

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	Neston Primary School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rob Golding
Pupil premium lead	Annabel Elliott
Governor / Trustee lead	Amanda Powell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 73,525
Recovery premium funding allocation this academic year	£ 7,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£--
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	£81,065

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all our pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas and in life in general. The focus of our pupil premium strategy is to ensure that any challenges they face are identified early enough to ensure that they can achieve their goals.

From our internal data, we have seen how the pandemic has impacted upon our pupils both academically and socially and emotionally. They have had limited access to external services and opportunities to enrich their lives. The activities we have outlined in our plan are intended to support their needs, enable them to be emotionally stable so they can learn, provide them with opportunities to enrich their current lives and provide them with aspirations for their future.

We know that the ability to communicate and read are essential building blocks for future learning. For this reason, we are prioritising these areas within our strategy. Using school based tutoring through the National Tutoring Programme means that the member of staff already has a relationship with the children, has a good understanding of their needs on which to base the intervention

Our Principles:

- We ensure that the needs of all children are met through the high quality teaching and learning opportunities provided.*
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged.*
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.*
- We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

Challenges

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

Challenge number	Detail of challenge
1	Assessments on entry in Reception class have shown a significant number of children are below are expectations for speech and language. This is impacting on all areas of their development.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Assessments, observations and discussions with pupils suggest that lockdown and the pandemic has impacted on the retention of basic skills in reading and maths in particular and in the way pupils can articulate their knowledge and understanding.
5	Persistent absenteeism and lateness is a concern with a few identified, particularly disadvantaged, families.
6	Our observations and discussions with pupils have identified a % of our disadvantaged children have limited aspirations and limited life experiences

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 with all children.	For all children in reception to reach age appropriate speech and language development (unless an underlying additional need is impacting) For all pupils across school to be able to articulate their learning using a wider vocabulary.
For improved outcomes and teaching of phonics	Increase in the number of children achieving a pass in the Y1 phonics screening. For the gap between disadvantaged and non-disadvantaged to be narrowed. For children across school to apply their phonic knowledge to spelling and reading.
To achieve and sustain improved well being for all pupils in our school, particularly our disadvantaged pupils.	Well being surveys will show a marked improvement Pupils with identified social and emotional needs will be supported fully

<p>For persistent absenteeism and lateness to be reduced. Attendance figures to be >96% for all groups.</p>	<p>Improved relationship with families who are persistently late or absent. Attendance figure to be >96% for all groups across school. The number of lates will reduce.</p>
<p>For children to have a broader access to opportunities and professionals to enhance their life experiences and aspirations for the future.</p>	<p>Pupil interviews will talk positively about opportunities and there will be improved aspirations amongst all pupils and disadvantaged pupils in particular.</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: £13,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional training for teaching assistants in the Read, Write Inc programme of phonics (£1000)</i>	Allocated time is crucial for the confidence of TAs in delivering RWInc. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
<i>Team Teach training by Donna Davies -behaviour consultant for 4 members of staff. (£300)</i>	High quality CPD in De-escalation strategies is essential for supporting the wellbeing of children in emotional crisis.	3
<i>Elklan trained Teaching Assistant (RM) to be employed for 2 days a week to screen on entry with Wellcomm assessment and deliver personalised SALT programmes to identified children across KS2 (£6000)</i>	Waiting lists are extensive and SALT provision is limited in Neston. Accessing appointments is an issue, particularly with our disadvantaged families that daily practise in school of a specific programme is essential.	1
<i>Purchase of DfE validated Systematic Synthetic Phonics Programme – RWInc resources to secure stronger phonics teaching for all pupils (£3000)</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
<i>Enhancement of our maths teaching – we are part of the Wirral and Cheshire West Maths hub programmes – Embedding Mastery and Mastering Number. We will fund teacher release time to monitor and embed guidance across school (cover for training is funded by grant from the hub) (£1800)</i>	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4
<i>Staff CPD – ECM (£1680)</i>	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. Effective subject	

	leadership is needing to develop our whole curriculum and the education provided to all pupils – and disadvantaged pupils in particular.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27,694

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>National Tutoring programme – we are employing a member of teaching staff (GoH) for an additional 2 days a week to provide school led tutoring for pupils – the majority of whom are disadvantaged. She is supporting small groups (£4,500)</i>	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 EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4
<i>Employment of an additional teaching assistant to support vulnerable children in Y1 (£12,900)</i>	The additional teaching assistant is able to facilitate personalised curriculums for identified children who are working at 30-50 months emerging in Y1.	1,3,4
<i>Targeted phonics catch up interventions in KS2 – 5 small groups 4 days a week (£5,094)</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
<i>Purchase of Times Tables Rockstars and Numbots to enhance the fluency in basic skills in number across all of school. (£200)</i>	The challenge and presentation of both Rockstars and Numbots appeals to all children and motivates them to learn their number bonds and times tables. This is also an Ofsted focus to enhance.	4
<i>Accelerator Reader subscriptions for promotion of reading development in KS2 – both fluency and comprehension (£3,500)</i>	Increasing the opportunities for children to read. The use of accelerator reader closely tracks the progress the individuals are making.	4

<i>Oxford Owl subscription for access to online books in KS1 (£1000)</i>		
<i>Monitoring and Evaluation of the impact of catch up interventions (£500)</i>	To ensure the interventions that are put in place are being effective, close monitoring and evaluation is needed to assess the impact on pupils' academic and emotional development.	All challenges

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

Budgeted cost: £39,591

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning Mentor 4 days a week – works with pupils and families – attendance, Magic 123, Involvement with TAFs and CiC/CP meetings. Supports individual children with targeted interventions and time and space to talk. (£24,491)</i>	Children will be supported to be emotionally ready to learn. Some of our children need a daily 1:1 session with the learning mentor to just check in with their day. The number of children on child protection plans in school has increased during the pandemic – time is needed by the learning mentor to support these children and their families.	3,5
<i>Involvement with 'Passion for learning' to enrich the opportunities available to our predominately disadvantaged pupils. (£1200)</i>	Passion for learning provides enhanced opportunities for our children.	3,6
<i>Nurture group for children identified via Boxall Profiling - -2 hours a week (£1100)</i>	A percentage of our disadvantaged and vulnerable children are requiring additional support to enable them to feel ready to learn.	3
<i>Private Counsellor to work with individuals with specific emotional needs linked to separation anxiety 1:1 basis for a block of 10 sessions– Gill Morris (£700)</i>	Some of our children require greater support than our staff are able to offer. With the increase in pressure on services such as CAMHS delaying or refusing referrals, we felt the best option for our pupils was to provide this service. Those that have worked with Gill have shown noticeable improvements in their conduct in class.	3
<i>Forest School enrichment clubs to develop pupils' resilience and promote emotional well being. Rob Smith – 2hrs a week (£1600)</i>	Over the past couple of years we have noticed that our pupils' resilience to 'having a go' and their independence has decreased, Forest schools is successful in promoting independence and promoting their emotional well being outside.	3,6
<i>Aspirations and experiences fund (£10,000) to provide opportunities for all</i>	Children can't aspire to something if they have no knowledge or experience of it. By funding a wide variety of experiences/opportunities throughout the	6

<i>children to develop their life experiences alongside their peers.</i>	year, we are enriching the lives of our children in ways they would otherwise not be exposed to.	
<i>Subsidised after school and breakfast club places (£500)</i>	Families will be able to access breakfast and after school clubs that would otherwise be unable to. Aim to reduce lateness by children wanting to access the club in the mornings. Calmer start to the morning positive impact on behaviour.	5

Total budgeted cost: £81,065

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.

Our internal assessments at the end of 2020-21 indicated that the pandemic had negatively impacted the performance of all, and especially disadvantaged, pupils both academically and socially emotionally.

One positive of our pupil premium plan of 2020-21 was the purchasing of online activities such as TT Rockstars, Numbots, Accelerator Reader and Oxford Owl in that there was continuity for children in practising their basic skills in number and reading. Our ELKLAN trained TA supported children 1;1 via zoom during lockdown which was extremely beneficial in maintaining their SALT programmes.

We supported families who were struggling with food hampers. The pastoral team contacted parents on a regular basis throughout lockdown to ensure their needs were being met and offered support where needed.

On return to school, we noticed that pupil behaviour, well being and mental health were significantly impacted due to COVID-19 related issues. This was acute for disadvantaged pupils. We used pupil premium funding to provide individual and small group interventions.

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
X Tables Rock Stars and Numbots	TT Rockstars

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.