

## 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	Nutfield Church Primary
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	10.19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 - 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Imogen Woods, Headteacher
Pupil premium lead	Anna Benjamin, Deputy Headteacher
Governor / Trustee lead	Diane Martin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,250
Recovery premium funding allocation this academic year	£3,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£-
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,875

## Part A: Pupil premium strategy plan

### Statement of intent

At Nutfield Church Primary, we fully embrace the vision stated in the Church of England's Vision for Education 'Deeply Christian Serving the Common Good' published in July 2016 of educating the whole person. We aim for our children and members of the wider school community to flourish in all they do and **'live life in all its fullness'**. (John 10:10)

All our pupils, regardless of any particular needs or none, are provided with inclusive teaching which will enable them to make the best possible progress in school and know that they are a highly valued member of the wider school community. Our intention is that all pupils, including those who are vulnerable or disadvantaged, make good progress and meet or exceed the high expectations set for them based on their age and starting points. We work together with parents and outside agencies to ensure provision is tailored to the child's needs. We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

We recognise the importance of quality first teaching and place this at the heart of our approach. As part of this, we have introduced a coaching program to support teachers in ensuring children who need extra support are identified quickly and provided with appropriate targets to rapidly and effectively close any learning gap. This process is carefully monitored by senior leaders and class teachers. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be maintained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We use regular, robust diagnostic assessment to measure progress and assess individual needs and next steps. This enables us to respond to the needs of each individual child and act quickly to address learning gaps and support children in achieving their very best.

### Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception but become more pronounced as children move through KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. There is also a correlation between this and reading skills, both decoding and comprehension.
2	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
Improved oral language and vocabulary skills among disadvantaged pupils and 100% disadvantaged pupils achieving age expectation in reading at KS2 SATS.	Significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated through qualitative data from pupil voice, parent surveys and teacher observations.  A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

<p>To sustain high attendance for all pupils, particularly our disadvantaged pupils to 97+%.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"><li>• no attendance gap between disadvantaged pupils and their non-disadvantaged peers</li><li>• the percentage of all pupils who are persistently absent being below 5%.</li></ul>
--	--

## 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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF_Social_and_Emotional_Learning pdf(educationendowmentfoundation.org.uk)</a>	2, 3

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

Budgeted cost: £2,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective	1, 2

	when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Development of Special Support Arrangements for individuals, targeting and addressing specific learning gaps, lead by DHT through coaching program	Based on our experiences and those of similar schools to ours, we have identified that weekly monitoring and the presence of senior leadership within classes has ensured a fast paced response from teachers to identifying and addressing learning gaps.	1, 2, 3

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

Budgeted cost: £22,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
HSLW Monitoring attendance on half termly basis.	Attendance among all pupils has been strong. Careful monitoring and liaising with parents has ensured the attendance of DP pupils is equitable to non DP pupils.	4
Employment of a learning mentor to support the emotional wellbeing of the most vulnerable pupils	Our own data shows these children have continued to attend school regularly and	3
Activity away days and sports trips enabled all children including disadvantaged pupils to access a full and enriched curriculum.	All children in Year 6 attended a residential trip in September. All children in Years 4 and 5 attended sporting away days which included sailing, climbing, archery. All Year 3 pupils accessed two weeks of intensive swimming lessons.	3, 4

**Total budgeted cost: £38,875**

## 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 suggested that the performance of disadvantaged pupils was lower than in previous years in Reading, Writing and Maths, therefore, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

The reasons for these outcomes is primarily linked to the impact of Covid-19, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as Google Classroom.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We have continued with our wider school development priority and developed our wellbeing curriculum. This used pupil premium funding to provide wellbeing support for all pupils.

### 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
n/a	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
n/a	

**Further information (optional)**

--