

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	187
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	2024- 2025 2025 – 2026 2026 -2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Siobhan Sanders (Headteacher)
Pupil premium lead	Siobhan Sanders (Headteacher)
Governor / Trustee lead	Margaret Andrew

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,640
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>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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	£174,640

Part A: Pupil premium strategy plan

Statement of intent

At Nonsuch Primary, we want every pupil, no matter their background or the challenges they face, to make good progress and achieve high results in all subjects. Our pupil premium strategy is designed to help disadvantaged pupils reach this goal, including those who are already performing well.

We understand that some pupils face extra challenges, like having an early help worker, having a social worker, being LAC or being a young carer. Our plans and activities will support these pupils too, whether they are disadvantaged or not.

High-quality teaching is central to our approach. We focus on areas where disadvantaged pupils need the most help. This not only helps to close the gap between disadvantaged and non-disadvantaged pupils but also benefits everyone in the school. We aim to maintain and improve the achievements of all pupils, not just those who are disadvantaged.

Our strategy is a key part of our school's plans to help pupils recover from the impact of COVID-19. This includes targeted support through the use of a teacher specifically deployed across the school to enhance the attainment of children for those whose education has been most affected, including non-disadvantaged pupils.

We will use detailed assessments and pupil progress meetings to understand the common challenges and individual needs of our pupils, rather than making assumptions based on their background. The different approaches we have adopted work together to help pupils succeed. To make sure they are effective, we will:

Challenge disadvantaged pupils with the work they are given.

Intervene early when we see a pupil needs help.

Use a whole school approach where all staff are responsible for the outcomes of disadvantaged pupils and have high expectations of what they can achieve.

For our pupil premium children, we will closely look at data to understand their needs and use this information to guide our decisions. This ensures that every child gets the support they need to do their best.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Assessments, observations, and discussions with parents and external professionals suggest disadvantaged pupils generally have greater difficulties and present with complex SEN needs compared to their peers.</p> <p>In the academic year 2023/2024, it was reported that numbers had increased with 5 EHCPs, and 54 children on the SEN register. There were 149 pupil premium students. Of those 149, 51 children were on the SEN register.</p> <p>Currently, for the academic year of 2024/2025, the school has 5 children with EHCPs for 2024/2025 and 53 children on the SEN register, signally that a 28% of children at Nonsuch have a SEN need, with 37 children (20%) having a SEN need and being disadvantaged. This gap narrows remains significant to the end of KS2.</p>
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>In the academic year 2023/2024, 20 out of 30 children entered as pupil premium. 1 out of 20 (5%) PP children entered at expected entry level. 1 out of 10 (10%) non PP children entered at expected entry level signaling that the majority of children entered school below expected entry level.</p> <p>KS2 Reading SATs results signal a continued attainment gap between disadvantaged pupils and their peers: Year 6 PP = 22 children. Non PP = 8 children Pass Reading SATs PP = 12 out of 22 (55%) Pass Reading SATs Non PP = 8 out of 8 (100%) Gap between Non PP and PP = 45%</p>

4	<p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, particularly in KS2.</p> <p>In the academic year 2023/2024, 20 out of 30 children entered as pupil premium. The reading results on entry reflect the same statistics as reading.</p> <p>In KS2, 59.1% of pupil premium children met the KS2 expectations for writing, signaling a continued attainment gap between disadvantaged pupils and their peers.</p> <p>Year 6 PP = 22 children. Non PP = 8 children Pass Writing PP = 13 out of 22 (59%) Pass Writing Non PP = 8 out of 8 (100%) Gap between Non-PP and PP =41%</p>
5	<p>Internal and external assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, particularly in KS2.</p> <p>In the academic year 2023/2024, 20 out of 30 children entered as pupil premium. 3 out of 20 (15%) PP children entered at expected entry level. 4 out of 10 (40%) non PP children entered at expected entry level signaling an attainment gap between PP and non PP children on entry to school.</p> <p>In KS2, 54.5% of pupil premium children passed the KS2 Reading SATs signaling a continued attainment gap between disadvantaged pupils and their peers.</p> <p>Year 6 PP = 22 children. Non PP = 8 children Pass Maths PP = 10 out of 22 (45%) Pass Maths Non PP = 8 out of 8 (100%) Gap between Non-PP and PP =55%</p>
6	<p>Our assessments, observations, and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continue to be affected by the rising cost of living and the lack of opportunities for families to improve their professional and financial situations. Last year over a third of our children received additional support, either through an Early Help Worker or a Social worker. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
7	<p>Our attendance data over the last academic year indicates that disadvantaged children on average attended school 90.61% of the school year compared to the non-disadvantaged children, who attended school on average at 95.78%.</p> <p>Gap between Non-PP and PP =5.17%</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including the curriculum opportunities that are mapped out, the participation in discussion lessons, engagement in lessons and events, book scrutiny and ongoing formative assessment.
Improved attainment among disadvantaged who also present with a SEN need	<p>Children with a SEN need attainment increases and the gap between national and SEN decreases.</p> <p>Children with EHCP targets meet them Children meet the SSPP targets</p>
Improved reading attainment among disadvantaged pupils.	<p>Phonics screening outcomes in 2024/2025 show that children who are disadvantaged are in line with national.</p> <p>KS2 reading outcomes in 2024/25 show that disadvantaged pupils are in line with national to meet the expected standard.</p>
Improved writing attainment among disadvantaged pupils	Writing outcomes in 2024/2025 show that children who are disadvantaged are in line with national.
Improved maths attainment among disadvantaged pupils	Maths outcomes in 2024/2025 show that children who are disadvantaged are in line with national.
To achieve and sustain improved well-being for all pupils and families in our school by supporting them with external agencies such as Early Help and Social Workers where needed, particularly our disadvantaged pupils.	<p>Sustained high levels of well-being by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys, external professionals and teacher observations • a multi-agency approach evident and support sourced where needed • Provide a wide range of cultural experiences which inspire and motivate and therefore positively benefit learning

	a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> The overall unauthorised absence rate for all pupils is no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced by 10%. <p>The percentage of all pupils who are persistently absent is below 15%, and the figure for disadvantaged pupils is no more than 5% lower than their peers.</p>

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: £ 196,923.33 (£83,918)for T and L Lead and ECT mentor. (£5,500 for Maths Programme)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning lead to further develop High Quality Teaching across the school.</p> <p>Teaching and learning lead to work alongside the Headteacher to embed instructional coaching model across the school.</p>	<p>The EEF Pupil Premium Guide states that, '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'.</p> <p>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</p>	1,2,3,4,5

<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 to work alongside teachers to model and coach within lessons.</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>key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.'</p> <p>The Teaching and Learning Lead will work 1:1 with staff on planning across all subjects. The EEF Pupil Premium Guide states that, 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve outcomes.</p>	
<p>Early Career Teachers (ECTs) and ECT+1 to receive a comprehensive CPD package The Early Career Teacher (ECT) Programme is a comprehensive training portfolio to support all early career teachers from newly qualified through in school</p>	<p>The Early Career Teacher (ECT) Programme is a comprehensive training portfolio to support all early career teachers, from newly qualified teachers to those who are in school support to those who are enrolled in the BDMAT training programme. to the fifth year of teaching.</p> <p>It builds on from Initial Teacher Training and provides developmental opportunities for ECTs to continually improve</p>	<p>1,2,3,4,5,</p>

<p>support and the BDMAT training programme</p>	<p>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.</p> <p>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>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Ark Plus Curriculum Maths Programme, which the EEF advertises for resources and CPD.</p>	<p>A proven impact on pupil attainment</p> <p>The Mathematics Mastery Primary programme helps children feel more at ease with maths by developing knowledge of underlying concepts. This approach is improving children's progress.</p> <p>The Education Endowment Foundation (EEF) found that students in schools adopting the Mathematics Mastery programme made more progress than those at a similar level in other schools. In fact, research shows that after just one year on the programme, students made an average of one months' additional progress.</p> <p>The Ark Plus Maths Programme is in line with the Ready to Progress Documents: The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>2,5</p>

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

Budgeted cost: £62,855 for a pupil premium raising attainment teacher. £19,250 for AHT to deliver SALT interventions, SEN/PP attainment group interventions and lower prior attainer leader.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocated Teacher as an attainment raiser, ensuring that high-quality interventions are delivered across the school to under-performing children</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups: Small group tuition Teaching and Learning Toolkit EEF</p> <p>EEF toolkit states that appropriately planned intervention in small groups and one to one can show increased progress of 5+ months. Small group intervention can show increased progress of 4+ months. 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>1,2,3,4,5</p>
<p>Allocated teachers to deliver SALT interventions delivered to children as part of their EHCP targets and additional advice from external SALT professionals</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF toolkit states that the average The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two</p>	<p>1,2</p>

	all show positive impacts on attainment.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £2500 for CSAWs, £800 for COBs, S4E Music: £8,600 Trips: £4000
Therapist: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools, which has significantly reduced absence and persistent absence levels.</p> <p>CSAWs has been purchased for additional support on attendance.</p>	6,7
<p>Whole staff training on behaviour management for children who present with a SEN need from COBs and other professionals in the field with the aim of developing our school ethos and improving behaviour across school. Therapist in to support children with regulating their emotions.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF</p>	2,6,7
<p>Increased the cultural capital of pupil</p>	<p>The EEF states that, 'improved outcomes have been identified in</p>	6

<p>premium children through access to the arts (focus on music). Improve children's engagement with school through access to funded music lessons.</p>	<p>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.' 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>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>6,7</p>

Total budgeted cost: £174, 640

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Action:	Impact:
<p>Carefully planned interventions in place for all year groups to address gaps.</p>	<p>EYFS:</p> <p>School children = 67%</p> <p>Birmingham children = 65%</p> <p>National children = 67%</p> <p>Phonics – Yr 1</p> <p>School children = 68%</p> <p>Birmingham children = 79%</p> <p>National children = 79%</p> <p>Phonics Yr 2 Retake:</p> <p>2022/ 2023: 80%</p> <p>2023/ 2024: 89%</p> <p>MTC Results:</p> <p>School children = Avg 23</p> <p>National children = Avg 20.2</p> <p>Year 6: R/W/M Combined</p> <p>School children = 57%</p> <p>National children = 61%</p>

<p>Provision of additional targeted support for pupil premium children in all year groups.</p>	<p>EYFS:</p> <p>School PP children = 7 out of 13 PP (54%) reached ELG. 13 out of 17 non PP (77%) reached ELG signaling a 23% gap between non PP to PP. This gap will continue to be addressed in academic year 2024/25.</p> <p>National PP children = Awaiting published data November 2024</p> <p>Phonics – Yr 1</p> <p>School PP children = 14 out of 18 (78%) PP passed Phonics check. 5 out of 10 (50%) non PP children passed Phonics check. PP children are outperforming non PP by 28%.</p> <p>National children = 67%</p> <p>Phonics Yr 2 Retake PP:</p> <p>2023/ 2024: Out of the four children who were included in the phonics resit, two children are PP, one of these children passed (50%). The two non PP children did not pass.</p> <p>MTC Results:</p> <p>School PP children = Scored on average 23 out of 25, with 10 out of 21 PP children scoring full marks (48%)</p>

National PP children = Scored on average 18 out of 25

Year 6: reading

National PP children = 74%

School PP children = 12 out of 22 (55%)

Pass Reading SATs Non PP at Nonsuch = 8 out of 8 (100%)

Gap between Non PP and PP = 45%

Year 6: writing

National PP children = 72%

School PP children= 13 out of 22 (59%)

Non PP at Nonsuch = 8 out of 8 (100%)

Gap between Non-PP and PP =41%

Year 6: maths

National PP children = 73%

School PP children= 10 out of 22 (45%)

Non PP at Nonsuch = 8 out of 8 (100%)

Gap between Non-PP and PP = 55%

	<p>Year 6: Combined</p> <p>National PP children = 61%</p> <p>School PP children = 6 children out of 22 = 28%</p> <p>NonPP children = 6/8 children (75%)</p> <p>Gap between Non-PP and PP = 47%</p>
<p>Attendance focus that supports vulnerable families with low attendance. ·</p>	<p>The whole school attendance was significantly below the school target of 96% last academic year.</p> <p>Whole school attendance was 92%.</p> <p>Pupil Premium children attendance 90.3%</p> <p>This is on the School Development Plan as a key issue for academic year 2024-2025 and an external provider has been sourced additionally to support through the CSAWs programme.</p>
<p>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.</p>	<p>Year 6: reading</p> <p>National PP children = 74%</p> <p>School PP children = 12 out of 22 (55%)</p>

Pass Reading SATs Non PP at Nonsuch
= 8 out of 8 (100%)

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Year 6: writing

National PP children = 72%

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Year 6: Combined

National PP children = 61%

School PP children = 6 children out of
22 = 28%

NonPP children = 6/8 children (75%)

Gap between Non-PP and PP = 47%

Supporting families with music tuition fees to ensure they can access extra-curricular opportunities. ·	All pupils in Year 4 have had the opportunity to attend music lessons with funding provided. Additionally PP children in KS2 have had access to instrument lessons and have participated in concerts.
Teaching and Learning Lead to work across the school to ensure that all lessons are at least good.	Coaching is now part of Nonsuch culture. Teaching and learning lead has ensured teachers can plan effectively and deliver lessons at a good level.
· Teaching and learning lead supporting Early Career Teachers to ensure that they are at career stage expectations. ·	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 a DfE provider and the BDMAT in Year 2. Two second ECT+1 have completed their ECT programme fully and passed. TLR holder for phonics is confident in leading their subject and supporting ECTs.
Supporting the operation of educational visits	All pupils have had the opportunity to attend educational visits, with funding provided where required.

Externally provided programmes

Programme	Provider
Behaviour Support	City of Birmingham School
Services for Education	Music Provider

Service pupil premium funding

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