



Nonsuch Primary School 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	Nonsuch Primary School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	56.9%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	September 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Sally-Ann Roberts
Pupil premium lead	Sally-Ann Roberts
Governor / Trustee lead	Christopher Manning

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,295.00
Recovery premium funding allocation this academic year	£16,095.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,088.00
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	£176,478.00



Part A: Pupil premium strategy plan

Statement of intent

At Nonsuch Primary School, we are committed to ensuring our disadvantaged pupils receive teaching which is at least good in every lesson, intervention takes place when necessary and that the children have access to a range of wide cultural experiences.

Pupil premium makes up 56.9% of the school population (15.8% National) and funding is used to ensure pupils receive quality first teaching, additional support and are provided with as many opportunities as possible to enhance their learning and to enable them to live life in all its fullness.

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'Closing the Gap' between vulnerable pupils and their peers and the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life.

In response to the COVID-19 pandemic, pupil premium funding and the recovery premium funding will assist in ensuring disadvantaged pupils receive high quality intervention so that the attainment gap between disadvantaged and non-disadvantaged pupils closes.

We have several strategies in place that have made a positive impact on the progress, attainment and self-confidence of our Pupil Premium children. These have included:

- Carefully planned interventions in place for all year groups to address gaps.
- Provision of additional targeted support for Years 2, 5 and 6 pupil premium children.
- Attendance officer supporting vulnerable families with low attendance.
- Support provided to Year 6 pupils in reading, writing and mathematics to ensure they achieve age related expectations in the end of key stage tests.
- Supporting families with music tuition fees to ensure they can access extra-curricular opportunities.
- Teaching and Learning Lead to work across the school to improve teaching to ensure that all lessons are at least good.



Challenges

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

Challenge number	Detail of challenge
1	Gaps in attainment for all pupils because of the COVID-19 pandemic
2	Disadvantaged pupils (in some year groups) are underperforming when compared to their peers.
3	Attainment on entry is below developmental milestones for some of the children.
4	Wider opportunities outside of school, for example, learning a musical instrument and visits to significant places.
5	Attendance rates for some pupils eligible for PP are falling behind the rest of the cohort.

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
Teaching is at least good across the school and the ECT is at career stage expectations.	<ul style="list-style-type: none"> Teaching and learning toolkit is fully embedded. All teaching is at least good. Coaching is part of school culture. School will achieve a good in Quality of Education during next OFSTED inspection. Improved teacher subject knowledge. Staff have a deep pedagogical knowledge as to how to develop and deepen children's learning Learning walks and observations to have a focus of underperforming pupil premium pupils and through feedback, offer support to class teachers and teaching assistants
To close the attainment gap between disadvantaged pupils and their peers. <ul style="list-style-type: none"> Pupil Premium (non-SEND) children to make at least expected progress 	<ul style="list-style-type: none"> End of Key Stage FFT Aspire Pupil Premium predictions are met for Pupil Premium children. KS1 and KS2 outcomes close the gap with Birmingham and National averages.



<p>and achieve outcomes in line with non-pupil premium children.</p> <ul style="list-style-type: none"> • Pupil Premium (with SEND) children to make at least expected progress from their starting point. 	<ul style="list-style-type: none"> • Pupil Progress meetings identify underperformance and appropriate remedial strategies. • Vulnerable pupil action plans (VPAPs) show a personalised provision for those not yet performing on track. • On-going daily assessments to take place to ensure any gaps in learning, or where children are not making as much progress as their non-disadvantaged pupils are quickly identified and interventions put in place. • Progress of disadvantaged pupils to be tracked and analysed on a half-termly basis and appropriate strategies to be put in place to support those pupils, where appropriate. • Increased percentage of children passing the phonics screening in Year 1 and Year 2 (in line with national).
<p>To ensure that the needs of all groups are being met, including SEND.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils who are SEND can demonstrate accelerated progress. • Work and evidence of the targeted children reflects national expectations, and this is evident in pupil progress and moderation meetings.
<p>Gaps are identified and targeted interventions address gaps.</p>	<ul style="list-style-type: none"> • Data will show impact of interventions and children will meet their FFT Aspire Predictions.
<p>Attendance of Pupil Premium children is at least in line with non-pupil premium children.</p>	<ul style="list-style-type: none"> • Increase Pupil Premium attendance to be in line with whole school target of 96%. • Decrease in persistent absence.
<p>Parents feel supported by the school and this impacts on improved attendance.</p>	<ul style="list-style-type: none"> • Positive feedback from parent questionnaires. • Increase attendance for pupil premium children.
<p>Increase children's cultural capital through funded music lessons.</p>	<ul style="list-style-type: none"> • Increased percentage of Pupil Premium children accessing funded music lessons.



	<ul style="list-style-type: none"> Improved engagement with school.
Provide a wide range of cultural experiences which inspires and motivates and therefore positively benefits learning.	<ul style="list-style-type: none"> Engagement from disadvantaged pupils improves.
Positive impact on writing outcomes due to children's increased range of experiences and improved vocabulary.	<ul style="list-style-type: none"> Improved writing outcomes for Pupil Premium children. Pupil Premium are achieving their writing FFT targets.

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: £69,107.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning Lead to lead research based professional development meetings that focus on improving teacher practice and therefore outcomes.	The EEF Pupil Premium Guide states that, ' <i>good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium</i> '.	1 2 3
Teaching and Learning Lead to work with focus staff 1:1 to develop practice and deliver bespoke training sessions	The EEF Pupil Premium Guide states that, 'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.'	1 2 3
Teaching and learning lead to work alongside the Headteacher to develop instructional		1 2 3



coaching model across the school.		
Teaching and Learning lead to work with Ambition Institute to mentor ECT and deliver the Early Career teacher program.	The Early Career Teacher (ECT) Programme is a comprehensive training portfolio to support all early career teachers from newly qualified to the fifth year of teaching. It builds on from Initial Teacher Training and provides developmental opportunities for ECTs to continually improve classroom practice through a blend of face-to-face training, which can be attended in person or virtually, reading, reflection, action research and observing learning and teaching. The programme is informed by national and international research and innovative local practice to enable ECTs to show real impact in improving outcomes for young people.	1 2 3

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

Budgeted cost: £65,607.00

Tutor will be funded the School Led Tutoring, £11,088 carry forward from 2020-2021 and £16,095 Premium Recovery Funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
Carefully planned interventions in place for all year groups to address gaps with a focus on Pupil Premium children.	EEF toolkit states that appropriately planned intervention in small groups and one to one can show increased progress of 5+ months. The EEF Pupil Premium Guide states that, <i>'evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic</i>	1 2 3



	<i>support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.'</i>	
The two HLTAs will also work alongside the class teachers in Years 2, 5 and 6 to target pupil premium children during the mornings.	Small group intervention can show increased progress of 4+ months.	1 2 3
The school will employ a teacher to work three days per week to tutor pupil premium children. They will receive a 15-hour package of small group tutoring.	The Education Endowment Foundation (EEF) and John Hattie all cite evidence that, <i>'small group interventions with high quality teaching all have a significant impact on children's learning especially when there is a focus on core and subject-specific vocabulary, phonics and phonemic awareness and comprehension skills'</i>	1 2 3

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

Budgeted cost: £14,581.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Help Assessments completed for vulnerable families and appropriate support is in place which has a positive impact on attendance and reduces persistent absence	The EEF Pupil Premium Guide states that, <i>'there is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.'</i> Covid-19 has had an impact on attendance and pupil premium children need to be a focus to improve their attendance so that it is	5
Attendance will form part of the School Improvement Plan.		5
Each Pupil Premium child's attendance tracked across the school		5



	at least in line with non-pupil premium children.	
Weekly ukulele lessons for Year 4 children funded by the school.	<p><i>The EEF states that, 'improved outcomes have been identified in English, mathematics and science through arts participation. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.'</i></p> <p>Many of our children are unable to access lessons outside of school and families unable to pay for lessons within school. Therefore, the school fund this to ensure that they have the opportunity to the arts through music.</p>	4
Year 5 and 6 Pupil Premium children to continue with ukulele lessons funded by the school.		4
Guitar lessons (funded by the school) in Key Stage 2 will target pupil premium children		4
Support the operation of educational visits, linked to curriculum overviews to ensure that the experiences are affordable and therefore accessible to all children.	<p>Cultural capital is defined as the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work. The schools has a knowledge led curriculum and the trips/visitors support the accumulation of knowledge. As many of the children will not be able to access these trips/visitors outside of school, they are explicitly built into the curriculum and the schools supports the families through subsidising them to make sure they are accessible for all.</p>	4

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*



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.

Quality of teaching for all

Action

Teaching and Learning lead to develop Quality First Teaching across the school.

Impact

The school was able to implement a variety of strategies to improve teaching across the school which is evident through book looks and learning walks. As a result, teaching is stronger across the school and internal data shows that outcomes for all pupils have increased in all areas.

The NQT successfully completed and passed their NQT year. The (internal) data in their year also increased in all areas on the previous year.

Targeted Support

Action

Carefully planned interventions in place for all year groups to address gaps.

Provision of additional targeted support for Years 2, 5 and 6 pupil premium children.

Impact

The impact has been measured on internal data as there was no statutory assessment during the academic year 2020-2021.

Outcomes for pupil premium children (based on internal data)

EYFS (ELG) = 67% (in line with non-pupil premium children)

Year 1 phonics = 84% (outperforming non-pupil premium children)

Year 2 phonics = 93% (2 children did not pass – one child new to the school and one child significant learning needs)



KS1

Reading = 57% (increase on 2019 published data)

Writing = 48% (slightly below 2019 published data – Talk for Writing has been implemented – new initiative so impact not measured yet)

Maths = 62% (increase on 2019 published data)

KS2

Reading = 75% (down on 2019 published data, the three children who did not achieve ARE were also SEND with significant needs)

Writing = 75% (down on 2019 published data, the three children who did not achieve ARE were also SEND with significant needs)

Maths = 65% (3 out of the 7 children who did not achieve are also SEND with significant learning needs)

Pupil Premium children were affected by the lockdown which will be addressed through the new pupil premium strategy and allocation of recovery premium funding.

Other Approaches

Action

Attendance officer and HT to work together to support Pupil Premium children whose attendance falls below 96%

Impact

Whole school attendance has been impacted on due to covid-19 and pupil premium children are currently below non-pupil premium children. The head teacher will now lead on this throughout the school, and it is a priority on the school improvement plan. The inclusion lead and deputy DSL will be working with vulnerable families to offer support they require.

Action

Increase children's cultural capital through funded music lessons.

Weekly ukulele lessons for Year 4 children.

Year 5 Pupil Premium children to continue with ukulele lessons funded by the school.

Guitar lessons in Key Stage 2 will target pupil premium children

Impact



52.7% of the children accessing guitar lessons are pupil premium which is an increase from the previous year.

48.38% of the Year 4 were pupil premium and they had weekly ukulele lessons for the full year.

This was the first year that Year 5 could access elective lessons and 44% of the children were pupil premium. These children will now continue with this into Year 6 which will be funded through pupil premium. The current Year 5 will also have access to pupil premium funded lessons.

During lockdown the children continued to access their music lessons via zoom.

Further information (optional)

The school has employed a teacher 3 three days per week to tutor pupil premium and vulnerable children. The School Led Tutoring and Recovery Premium Funding Is being used to fund this.