

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	Nansledan Skol Nansledan
Number of pupils in school	247
Proportion (%) of pupil premium eligible pupils	17.4 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Autumn 2021 – Autumn 2024
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Vicky Dilnot
Pupil premium lead	Matt Maloney
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,380
Recovery premium funding allocation this academic year	£4,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£49,585

Part A: Pupil premium strategy plan

Statement of intent

At Skol Nansledan we understand that today's learner will be tomorrow's leaders. Our aims are to give all children the knowledge, skills and understanding to achieve their full potential academically, socially and emotionally through high quality teaching.

Our aim is to remove barriers so that each child is aspirational, able to fulfil their full potential and reach the high expectations that we have of them. We do this in a safe and nurturing school environment where each child is known, feels like they belong and understands that their journey through school is unique to them.

We want our children to develop a love of learning and to narrow the attainment gap between disadvantaged children and non-disadvantaged children. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the consequent challenges faced. Using knowledge of the school, its context and situation, along with research conducted by the EEF, has enabled this strategy to be developed. In addition to the actions planned, we will remain proactive to supporting needs as they arise.

The key principles are:

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- To recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- To ensure that Pupil Premium funding identifies priority classes, groups or individuals and is used to address disadvantage.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils through the school and at the end of Key Stage Two.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment in reading, writing, maths - regular opportunities for reading and making progress in phonics.
2	Increased gaps due to intermittent school and bubble closures, children have missed a significant amount of schooling. We have identified through our assessment that this has had a negative impact on their progression throughout the curriculum.
3	A high level of Social, Emotional and Mental Health needs for pupils and families.
4	Children entering the EYFS / KS1 with reduced vocabulary / language skills.
5	Cultural capital including limited experiences and low aspirations & expectations.

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
Consistent, sustained and accelerated progress in Phonics, Reading, Writing and Maths.	Achieve equal to or above national average for phonics screening check and achieve above national average progress scores in KS2 Reading, Writing and Maths
Additional support for individual children and small groups, to ensure gaps in learning are addressed. Pupils who are double or triple disadvantaged (for example are also SEND and/or vulnerable) are also Progress is accelerated and the gap between Pupil Premium and non-Pupil Premium is reduced or closed. 4 monitored and given additional support	Progress is accelerated and the gap between Pupil Premium and non-Pupil Premium is reduced or closed.
Emotional needs have been supported through a whole school TIS approach, targeted interventions for individuals and group support, such as Lego Therapy.	Motional / Boxall scores increased and raised engagement in learning with accelerated academic progress made.
Children within the EYFS stage will receive targeted oral language support. Training and intervention using the Nuffield Early Language programme.	Pupils leaving the EYFS will have an improved expressive and receptive vocabulary and better developed listening and narrative skills.
Raised aspirations and expectations for all stakeholders.	Families will feel well supported and invested in their child's education. Pupils will

	be exposed to opportunities to experience the wider world and career opportunities.
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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: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils have access to quality first teaching. Regular CPD for all staff. Fund ongoing teacher training release time/overtime for support staff.	Large body of research evidence that quality first teaching has a major impact on pupils' progress and has the most impact on the most disadvantaged pupils, including from EEF	1 and 2
Upskill support staff with appropriate approaches and pedagogy to teaching interventions.	EEF - research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress	1, 2, 3 and 5

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

Budgeted cost: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure use of language and communication support (early intervention, phonics) is sustained through the year, with focus on developing vocabulary, and progress is accelerated.	The EEF and OfSTED all identified this as a high impact low cost strategy. The EEF noted that those pupils starting school recently needed more support with communication and language development because of the national pandemic and time spent in lockdown.	1, 2 and 5

Develop pre and post-teach interventions in mathematics using ready to Progress and Number sense materials to improve rapid recall facts and accelerate progress.	EEF research shows that developing a rich mathematical knowledge will increase attainment and deepen understanding in maths.	1 and 2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue as a school to use the TIS approach to meet the emotional needs of children. Support high levels of engagement with learning and positive outcomes. Provide tailored nurture groups to support emotional wellbeing and develop social and interaction skills.	TISUK's training is highlighted in the DfE Advice to Schools: Mental Health and Behaviour in Schools DfE-00327-2018 as supporting and promoting positive mental health.	3
Enhance pupils' cultural capital by providing a breadth of experiences - ensure the curriculum is balanced and carefully sequenced and allows opportunities for cultural development. Link in with Primary Futures and other inspirational careers to develop aspirations and broaden horizons.	The EEF notes a positive impact on wellbeing through outdoor and wider enrichment activities.	5

Total budgeted cost: £ 45,380

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.

In 2020-2021, Pupil Premium eligible pupils received enhanced learning opportunities including additional whole class and small group activities along with individualised 1:1 support to promote wellbeing and academic progress.

During lockdown periods, additional resources were focussed on our remote learning offer and ensuring individualised provision was in place for pupils who required it. Home visits by key staff took place and additional virtual & telephone wellbeing sessions were put in place to support pupils' emotional health. Staff facilitated virtual wellbeing meetings with groups of pupils to maintain a sense of belonging and contact with school and their wider peer group.

Whole staff training for TIS has been delivered and additional staff employed to support pupils' wellbeing and SEND needs.

Subject	Autumn 2020 percentage EXS or above			Summer 2021 percentage EXS or above		
	Pupil Premium	Non- Pupil Premium	Gap	Pupil Premium	Non- Pupil Premium	Gap
Maths	55.6	65	9.4	64.9	69	4.1
Reading	50	63.4	13.4	68.4	76.2	7.8
Writing	46.3	55.2	8.9	59.7	61.1	1.4
Combined: Reading, Writing, Maths	35.3	50.5	15.2	50	57.4	7.4

Through 2020-2021, comparative data shows that the % of Pupil Premium children achieving at least at the Expected Standard increased in Maths, Reading and Writing through the year. Pupil premium pupils achieving at least the Expected Standard in all three areas combined increased. The gap between Pupil Premium children and non-Pupil Premium children narrowed in all areas.

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
Trauma Informed Schools	Trauma Informed Schools
Accelerated Reader	Renaissance

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service premium was spent last year to provide 1:1 mentoring time with a trusted adult as required. This time was used to provide interventions for emotional support.
What was the impact of that spending on service pupil premium eligible pupils?	Children eligible for service premium had a combined attendance of 98.2%.

Further information (optional)

As a relatively new school our wider school offer is continuing to develop and evolve. This academic year we are installing an outside learning classroom to make better use of the outside environment and promote wellbeing, academic progress as well as broadening horizons.