

Nutfield Church C of E Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	9.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 - 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	Formal review July 2023 <i>Termly internal reviews Autumn 2, Spring 2 and Summer 2</i>
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	£29,750
Recovery premium funding allocation this academic year	£1,631
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	£31,381

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)

When specifically focussing on Pupil Premium, our intention is that all pupils, including those who are vulnerable or disadvantaged flourish. For us that flourishing is evidenced by all pupils making good progress, by meeting or exceeding high expectations set for them based on their age and starting points. We work together with parents, carers 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 CPD, specific tutoring including 1:1 and small group support e.g. through the National Tutoring Programme for pupils whose education has been worst affected and through wider opportunities. Our focus here is through our Wellbeing Curriculum and through targeted work around attendance and punctuality.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children's reading has improved over time and the gap has narrowed. However, we still see less engagement in early reading in families of disadvantaged children. Children are less inclined to read at home and an identified group (although a small proportion) are persistently absent.

2	<p>Our assessments and observations indicate that the education and wellbeing 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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. Recent assessments show that the school's 3 year plan has been highly successful. A key challenge therefore is to continue to support the interventions put in place and to remain resolute regarding our longer term aims. Governors, Senior Leaders and the whole staff team are involved and have strong knowledge of individual learners, their progress and attainment.</p>
3	<p>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. Although in 2021/22 these issues have been somewhat mitigated through families' and the school's efforts, many children still benefit from a broad curriculum which includes innovative and often bespoke content. This is best evidenced for our disadvantaged pupils through our wellbeing and wellbeing+ curriculum opportunities.</p>
4	<p>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.</p>

Intended outcomes (end of strategy plan 2024/25)

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 - Increase numbers of disadvantaged pupils attaining EXS+ so that 100% disadvantaged pupils achieving age related expectation in reading across all phases and Key Stages.	100% pupils will achieve age related expectation+
2 - To achieve and sustain improved writing for all pupils in our school, particularly our disadvantaged pupils.	75%-95+% (<i>see 3 year plan on SDP</i>) pupils will achieve age related expectation+
3 - 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 (target 90%+) in participation in enrichment activities, particularly among disadvantaged pupils
4 - To sustain high attendance for all pupils, particularly our disadvantaged pupils of 97+%.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> no attendance gap between disadvantaged pupils and their non-disadvantaged peers the percentage of all pupils who are persistently absent being below 5%.

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: £10,000 White Rose + reading books for Years 3 and 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase teaching series and related resources for White Rose maths scheme.	EEF Maths research project. In house	1, 2
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by</p>	<p>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):</p> <p>EEF_Social_and_Emoional_Learning pdf(educationendowmentfoundation.or</p>	2, 3

professional development and training for staff.	g.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9,000 Maths and phonics (1 – 2 days of Ransted)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional maths sessions for those disadvantaged pupils who need to further secure expected standard 4.1-4.3	Maths research from EEF – see particularly useful research relating to KSE. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/mathematics-in-key-stages-2-and-3	2
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 when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Continuation of specified Rapid Progress Education plans (formally Special Support Arrangements) for individuals, targeting and addressing specific learning gaps.	SENCO to review progress at each termly assessment point and monitor books of those pupils who are identified within the lowest 20% reading and maths. The SENCO and Inclusion lead will review attainment and progress of all pupils who have a Rapid Progress Plan and will support staff to ensure all disadvantaged pupils make significant progress wherever possible.	1, 2, 3

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

Budgeted cost: £12,381

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 and carers has ensured the attendance of DP pupils is equitable to non DP pupils. 2021/22 data shows improving data here -	4
Activity/outdoor learning and sports days and wider sports trips enable all children including disadvantaged pupils, to access a full and enriched curriculum.	Year 6 residential trip in September. Years 4 and 5 sporting away days. All Year 3 pupils' intensive swimming lessons.	3
Trinity Farm – Well Being+	X3 per week – bespoke wellbeing+ opportunities.	3

Total budgeted cost: £31,381

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes (2021/2122)

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal and external statutory) assessments during 2021/22 show that the performance of disadvantaged pupils has improved in Reading, Writing and Maths, therefore, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 have been realised.

The reasons for these positive outcomes include, stable staff, high ratios of staff in each classroom, a focus on a broad and balanced curriculum that places genuine planned for, learning opportunities relating to the children's emotional wellbeing.

Post school closures (1 and 2) assessments were continued in the usual way however additional Special Support Arrangements were put in place for ALL children who were assessed as below their expected standards. These SSAs allowed Governors, senior leaders and teachers to tailor make plans to match individual need. Additional assessment reviews were held. All parents of children with SSAs were contacted so that they could understand and support the work within the school. Many parents and carers supported additional home learning. Where this happened the greatest gains were made.

Present results from statutory tests and checks show that the majority of all (and subsequently pupils in receipt of Pupil Premium) make good progress and attain above and well above national figures. Examples of this include 97% pupils meeting the threshold in the Year 1 phonics check, KS1 results well above national, Grammar and Reading in Key Stage 2 at 91% and Maths 85%. All these results alongside a rich, ambitious curriculum which puts well-being of its most vulnerable centrally to what was done.

Pupil premium strategy outcomes (2020/21)

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	