

# Pupil premium strategy statement – Nythe Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	25.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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	£59,608
Recovery premium funding allocation this academic year	£5,800
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£65,408

## Part A: Pupil premium strategy plan

### Statement of intent

At Nythe Primary School, our intent is for all pupils to make good progress across the curriculum 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 aim to use robust diagnostic assessments to facilitate the early identification of pupils' needs and barriers to learning, to enable support to be implemented swiftly. 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. 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: £29,910

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.  <a href="#">Evidence from EEF Toolkit: Feedback</a>	1, 2
Maintaining smaller, single-aged classes in EYFS and KS1, reducing teacher workload and enabling them to focus on adapting teaching to meet the needs of those in their class.	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.  <a href="#">Evidence from EEF Toolkit: Reducing class size</a>	1, 2
CPD for staff to support the implementation of Sounds-Write (SSP).	High-quality teaching of phonics has been found to have an impact of adding approximately 5 months progress, on average. There is extensive evidence highlighting this as an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  <a href="#">Evidence from EEF Toolkit: Phonics</a>	1, 2

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

Budgeted cost: £11,963.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	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.  <a href="#">Evidence from EEF Toolkit: Small group tuition</a>	1, 2
CPD for staff in supporting early communication skills.	Oral language approaches have been found to have a high impact on pupil outcomes of an average of 6 months additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.  <a href="#">Evidence from EEF Toolkit: Oral Language Interventions</a>	3
CPD for staff in use of Tales Toolkit in the EYFS.		3

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

Budgeted cost: £23,534.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Emotional Learning interventions provided by the Learning Support Mentor.	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.  <a href="#">Evidence from EEF Toolkit: Social and emotional learning</a>	5

CPD for staff to support managing behaviour in school.	Behavioural interventions have been found to have positive overall effects, adding approximately 4 months additional progress. <a href="#">Evidence from EEF Toolkit: Behaviour interventions</a>	5
Increased opportunities for collaborative learning through targeted small group activities.	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. <a href="#">Evidence from EEF Toolkit: Collaborative learning approaches</a>	1, 3, 5
Embedding principles of good practice set out in the DfE's Working Together to Improve School Attendance. This will involve training for staff to develop and implement new procedures and support for our attendance officer to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">DfE: Working together to improve school attendance</a>	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

**Total budgeted cost: £65,408**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year.

End of KS2 Assessments							
	Reading		Writing		Maths		Science
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS
Disadvantaged	40%	10%	40%	10%	50%	0%	40%
Non-Disadvantaged	55%	30%	55%	5%	65%	10%	55%
All	50%	23%	50%	7%	60%	7%	50%
End of KS1 Assessments							
	Reading		Writing		Maths		Science
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS
Disadvantaged	40%	0%	20%	0%	20%	0%	40%
Non-Disadvantaged	79%	29%	50%	0%	57%	14%	86%
All	68%	21%	42%	0%	73%	11%	73%
End of EYFS Assessments							
	Achieving Good Level of Development (GLD)						
Disadvantaged	0%						
Non-Disadvantaged	54%						
All	43%						

Our analysis of assessments indicates that the performance of disadvantaged pupils was lower than that of non-disadvantaged pupils in Reading, Writing and Mathematics, at both KS1 and KS2. The gap in attainment is consistent in Reading, Writing, Mathematics and Science at KS2, and is greatest in Reading and Mathematics at KS1. Our analysis indicates that the gap in attainment at KS2 is closing in comparison to previous years. However, this is not the case at KS1. Our assessment of the reasons for these outcomes continues to point primarily to the impact of the Covid-19 pandemic, alongside requirements for further training to ensure that all children receive high quality teaching.

Internal pre- and post- intervention assessments carried out during 2022/23 have shown that the use of pupil premium funding and recovery premium funding to provide 1:1 and small group tuition, in four week blocks focussed upon specific objectives, is successfully addressing the gaps in learning created during the school closures. Additional intervention support was implemented in Year 6 during the 2022/23 academic year, focusing upon the gaps in knowledge formed during the pandemic for our disadvantaged pupils. The data from standardised assessments shows that these were successful in reducing the attainment gap between pupils who are disadvantaged and those who are not.



Our assessments and observations also demonstrate the significant impact that the pandemic continues to have on the wellbeing and mental health of our pupils, particularly those who are disadvantaged. Over the 2022-23 academic year, we have seen the impact of this on the behaviour of pupils within school. We continue to use pupil premium funding to provide wellbeing support for pupils and their families, and to provide CPD for staff to support behaviour management in school.

## Externally provided programmes

We did not use pupil premium (or recovery premium) funding to fund any non-DfE programmes in the 2022/23 academic year.

Programme	Provider