

## Nutfield Church C of E Pupil Premium Strategy Statement

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	207
Proportion (%) of pupil premium eligible pupils	7.73%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2021/2022 2022/2023 <b>2023/2024</b>
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Imogen Woods Head Teacher
Pupil premium lead	Anna Benjamin Deputy Headteacher
Governor / Trustee lead	Diane Martin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,100
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3,335
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£32,435

## 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 of 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 can flourish. For us, this is evidenced by all pupils making good progress in areas across the curriculum, 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 beyond, into adulthood.

We recognise and value the importance of high-quality teaching. We have a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raising expectations of what they can achieve. We believe this has the greatest impact for disadvantaged pupils and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in our intended outcomes is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We recognise the role of targeted intervention and pastoral care for all our children, particularly those from disadvantaged backgrounds. We offer a bespoke approach to children who require additional support for SEMH and behavioural needs. This includes our Inclusion staff team, DSL team and the deployment of additional adults as required. We fully utilise our extensive grounds and Trinity Farm to provide emotional space and care, both to targeted individuals through a regular timetable and sessions to manage specific situations as they arise.

### 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 reading in the families of disadvantaged children. Children are also less inclined to read at home.

2	While we are aware that our children have performed significantly above the national figure, we are keen to sustain and build upon this to ensure all disadvantaged children achieve age expected standards in EYFS, KS1, MTC and KS2.
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 on disadvantaged pupils' progress.

### Intended outcomes (end of strategy plan 2023/24)

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. All children across the school to achieve EXS+ in Reading.	Every child to achieve age expected standard in Reading at the end of EYFS, KS1 and KS2.
2. To sustain the previous success (ASP 2022) <a href="https://bitly.ws/35oLU">https://bitly.ws/35oLU</a> so that Disadvantaged children achieve significantly above the national threshold.	All children to achieve age expected standard in Maths at the end of EYFS, KS1, MTC and KS2.
3. To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged pupils.	Sustain high levels of wellbeing from 2023/24 demonstrated through qualitative data from Pupil Voice, parent surveys, behaviour logs and teacher observations
4. To sustain the outstanding attendance of all children, address Persistent Absence robustly and ensure robust and regular monitoring by the DSL and Inclusion Teams to avoid Severe Absence.	The percentage of children who are persistently absent continues to be below both the National and Surrey level.

### 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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build on resources purchased in 2022/23 to embed excellent teaching and learning in Early Reading and secure stronger Phonics for pupils across the school.	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
Purchase teaching series and related resources for White Rose Maths scheme.	EEF Maths research project. In house	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): EEF_Social_and_Emotional_Learning pdf(educationendowmentfoundation.org.uk	1,2,3,4

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritising of additional support staffing to ensure TA cover across the school to target children identified as	Financial Benchmarking demonstrates NCPS to be inline with outstanding schools in terms of spending on staffing.	1,2,3,4

needing additional support.		
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.	1,2,3,4

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

Budgeted cost: £12,435

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.	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: £ 32,435**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our internal and external statutory assessments during 2022/23 show that the performance of disadvantaged pupils has improved. In Maths, Writing and Grammar, data shows the school is performing significantly above the national standard. In Reading, it is inline with national outcomes, but the percentage of children who achieved Greater Depth significantly above national figures. The outcomes we aimed to achieve in our previous strategy by the end of 2022/23 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. The use of rigorous assessment has continued alongside robust challenge from Governors and senior leaders to ensure, children requiring additional support were identified and quality first teaching was bolstered as appropriate. Regular monitoring allowed Governors, senior leaders and teachers to tailor make plans to match individual need, including those in receipt of Pupil Premium. 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 outstanding progress and attain above and well above national figures <https://bitly.ws/35oLU>. Examples of this include:

97% pupils meeting the threshold in the Year 1 phonics check

KS1 results well above national

97% of children making at least expected progress in Writing and Maths in KS2

37% of children achieving GDS in Reading in KS2.

All these results alongside a rich, ambitious curriculum which puts well-being of its most vulnerable centrally to what was done.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
n/a	

**Service pupil premium funding (optional)**

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>