



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.

52% of our children are disadvantaged, 50% are EAL and 22% 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	425
Proportion (%) of pupil premium eligible pupils	52% (221)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
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	£267,930
Recovery premium funding allocation this academic year	£25,375
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4786.74
Total budget for this academic year	£298,091

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

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 can have an impact on cultural capital which affects outcomes.

3	For many families English is an additional language for many of our parents, and as a result, our parents can find supporting their children at home more of a challenge. On entry to school a significant number of children are beginners in English.
4	With some of our families there is reduced access to devices / internet connection at home.
5	Attendance continues to be a challenge for some of our families.

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: **£88,278**

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: **£185,135**

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	1, 2, 3

	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.	
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 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. EFF - One to one tuition	1
Reading interventions	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. EFF - Reading Comprehension Strategies	1, 3
Phonics interventions	The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. 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. EFF - Phonics	1, 3
Management of the library and promoting Accelerating Reader	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	1, 3

	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. EFF - Accelerated Reader	
--	---	--

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

Budgeted cost: **£19,028**

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	<p>The average impact of homework is positive across both primary and secondary school.</p> <p>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 learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>EEF- Homework</p>	1, 3, 4
--	---	---------

Total budgeted cost: £218,441

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

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Our analysis during 2021/22 shows that the progress of disadvantaged pupils was in line with or higher than non-disadvantaged students in key areas of the curriculum. KS1 attainment of disadvantaged children is above national in all key areas of the curriculum and in line with their peers in school. KS2 attainment of disadvantaged children, while in line with their peers in school, is still below national standards in reading and writing, but in line with national standards for maths.

Overall attendance in 2021/22 has improved over the previous year, but still remains below national expectations. However, at times when all pupils were expected to attend school, absence among disadvantaged pupils has closed the gap with their peers in school and is now only 1% higher.

Our analysis and observations indicate that pupil behaviour, wellbeing and mental health were significantly impacted during the pandemic with the impact particularly

acute for disadvantaged pupils and we continue to see the effect that missed school has had on these children. We are using pupil premium funding to provide wellbeing support for all pupils, ensuring that all children are able to attend trips and events to improve the cultural capital of disadvantaged pupils and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Despite being below national expectations in KS2, with the progress that we have seen from disadvantaged children we believe that the strategies in place will continue to push the children to meet national expectations. Understanding that all absence is a missed opportunity, attendance continues to be a focus of our current plan with the aim to keep disadvantaged children in line with their peers and push towards national expectation.