



St. Nicholas Priory CE VA Primary School

Our philosophy

'We serve and love each other.'

We aim to welcome and celebrate the diversity of all God's children and provide a safe, caring space in which they can achieve their best academically, spiritually and pastorally whilst also learning to serve others.

St Nicholas Priory CE VA Primary School is a co-educational Church of England Voluntary Aided School and seeks to serve its community by providing excellent and creative education in a Christian setting. Children and staff who attend our school are a part of our community working together to ensure it is a caring, safe and happy place to learn. Believing that all people are created and loved by God, St Nicholas Priory CE VA Primary School has a real and deep concern for each individual, rooted in the Christian ethos which welcomes and affirms. Everyone associated with our school is part of its community and are all encouraged to become valued members of a caring and committed team.

We regularly identify, monitor and assess the barriers that our disadvantaged children face to ensure our provision and interventions address these issues.

49% of our children are disadvantaged, 53% are EAL and 23% require SEND support.

The strategies the school has chosen, to help address the barriers we have identified, are designed to support **all** children to achieve academically and develop pastorally. Disadvantaged children at Priory are rigorously tracked by a dedicated school leader above and beyond the whole school tracking to ensure they make at least as much progress as their peers and that any gaps are identified, addressed and closed.

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Nicholas Priory CE VA Primary School
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	49% (206)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Headteacher
Pupil premium lead	James Parramint
Governor / Trustee lead	Arthur Hollis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,285
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£236,285

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that **all** pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Disadvantaged pupil performance overview for last academic year compared with the whole school (WS).

Measure	
Meeting GLD (Reception)	81% (85%)
Phonics year 1 at expected (2018/19)	100% (93%)

At expected	Reading (WS)	Writing (WS)	Maths (WS)
Year 1	66% (62%)	69% (63%)	75% (77%)
Year 2	62% (72%)	67% (71%)	67% (74%)
Year 3	63% (66%)	59% (67%)	66% (72%)
Year 4	73% (73%)	70% (65%)	80% (78%)
Year 5	59% (60%)	45% (47%)	41% (52%)
Year 6	62% (62%)	51% (46%)	65% (62%)

At greater depth	Reading (WS)	Writing (WS)	Maths (WS)
Year 1	3% (7%)	3% (12%)	9% (12%)
Year 2	33% (21%)	19% (12%)	38%(26%)
Year 3	13% (20%)	6% (16%)	3% (13%)
Year 4	23% (28%)	13% (18%)	33% (27%)
Year 5	7% (7%)	7% (7%)	7% (10%)
Year 6	11% (11%)	19% (16%)	8% (10%)

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to YR (Sept 21 - 0% passed GOV testing)
2	At St. Nicholas Priory 49% of our children are on the pupil premium register. Economic deprivation often leads to a lack of cultural capital which can impact outcomes.
3	For many families English is an additional language and as a result, they can find helping with school work at home difficult. On entry to school a significant number of children are beginners in English.
4	Lack of, or reduced access, to devices or the internet at home with some families.
5	Attendance continues to be a challenge for some of our children.

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 engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS1 & KS2 reading outcomes in 2024/25 to be at, or above national outcomes.
Improved writing attainment among disadvantaged pupils.	KS1 & KS2 writing outcomes in 2024/25 to be at, or above national outcomes.
Improved maths attainment for disadvantaged pupils.	KS1 & KS2 maths outcomes in 2024/25 to be at, or above national outcomes.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • 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.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.

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: £66,278

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development to support high quality teaching (including internal and external programs and resources).	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research shows that high quality teaching can narrow the disadvantage gap. EFF - Effective Professional Development Guidance Report. EPI - Teaching and leadership report	1, 3
Bilingual teaching assistant	Bilingual teaching assistants can support learners using their first language or other languages they know. This helps learners using EAL to access the curriculum and feel more included, leading to higher self-esteem and better academic outcomes. The Bell Foundation - Multilingual Support. Raising the Achievement of Bilingual Learners in Primary Schools: Evaluation of the Pilot/Programme	3

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

Budgeted cost: £138,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targetted, small groups for reading, writing and maths.	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. EFF - Small group tuition.	1, 2, 3
Early years 1-to-1	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one	1

	<p>tuition. Low attaining pupils are particularly likely to benefit. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>EFF - One to one tuition</p>	
Reading interventions	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>EFF - Reading Comprehension Strategies</p>	1, 3
Phonics interventions	<p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>EFF - Phonics</p>	1, 3
Management of the library and promoting Accelerating Reader	<p>The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress. For weaker readers, the approach appears to contribute towards catch-up at the start of secondary school, although pupils at very low levels of reading may need initial support from teachers to benefit, if they are not independent readers.</p> <p>EFF - Accelerated Reader</p>	1, 3

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

Budgeted cost: £14,028

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health champion	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. EFF - Social and Emotional Learning	5
Breakfast club	Evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance. EFF - Magic Breakfast	1, 5
Improve the attendance of disadvantaged students	The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4. Gov - Just one day off can hamper children's life chances The key - Research into how attendance can impact attainment	5
Ensure that disadvantaged children have access to necessary resources to fully participate in the life of the school	The average impact of homework is positive across both primary and secondary school. However, pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective	1, 3, 4

	learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. EEF- Homework	
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Total budgeted cost: £218,441

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 during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Overall attendance in 2020/21 was lower than the national average and school closures and fear / uncertainty over lateral flow test results exacerbated this issue. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2% higher than their peers. Understanding that all absence is a missed opportunity, attendance continues to be a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Middle leadership coaching	Edtransform
Senior leadership coaching	Edtransform
Disadvantage training	VNET
Accelerated Reader	Renaissance Learning
Language development	Bedrock Learning
Resilience in Boys	Paddy Veeneer

Development and enrichment cultural experience	LYFT
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