instructions	Improvement in focus group sample for executive functioning initiative
3. Improved wellbeing	Identified pupils no-longer need counselling as identified by the counsellor Successful in engaging with CAMHs where necessary
4. Support with uniform	Pupils have new uniform and PE kit as needed and wears it to school

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: £9400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training: 'Reciprocal Reading' and phonics CPD £400 (Twinkl) 'Reciprocal Reading' work with teachers/ Tas New reading material Resources: £4000- for use across school Recruitment of an apprentice in EYFS/ y1 to improve offer for these pupils	Evidence from EEF illustrates that supporting high quality teaching is pivotal in improving children's outcomes. Evidence shows that targeted intervention for specific pupils made better progress (the equivalent of +2 additional months) progress than their peers who were unsupported.	1

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

Budgeted cost: £400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition-executive functioning training	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.	1 & 2

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

Budgeted cost: £5100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling 2.5 hours/ week £45/session £4500 Social Speaking delivered by staff £600	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice.	3
Purchase of school uniform	EEF evidence: There is a general belief in the UK that school uniform leads to improvements in pupils' behaviour. It is important to remember that improved behaviour, on its own, does not necessarily lead to better learning, though it may be an important precondition.	4

Total budgeted cost: £14,900

Part B: Review of outcomes in the previous academic year

Actual PPG budget £12,665

Pupil premium strategy outcomes

Intended outcomes 2022/23	Success criteria 2022/23
5. Improved levels of engagement especially in Maths and English (Writing) lessons	Improved achievement and progress in maths and English for PG pupils who are behind their peers. They have made accelerated progress in these subjects i.e. more than one term's progress in a term
6. Improved behaviour especially during playtimes and lunch times	Reduced number of incidents reported to CTs / SLT
7. Improved wellbeing	Identified pupils no-longer need counselling as identified by the counsellor Successful in engaging with CAMHs where necessary
8. Access to technology	Audit current need Identified pupils have homework/ remote learning work in an alternative format so that they can access the work when required and manages to complete it
9. Support with uniform	Pupils have new uniform and PE kit as needed and wears it to school

Intended outcomes 2022/23	Evaluation 2022/23
10. Improved levels of engagement especially in Maths and English (Writing) lessons	Progress in Maths all progressed at a normal rate from starting points except one pupil who had -2 terms progress Writing PG pupils progressed as quickly as their peers from their starting points except two pupils who made -1 term / -2 terms progress Reading three pupils made average progress from their starting points; two made -1 terms progress; one made -4 terms progress and one made +5 terms progress
11. Improved behaviour especially during playtimes and lunch times	OFSTED commented on how their were very high standards in behaviour across school at all times.

12. Improved wellbeing	Counselling is on-going for many pupils however two pupils now using this facility much less frequently due to an overall improvement
13. Access to technology	Identified pupils had homework/ remote learning work in an alternative format so that they could access the work when required and managed to complete it much more frequently and consistently
14. Support with uniform	Pupils have new uniform and PE kit as needed and wears it to school