



Pupil premium strategy statement – Nonsuch Primary School.

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	203
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Carl Watkins
Pupil premium lead	Carl Watkins
Governor / Trustee lead	Margaret Andrew

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,793
Recovery premium funding allocation this academic year	£18,705
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <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>	£205,498



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 66.5% of the school population (an increase from 63.7% during 2022-2022) and funding is used to ensure pupils receive high quality 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 include:

- Carefully planned interventions in place for all year groups to address gaps.
- Provision of additional targeted support for pupil premium children in all year groups.
- Attendance focus that supports 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 ensure that all lessons are at least good.
- Teaching and learning lead supporting Early Career Teachers to ensure that they are at career stage expectations.
- Rigorous monitoring schedule that informs a multi-layered approach to continuing professional development.
- Supporting the operation of educational visits.



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 ECTs and ECT+1 are 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.• 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 on underperforming pupil premium pupils and through feedback, offer support to class teachers and teaching assistants



<p>To close the attainment gap between disadvantaged pupils and their peers.</p> <ul style="list-style-type: none"> • Pupil Premium (non-SEND) children to make at least expected progress and achieve outcomes in line with non-pupil premium children. • Pupil Premium (with SEND) children to make at least expected progress from their starting point. 	<ul style="list-style-type: none"> • End of Key Stage FFT Aspire Pupil Premium predictions are met for Pupil Premium children. • KS1 outcomes close the gap with Birmingham and National averages. • Pupil Progress meetings identify underperformance and appropriate remedial strategies. • 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). • 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 for children who are pupil premium.
<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.



Increase children's cultural capital through funded music lessons.	<ul style="list-style-type: none"> • Increased percentage of Pupil Premium children accessing funded music lessons. • 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: £71,840.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning lead to further develop High Quality Teaching across the school.	<p>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>'.</p> <p><i>It also 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.'</i></p>	1 2 3



<p>Teaching and Learning Lead will work 1:1 with staff on planning across all subjects.</p>	<p>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>.</p>	<p>1 2 3</p>
<p>Teaching and learning lead to work alongside the Headteacher to embed instructional coaching model across the school.</p>	<p><i>It also 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.'</i></p>	<p>1 2 3</p>
<p>Teaching and learning lead to work with Headteacher to ensure that multi-layered approach to improving teaching and learning across the school meets the needs of the areas of development.</p>		<p>1 2 3</p>
<p>Teaching and Learning lead to work alongside teachers to model and coach within lessons.</p>		<p>1 2 3</p>
<p>Teaching and Learning Lead will work with staff members who hold TLRs and Subject Champions to support them in developing standards and teaching and learning in their subject areas.</p>		<p>1 2 3</p>
<p>Teaching and Learning Lead will mentor staff members that are completing NPQs to support them in applying their training to improve teaching and learning across the school.</p>		<p>1 2 3</p>
<p>Early Career Teachers (ECTs) and ECT+1 to receive a comprehensive CPD package</p>	<p>The Early Career Teacher (ECT) Programme is a comprehensive training portfolio to support all early career teachers from newly qualified</p>	<p>1 2 3</p>



<p>through in school support and the BDMAT training programme.</p>	<p>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.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £88,735.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Selected disadvantaged pupils to receive tutoring through the national tutoring programme.</p>	<p>EEF teaching and learning toolkit: Overall, evidence shows that small group tuition is effective. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact</p>	<p>1 2</p>
<p>Carefully planned interventions in place for all year groups to address gaps with a focus on Pupil Premium children.</p>	<p>EEF toolkit states that appropriately planned intervention in small groups and one to one can show increased progress of 5+ months.</p> <p>Small group intervention can show increased progress of 4+ months.</p> <p>The EEF Pupil Premium Guide states that, '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.</p>	<p>1 2</p>



	<p>Considering how classroom teachers and teaching assistants can provide targeted academic 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.'</p> <p>The Education Endowment Foundation (EEF) and John Hattie all cite evidence that, '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'</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £44,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved attendance of all pupils with a focus on pupil premium.</p> <p>Pupil premium children's attendance is at least in line with non-pupil premium.</p> <p>Work with vulnerable families across the school to reduce the percentage of persistent absence.</p> <p>Early Help Assessments completed for vulnerable families and appropriate support is</p>	<p>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></p>	<p>5</p>



<p>in place which has a positive impact on attendance.</p> <p>Attendance forms part of the School Development Plan.</p>		
<p>Increased the cultural capital of pupil premium children through access to the arts (focus on music).</p> <p>Improve children's engagement with school through access to funded music lessons.</p>	<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>	<p>4</p>
<p>Support the operation of educational visits, linked to curriculum overviews to ensure that the experiences are affordable and therefore accessible to all children.</p>	<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>	<p>4</p>

Total budgeted cost: ££205,498



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Action	Impact
<p>Teaching and Learning lead to further develop High Teaching across the school.</p> <p>Teaching and Learning Lead will work 1:1 with staff on planning across all subjects.</p> <p>Teaching and learning lead to work alongside the Headteacher to embed instructional coaching model across the school.</p> <p>Teaching and learning lead to work with Headteacher to ensure that multi-layered approach to improving teaching and learning across the school meets the needs of the areas of development.</p> <p>Teaching and Learning Lead will work with staff members who hold TLRs and Subject Champions to support them in developing standards and teaching and learning in their subject areas.</p> <p>Teaching and Learning Lead will mentor staff members that are completing NPQs to support them in applying their training to improve teaching and learning across the school.</p>	<p>OFSTED October 2021 graded the school as good in all areas (previously RI).</p> <p>Early career teacher successfully completed her induction programme and is at career stage expectations. They will continue to engage with the ECT+1 training through Ambition and the BDMAT in Year 2. An additional ECT has also successfully completed the first year of induction and a second ECT+1 is on track to complete induction by January.</p> <p>Coaching is a part of the school culture and more staff have now been identified to be trained as coaches.</p> <p>TLR holders are confident in leading their subjects. One TLR holder has been promoted to Assistant Headteacher (temporary).</p> <p>There is a multi-layered approach to professional development that is embedded across the school.</p> <p>Two members of staff successfully completed NPQs and have used their new knowledge to develop teaching and learning across the school.</p> <p>The BDMAT Teaching and Learning Toolkit has been used to identify areas of strength and areas for development – this has then informed CPD.</p>
<p>Carefully planned interventions in place for all year groups to address gaps with a focus on Pupil Premium children.</p>	<p><u>Phonics – Year 1</u></p> <p>School PP children = 86%</p>



Birmingham PP children = 69.3%

National PP children = 83.8%

Year 2

Reading

School PP children = 69%

Birmingham PP children = 57.7%

National PP children = 51.3%

Writing

School PP children = 72%

Birmingham PP children = 48.5%

National PP children = 41%

Maths

School PP children = 74%

Birmingham PP children = 57.8%

National PP children = 51.7%

Year 6

Reading

School PP children = 69%

Birmingham PP children = 66.6%

National PP children = 62.2%



	<p>Writing</p> <p>School PP children = 63%</p> <p>Birmingham PP children = 58.4%</p> <p>National PP children = 55.3%</p> <p>Maths</p> <p>School PP children = 75%</p> <p>Birmingham PP children = 62%</p> <p>National PP children = 56.3%</p>
<p>The two HLTAs will also work alongside the class teachers in Years 1, 2, 5 and 6 to target pupil premium children during the mornings.</p>	<p>See data above</p> <p>Targeted intervention has been provided to all identified pupils.</p>
<p>Employ additional administration hours and redistribute roles within the school office to allow the Headteacher the capacity to lead attendance effectively.</p>	<p>The whole school attendance was significantly below the school target of 96% last academic year.</p> <p>Whole school attendance was 93%.</p> <p>Pupil Premium children attendance 91.8%</p> <p>This is on the School Development Plan as a key issue for academic year 2023-2024</p>
<p>Work with vulnerable families across the school to reduce the percentage of persistent absence.</p>	<p>Persistent absence for 2022-2023 was 24.5%.</p> <p>This is on the School Development Plan as a key issue for academic year 2023-2024</p>
<p>Attendance forms part of the School Development Plan.</p>	<p>Attendance was part of the 2022-2023 school development plan. However, attendance figures was still below the expected levels- this will again form part of the SDP for 2023-2024.</p>



<p>Each Pupil Premium child's attendance tracked across the school</p> <p>Increased the cultural capital of pupil premium children through access to the arts (focus on music).</p> <p>Improve children's engagement with school through access to funded music lessons.</p>	<p>Attendance officer tracks individual attendance and local authority procedures are followed in a timely manner.</p> <p>Chosen year groups have had access to funded music lessons.</p>
<p>Support the operation of educational visits, linked to curriculum overviews to ensure that the experiences are affordable and therefore accessible to all children.</p>	<p>All pupils have had the opportunity to attend educational visits, with funding provided where required.</p>