

Pupil premium strategy statement

This statement details Nayland School's use of pupil premium funding to help improve the attainment of 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	Nayland CP School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2024
Date this statement was published	18 th September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	R. Delaney - HT
Pupil premium lead	R. Delaney - HT
Governor / Trustee lead	T. Moriarty - CofG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 30 800
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 30 800

Part A: Pupil premium strategy plan

Statement of intent

The school receives additional Pupil Premium funding which is based on the number of children who are currently known to be eligible for Free School Meals (FSM) including pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure), children who have been looked after continuously for more than six months (including those who have left care and are adopted or under a special guardianship order) and to children of service personnel. Schools are free to spend the Pupil Premium Grant as they see fit but its purpose is to raise attainment and improve outcomes for vulnerable pupils.

It is our responsibility to ensure that every child leaves Nayland Primary School excited about learning and determined to succeed.

Pupil Premium will be used and managed to enable us to tailor support for identified children in a range of ways appropriate to their needs.

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils that belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals (or who have been eligible in the last 6 years) are socially disadvantaged.
- We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils that the school can legitimately categorise as being socially disadvantaged.

Pupil Premium funding will be allocated following a needs analysis. This will identify priority groups and classes. Progress and attainment data will be fundamental in identifying need. During pupil progress meetings, the progress and attainment of pupil premium children will be analysed and levels of support to accelerate progress and close gaps will be tailored to need. This is changeable and we believe in the importance of flexible support at Nayland Primary School.

We have a range of provision in place to support children belonging to vulnerable groups, including those that are socially disadvantaged. This provision has the full support of the Governing Body. Provision will be outlined in the strategy and is specific to the current pupil need.

Challenges

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

Challenge number	Detail of challenge
1	Teacher observations and liaison with feeder nurseries and playgroups show that school readiness on entry to EYFS is not secure for all children. Some have underdeveloped oral language skills and vocabulary gaps that cause a lack of understanding. There is a need to learn the necessary skills to meet the criteria for self-regulation as one of the prime areas of the EYFS curriculum. Some children need additional support to secure the knowledge and skills to meet the EYFS expectations in number.
2	Teacher observations, assessment and discussion with pupils show that some children, including those from disadvantaged groups, lack the learning and resilience needed to meet individual targets and thus secure expected attainment for their year groups. Strategies that improve independence are required for life-long learning in school and beyond.
3	The understanding of present attainment and the steps needed to secure progress is lacking for pupils and parents/carers from a range of groups, including particularly disadvantaged children and their families.
4	Access to wider school experiences to build confidence and self-esteem has been identified. This can cause social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
5	A lack of home support, poor quality of home support and lower aspirations have a detrimental effect of the attainment and progress of pupils, particularly those belonging to a disadvantaged group.

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
By the end of EYFS, children are using oral language and numbers in line with age expectations to successfully access the EYFS curriculum. They are able to self-regulate in a range of situations.	% of children reaching GLD at the end of EYFS is above national and includes children identified as disadvantaged.

Pupils have the learning and resilience needed to reach individual targets and secure sustained progress.	Attainment and progress of disadvantaged children is broadly in line with the whole school levels in reading, writing and maths.
Individuals and small groups, including disadvantaged children, are accessing additional support to secure sustained progress.	School assessment data shows that children across all age groups are progressing well and narrowing identified gaps, including those caused by extended home learning time.
A range of enrichment activities are offered and taken up by a wide group of pupils including those from disadvantaged circumstances.	School, data shows that children from disadvantaged groups are accessing enrichment activities and these are having a positive impact on learning by building confidence and self-esteem.
A range of easily accessible communication tools are used and learning options are available so that home learning is valuable to all children and parents/carers understand the expectations and how they can help.	Pupils and parents/carers report that they feel well supported by school and pupils are accessing home learning and making expected or better progress.

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: £1000 met through Nayland revenue budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school focus on timely and effective feedback to ensure all learners understand next steps to secure progress.	Meaningful feedback supports pupil progress, builds learning, addresses misunderstandings, and thereby closes the gap between where a pupil is and where the teacher wants them to be. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	2,3
Whole school focus on improving executive functioning and metacognitive strategies so that learners can become more independent and resilient to challenges.	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1,2

Whole school CPD about trauma based behaviour strategies delivered by Families Empowered.	Evidence suggests that when children can manage their emotions to show appropriate learning behaviours there is increased attainment. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30 174 (supplemented by school revenue budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Chatterbox and Tricky Words - Speech, language and communication 1:1 and small group to provide quality talk for sentence writing, fine motor control, phonics reinforcement and letter formation, tricky word spelling. TA 3 x week, 6hrs total.	There is a strong evidence base that suggests oral language interventions at an early stage can significantly improve speech, language and communication: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Additional TA support in EYFS - Increased level of TA support (25hrs week) in Reception to ensure obstacles to learning are identified early and gaps closed before the move to NC expectations, including self-regulation and number expectations.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Intervention Focus Groups - SENCO and class teachers direct support TAs in order to narrow identified gaps in reading, writing and mathematics....small group tuition/interventions, in class group and 1:1 support. 20hrs week	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3

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

Budgeted cost: £ 2380 Met through Nayland School revenue budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
School readiness sessions led by SLT after offer day in April for September 2024 reception intake.	Parents/carers who understand the expectations of school are more able to help their children be ready so that they can quickly optimise learning opportunities. These parents/carers are able to build an early bond with school and continue to support throughout.	1
Support for families to ensure that children entitled to PPG can access extra-curricular activities.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding (£500) aside to respond quickly to needs that have not yet been identified.	4
Provision of Nayland School app - Dedicated app that allows easy communication with parents/carers/extended family and access via mobile phone or tablet to learning information, supports and challenges.	Parents/carers and the wider family have given feedback in person and on the app that shows they appreciate the ease of communication and the availability of regular insights into their children's school day. Presently, 80% of parent like the app and 20% report that it is okay. 688 people are actively using the app this term.	5
My Maths and SATs Companion - Subscription to online English and maths lessons and home learning facility. Parent support to allow reinforcement of learning.	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside the classroom in an engaging and motivating way. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	5

Total budgeted cost: £ 33 554

(£24 120 PPG and Recovery Premium and £9434 from Nayland School revenue budget)

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 2022 to 2023 academic year.

Challenge 1 success criteria - % of children reaching GLD at the end of EYFS is above national and includes children identified as disadvantaged. 80.8% GLD in EYFS. 50% PPG children met standard in reading and writing goals, 75% met standard in maths goals.

Challenge 2 success criteria - Attainment and progress of disadvantaged children is broadly in line with the whole school levels in reading, writing and maths. 62% EXS or better reading, 43% EXS or better writing, 57% EXS or better maths. Continued target for 23/24.

Challenge 3 success criteria – School assessment data shows that children across all age groups are progressing well and narrowing identified gaps, including those caused by extended home learning time. School KS1 to KS2 progress measures for 22/23 are reading +1.2, writing +0.89, maths +1.88.

Challenge 4 success criteria – School, data shows that children from disadvantaged groups are accessing enrichment activities and these are having a positive impact on learning by building confidence and self-esteem.

Challenge 5 success criteria - Pupils and parents/carers report that they feel well supported by school and pupils are accessing home learning and making expected or better progress. Feedback notes and oral response to parent support sessions are positive. Activities that include children are better attended. The majority of children access home learning and where this is not the case, they are supported in school e.g. 1:1 reading. School progress measures for 22/23 are reading +1.2, writing +0.89, maths +1.88.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	Additional small group support in Y1, Y4 and Y5.
What was the impact of that spending on service pupil premium eligible pupils?	<p>1 x Y1 service pupil achieved EXS in Reading and Maths and met the standard in phonics assessment (36).</p> <p>1 x service child in Y4 EXS in reading and maths. 1 x service child in Y5 EXS in reading. Included in intervention groups for 23/24.</p>