

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	Nythe Primary School
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	23.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Clare El-yorby (Principal)
Pupil premium lead	Clare El-yorby (Principal)
Governor / Trustee lead	Luke Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,145
Recovery premium funding allocation this academic year	£6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£67,670

Part A: Pupil premium strategy plan

Statement of intent

At Nythe Primary School, our intent is for all pupils to make good progress and achieve their academic potential, regardless of their background or the challenges they face. Our pupil premium strategy has been developed to support all disadvantaged pupils to achieve this goal.

In considering the challenges faced by disadvantaged pupils, we have also planned to support the needs of our vulnerable pupils, such as those who have a social worker or are young carers. The activities outlined below endeavour to support all of these pupils to make good progress and achieve high attainment, irrespective of whether they are disadvantaged or not.

Our approach incorporates strategies to ensure that all pupils receive high-quality teaching, particularly in the areas where disadvantaged pupils require the most support. This will also benefit the non-disadvantaged pupils in our school, whose progress we intend to sustain and improve alongside the progress of their disadvantaged peers. We have also included activities to support education recovery, providing support for pupils whose education has been adversely impacted during the pandemic.

Our strategy aims to be responsive to common challenges and individual needs, taking a holistic approach by recognising the additional barriers to pupils' learning and providing support with wellbeing, mental health and the development of positive learning behaviours.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments show that attainment of disadvantaged pupils is significantly below that of non-disadvantaged pupils in Reading, Writing and Mathematics.</p> <p>This has been further impacted by the partial school closures during the pandemic. Our internal data and national studies indicate that the education and wellbeing of disadvantaged pupils has been impacted to a greater extent than that of their peers, resulting in significant gaps in knowledge leading to pupils falling further behind age-related expectations.</p>
2	<p>Our assessments and observations suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p>Our Reception baseline assessments indicate that underdeveloped communication and language skills are generally more prevalent among our disadvantaged pupils. Assessments, observations and discussions with pupils suggest that the impact of this is evident in their oral language skills and vocabulary from Reception through to KS2.</p>
4	<p>Our attendance data from the 2020-21 academic year indicates that the average attendance for disadvantaged pupils was 93.79%, compared to an average attendance of 98.73% for non-disadvantaged pupils. This difference of 4.94% equates to 9.6 missed school days.</p> <p>9.8% of disadvantaged pupils were persistently absent during the 2020-21 academic year, compared to 4.8% of their non-disadvantaged peers during the same period.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting the progress of disadvantaged pupils.</p>
5	<p>Our assessments, observations and discussions with pupils and their families have identified that increased social and emotional support has been required for disadvantaged pupils, particularly since the beginning of the pandemic, which has impacted on pupils' social skills, mental health and access to enrichment activities.</p> <p>Since the start of the pandemic, 73% of the pupils referred to our Learning Support Mentor as requiring social and emotional support were disadvantaged pupils.</p>

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
To close the gap in attainment in Reading, Writing and Mathematics between disadvantaged pupils and their peers.	KS2 outcomes in 2024/25 show that disadvantaged pupils are achieving in line with their non-disadvantaged peers in Reading, Writing and Mathematics.
To close the gap in attainment in Phonics between disadvantaged pupils and their peers.	Phonics outcomes in 2024/25 show that disadvantaged pupils are achieving in line with their non-disadvantaged peers in the Phonics Screening Check
To improve communication and language skills and vocabulary among disadvantaged pupils.	End of Reception assessments will indicate accelerated progress in Communication and Language. Assessments, observations and discussions with pupils from Reception through KS2 will indicate improved oral language skills and a widening vocabulary.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by average attendance being 95% or above for both disadvantaged and non-disadvantaged pupils, with the gap between the attendance of disadvantaged and non-disadvantaged pupils being reduced from 4.94%. The percentage of persistently absent pupils being reduced for both disadvantaged and non-disadvantaged pupils, with the gap between the percentage of persistently absent disadvantaged pupils and persistently absent non-disadvantaged pupils being reduced from 5%.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of well-being from 2024/25 demonstrated by data from pupil voice, pupil and parent surveys, teacher observation and ELSA and Leuven Scale assessments, as well as an increase in participation in enrichment activities, particularly among disadvantaged 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 (for example, CPD, recruitment and retention)

Budgeted cost: £27,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments and training for staff to ensure that assessments are administered and interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Evidence from EEF Toolkit: Feedback	1, 2
Maintaining smaller, single-aged classes in Reception and KS1	Reducing class sizes has been found to have an impact of adding approximately 2 months progress, on average. There is evidence to suggest that this is more effective during the early stages of primary school, particularly where class sizes are reduced by at least 10 pupils, allowing higher quality interactions with pupils and increasing the quality of the feedback pupils receive. Evidence from EEF Toolkit: Reducing class size	1, 2, 3

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention We will pay for a member of staff to deliver this intervention to groups of Reception pupils.	There is extensive evidence to suggest that oral language interventions, such as the Nuffield Early Language Intervention, are inexpensive to implement with high impacts on oracy and reading, adding approximately 6	1, 2, 3

	<p>months progress over the course of a year.</p> <p>Evidence from EEF Toolkit: Oral language interventions</p>	
<p>Provision of tutoring, including 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.</p>	<p>Small group tuition has been found to have an average impact of adding 4 months progress over the course of a year. Tuition has been found to be most effective when directed at pupils' specific needs.</p> <p>Evidence from EEF Toolkit: Small group tuition</p>	1, 2

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

Budgeted cost: £19,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social and Emotional Learning interventions provided by the Learning Support Mentor.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, adding approximately 4 months additional progress over the course of a year.</p> <p>Evidence from EEF Toolkit: Social and emotional learning</p>	5
<p>Increased opportunities for collaborative learning through targeted small group activities.</p>	<p>Collaborative learning approaches have been found to add approximately 5 months additional progress over the course of an academic year, particularly when completed with small groups of 3-5 pupils with a shared goal.</p> <p>Evidence from EEF Toolkit: Collaborative learning approaches</p>	1, 3, 5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training for staff to develop and implement new procedures and support for our attendance officer to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE: Improving School Attendance</p>	4

Contingency fund for acute issues.	Based on our experiences and those of schools similar to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £67,670

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.

Our internal assessments during 2020/21 indicate that the performance of disadvantaged pupils was significantly lower than that of non-disadvantaged pupils in Reading, Writing and Mathematics, showing that the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not realised.

Our assessment of the reasons for these outcomes points primarily to the impact of the Covid-19 pandemic. As evidenced in schools across the country, school closures were most detrimental to our disadvantaged pupils. Despite our resolution to maintain a high quality curriculum, particularly during periods of partial closure where teachers provided online learning videos to pupils, supplemented by online resources such as those provided by Oak National Academy and the BBC, the gaps in learning for our disadvantaged pupils are significant. We also used pupil premium funding to support home learning through the provision of learning resources and books.

Our assessments and observations also demonstrate the significant impact that the pandemic had on the wellbeing and mental health of our pupils, particularly those who are disadvantaged. We used pupil premium funding to provide wellbeing support for pupils and their families, as well as providing resources to support their wellbeing at home. This is something that we have continued to implement as children have returned to school, and will continue to do so through the activities detailed in this plan.

Our observations show that disadvantaged pupils also found it more challenging to access some of the whole school/extra-curricular offered during the partial closures. The impact was mitigated through use of the DfE allocated technology support, and we also prioritised reintegration and sense of belonging once schools fully reopened.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

We are also utilising some of our Sports Premium Funding to overcome the barriers faced by some of our disadvantaged pupils in accessing physical activity, such as through the provision of roadworthy bicycles and helmets at school to enable them to learn to ride a bicycle and complete the bikeability before leaving primary school.