

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Nansledan
Number of pupils in school	
1	25 % (of which 6% service) 19% disadvantaged 1 pupil CIC
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Autumn 2021 – Autumn 2024
Date this statement was published	December 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Vicky French
Pupil premium lead	Amy Gibson
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,105
Recovery premium funding allocation this academic year	£5,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£69,905

Part A: Pupil premium strategy plan

Statement of intent

At Skol Nansledan we understand that today's learner will be tomorrow's leaders. Our aims are to give all children the knowledge, skills and understanding to achieve their full potential academically, socially and emotionally through high-quality teaching and learning.

We support and challenge every learner to reach their full potential; we are committed to providing relevant and ambitious experiences delivered in an unreserved spirit of adventure, where curiosity and experiential learning is celebrated. We nurture children's self-esteem, to promote independence in a caring and secure environment, where every child matters.

The intention of our strategy is to invest in the strategies that remove the barriers to educational achievement so 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, including our service premium pupils, to achieve that goal. This would include progress for those who are already high attainers, ensuring that pupils are challenged in all areas of their learning.

We know the significant positive impact of quality first teaching and put this at the heart of the school's strategy with a focus on areas in which disadvantaged pupils require the most support. To support this we are committed to ensuring high quality continuous personal and professional development for all our staff. We organise teaching and learning at Nansledan in order to meet the needs of all children in the best way.

Our approach involves a mixture of strategies that intend to raise the quality of teaching for all, provide targeted support for individuals through specific interventions and wider strategies. We aim to give our children cultural capital on which to build, so every child, regardless of race, gender, socio-economic background or ability, partakes in experiences which will enable them to take a lead role in society in later life.

We want our children to develop a love of learning and to narrow the attainment gap between disadvantaged children and non-disadvantaged children. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the consequent challenges faced. Using knowledge of the school, its context and situation, along with research conducted by the EEF, has enabled this strategy to be developed. In addition to the actions planned, we will remain proactive to supporting needs as they arise.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate that there are underdeveloped oral language skills and vocabulary gaps which are more prevalent among our disadvantaged pupils than their peers.
2	Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations of attainment, especially in reading, writing and maths.
3	Our observations, assessments and discussions with pupils and parents indicate that the effect of the pandemic has exacerbated social and emotional issues for many of our pupils, notably pupils who have suffered a lack of enrichment opportunities, neglect, abuse, parental mental health issues, anxiety or bereavement during the pandemic. This is also observed in classroom behaviour for learning with children either being passive or dysregulated. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Attendance levels of those pupils in receipt of pupil premium are lower than national averages in the school which will impact on slower rates of progress and lower overall attainment.
5	The percentage of pupils with identified SEN continues to rise year on year. 32% of our disadvantaged pupils are on the record of need. 38% of our EHCP pupils are disadvantaged.

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 to ensure this group's skills are in line with all others.	Children will make rapid progress in RWI phonics lessons evidenced by regular assessment.

	<p>Phonics catch up for pupils falling behind using RWI 1:1 tutoring across KS1 and the Fresh Start program in KS2 ensure pupils are supported accelerated progress is ensured.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>Monitoring and learning walks demonstrate access to high quality vocabulary input and oracy development in lessons.</p> <p>The school's engagement with the NELI programme is established across EYFS with identified impact illustrating progress.</p> <p>Impact of the above strategies is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>By the end of KS2, to increase the % of disadvantaged pupils achieving the expected standards in reading, writing, maths and SPAG, reducing the attainment gap between non-disadvantaged peers in line with national figures.</p>	<p>Gaps in children's knowledge and understanding within the sequential curriculum will be rapidly identified and addressed.</p> <p>High quality teaching provision will be in all classrooms for all children. A comprehensive approach to continual professional and personal development will be in place to ensure quality first teaching is consistently developed and enhanced.</p> <p>Pupils eligible for Pupil Premium make more progress than 'other' pupils in order to narrow the attainment gap by the end of KS2.</p> <p>The progress of disadvantaged pupils is in line with national expectations in all subjects by the end of KS2 in 2024/5.</p> <p>Measured termly by teacher assessments, PRR, low stake quizzes, summative assessments and successful moderation practices established across the Trust.</p>

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>The school's implementation of our personal development curriculum ensures that pupils' mental health and wellbeing is forensic in meeting the needs of disadvantaged pupils.</p> <p>Disadvantaged pupil's needs are met and supported through challenging periods of their lives.</p> <p>Sustained higher levels of emotional wellbeing, mental health and resilience impact demonstrated by qualitative data from pupil/parent survey and teacher observations using 'motional'.</p> <p>Measured termly using qualitative data from student voice, student and parent surveys and teacher observations.</p>
<p>Attendance and punctuality improves overtime for identified families of disadvantaged children.</p>	<p>A comprehensive and progressive approach to supporting attendance (including celebrating strong attendance) will be in place.</p> <p>There will be no differential between the attendance of the groups in receipt of pupil premium and those not in receipt (or the gap will have diminished significantly).</p> <p>Attendance/safeguarding Lead is accountable for improved attendance, and this is a standing item in all SLT meetings to ensure that attendance for all children is in line with National figures.</p>
<p>Improved attainment in core subjects for those disadvantaged children with identified special educational needs.</p>	<p>Children undergoing RWI 1:1 or Fresh Start intervention will demonstrate increased accuracy in using grapheme/phoneme correspondence, developing reading fluency so they can read with comprehension.</p> <p>Targeted intervention for writing across the school will demonstrate children's fluency in writing through the development of handwriting with have an impact on outcomes.</p> <p>The use of whole class interventions such as Number Sense will develop number fluency in rapid recall of number facts for all pupils including SEND.</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: £ 34,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching of phonics through a systematic phonics program: Read Write Inc. Desired Outcome:</p> <ul style="list-style-type: none"> ➤ To continue to improve the phonic skills of all pupils to help them access all areas of the curriculum. ➤ For % of children to pass the phonics screening check at the end of year one to be at least in line with national average. <p>Pupil assessment will take place termly and at the point of pupil need. In addition, regular staff observations and training will occur to provide targeted support. The program is overseen by a program manager who supports staff daily in the delivery as necessary. Regular phonic assessment enables pupils / staff are supported as required. In addition, regular CPD is delivered with updates to the teaching and delivery of the program. Staff (including new staff) will receive paid-for training to deliver Read Write Inc teaching effectively. The teaching and learning in Read Write Inc will continue to be monitored rigorously and additional intervention will be used in class to support progress for identified children.</p>	<p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF: 2021) RWI is a proven approach and in school evidence of the program has identified that the program is highly effective, any extra intervention needed is a continuation of the RWI program. In addition, continual monitoring also enables pupils to be identified immediately, RWI teachers can ask for an assessment to be conducted at any point if they feel a child has progressed or dipped. Furthermore, RWI trained class TAs' can deliver quick snapshot intervention in class as necessary.</p>	1, 2 and 5
<p>Children will be supported to develop high-quality early language and communication through interventions, including fully trained staff delivering the NELI program. These interventions will</p>	<p>In research studies; children who received the NELI programme made the equivalent of three additional months' progress in language skills, on</p>	1 and 2

be measured through the use of linked assessments in order to measure impact.	average, compared to children who did not receive NELI. This result has a very high security rating. (EEF 2020)	
<p>Talk for Writing teaching</p> <p>High expectations for learners result in good outcomes for children. Ongoing support and support for new staff will foster effective delivery of Talk for Writing. Regular learning walks and professional dialogue will support staff in embedding the approach within their classrooms. Outcomes for children will improve. Cold tasks and end of unit outcomes will show progression in writing from starting points. Consistency will be evident throughout the school and progression will be clear. Talk for writing approaches will be adopted across the curriculum to allow for teaching across the wider curriculum to be taught in small, manageable step allowing for pupils to know more and remember more.</p>	The talk for writing approach naturally fosters a strong element of metacognition which the EEF has found supports pupils in making an average of 7 months progress.	1, 2 and 5
<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 Maths Hub resources and CPD (including Teaching for Mastery training/ Maths Specialist training).</p>	<p>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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2 and 5
<p>Reading Awards scheme will continue, to recognise children's effort with reading. Reading ambassadors will promote the love of reading across the school.</p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark</p>	1 and 2

	2011; Clark and Douglas 2011).	
Staff training in the effective deployment of teaching assistants.	Evidence shows that effective deployment and training of Teaching Assistants can have a positive impact on learning. The EEF Guidance Report 'Making the Best Use of Teaching Assistants' provides seven evidenced based recommendations for the effective deployment and preparation of TAs so they can have maximum impact on pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3 and 5
Provide coaching time with curriculum leads/SENCO (inc using video/teams) to improve teacher practices, ensuring quality time is provided for reflection.	'Developing great teaching' (Cordingley et al 2015) identifies emergent findings from an umbrella review of evidence that shows: Extended programmes of CPD, approximately 2 terms or longer, with iterative follow ups following the initial input create a 'rhythm' of activities that are most likely to have the greatest input for ongoing teacher development.	2, 4 and 5
Metacognition and Feedback Strategies will be used to support high-quality Wave One Teaching. Lesson observations and monitoring will focus on quality wave one teaching which enables pupils to develop valuable language and communication skills, incorporating metacognition and self-regulation approaches, supporting children to understand how they learn and to be able to overcome challenges.	The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.(EEF: 2021) There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. (EEF 2021)	1, 2 and 5
Ongoing TIS training for all staff to continue to embed a whole school trauma informed approach into routine educational practices and supported by professional development and training for staff.	Children need to be emotionally secure in order to access learning. This is supported by EEF +4. 'On average, SEL interventions have an	3 and 4

	identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment'	
<p>Subsidised residentials and significant trips.</p> <p>Provide further opportunities for pupils to access to wide and rich curriculum experiences in teaching through visits/visitors and other enrichment opportunities.</p>	These wider curriculum experiences form a key part in our curriculum that seeks to broaden children's cultural capital. By providing financial support to all disadvantaged families we ensure that all pupils have the opportunity to attend residentials and educational visits.	1,2, 3 and 4
Support teaching staff to undertake NPQs in line with their interests / developmental needs.	Worth and van Den Brande (2019) findings (amongst others) indicate that where teachers are meaningfully involved in creating their own bespoke programmes, the most effective professional development opportunities are created.	1, 2
TA support for the classroom in the afternoons across the school identified on need	Provide TA support during the afternoon across the school to support the structures and systems that we believe are essential to quality teaching and carry out the selected interventions for core subject areas. Well trained adults to deliver targeted support and interventions in reading fluency, vocab recall and number recall has demonstrated it has a positive impact on reading speed and developing long term memory of wider curriculum facts and vocabulary.	1, 2, 3 and 5

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children will be supported to develop high-quality early language and communication through interventions through the NELI program. This will be delivered by fully trained staff.	Research carried out by Ofsted and EEF highlights the vocabulary gap between disadvantaged children and others as being a significant factor in driving the attainment gap in core subjects. This aims to develop the speaking skills and associated vocabulary for all children. . Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 5
RWI 1:1 and fresh start intervention targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' EEF (Evidence strength 5/5).	1, 2, 5

Pupils will have individual plans in place to support their learning. Motional screening will be used to highlight children's barriers and to carefully plan interventions to target their needs using a trained TIS practitioner	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that the average impact of successful SEL interventions is an additional four months' progress over the course of a year.. (EEF 2021)</p> <p>Behaviour management evidence research suggests that both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p>Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. (EEF:2021)</p>	1, 2, 3, 4 and 5
Targeted use of Teaching Assistants.	'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact than deployment in everyday classroom environments.' EEF Teaching Assistant Interventions.	1, 2, 3, 5
Develop pre and post-teach interventions in mathematics using ready to Progress and Number sense materials to improve rapid recall facts and accelerate progress.	<p>EEF research shows that developing a rich mathematical knowledge will increase attainment and deepen understanding in maths.</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	1 and 2

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

Budgeted cost: £ 13,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue as a school to use the TIS approach to meet the emotional needs of children. Support high levels of engagement with learning and positive outcomes. Provide tailored	TISUK's training is highlighted in the DfE Advice to Schools: Mental Health and Behaviour in Schools DfE-00327-2018	3

<p>interventions to support emotional wellbeing and develop social and interaction skills.</p> <p>Engage with local mental health professionals offering outreach support for pupils and training.</p>	<p>as supporting and promoting positive mental health.</p>	
<p>Enhance pupils' cultural capital by providing a breadth of experiences - ensure the curriculum is balanced and carefully sequenced which allows opportunities for cultural development.</p>	<p>The EEF notes a positive impact on wellbeing through outdoor and wider enrichment activities.</p>	<p>1, 2, 3, 4 and 5</p>
<p>Through monitoring of attendance and development of home/ school relations we aim to improve attendance of disadvantaged and non-disadvantaged pupils. Attendance booklets to be given to all parents at the beginning of the year. With the support of the Attendance Officer and the Trust EWO</p> <p>Good attendance will continue to be promoted through positive recognition and absence reduced, including persistent absence, this will be monitored by the PP lead/ attendance officer.</p> <p>Follow up meetings will be led by class teachers in the first instance, promoting attendance.</p> <p>Early patterns of absenteeism will be acted upon promptly with systems in place to highlight days missed in education.</p> <p>Effective morning procedures will ensure that pupils are punctual to their lessons and letters for persistent lateness will be introduced.</p> <p>Pupils' welfare will always be paramount and safeguarded. We will strive to have strong partnership with families and the wider community. Attendance officer will hold regular meetings alongside class teachers with parents for pupils</p>	<p>'For all age groups, well-designed school communications with parents can be effective for improving attainment and a range of other outcomes, such as attendance. Regular attendance is linked to improved academic attainment.'" (EEF:2018)</p>	<p>4</p>

with inconsistent attendance and persistent absence. Pupils will be accessing quality wave one teaching for their full-time entitlement. Thus, consistently ensuring that they can reach the best possible academic outcomes		
Meet and Greet Emotionally available adults meet some children in the morning before school. In times of emotional need, these adults regulate the children before beginning academic learning. Senior leader meet and greet (HT and DHT) every morning and afternoon on the gate.	+2 EEF We have identified that Meet and Greet arrangements support attendance and arrival at school on time to begin the day happily.	4, 3
SCARF PSHE/character education linked to the development of the schools values and virtues	A research study by Sheffield Hallam University found that: 'pupils' scores in the emotional literacy measure were above expectations... Teachers were able to give a number of examples of how they felt emotional literacy has developed in their pupils, for example pupils dealing better with anger, stress and being more open to discussing issues affecting their lives.'	1,2,3, 4 and 5

Total budgeted cost: £ 69,905

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 2021 to 2022 academic year.

Review September 2022:

Attainment

Data at the end of KS2 2022 cannot be compared with National as the cohort size was 16 with 4 disadvantaged pupils. Data shows that 25% of disadvantaged pupils achieved combined expected in reading, writing and maths. 25% of disadvantaged pupils achieved expected standard in reading, writing and maths compared to 66.7% in reading, 58.3% in writing and 41.7% in maths of non-disadvantaged pupils. 50% of disadvantaged pupils achieve expected in GPS compared to 41.7% of non-disadvantaged pupils.

Data at the end of KS1 2022, with a cohort of 57 and 6 disadvantaged pupils, shows that 33.3% of disadvantaged pupils achieved expected standard in reading compared to 64.7% of non-disadvantaged pupils. 33.3% of pupils achieved expected standard in writing compared to 51% of non-disadvantaged pupils. 50% of pupils achieved expected standard in maths compared to 58.8% of non-disadvantaged pupils.

There is no gap between our disadvantaged pupils at the end of EYFS with 71% of our disadvantaged children achieving GLD compared with 71.4 % for the whole cohort.

Our internal and external assessments during 2021/22 indicate that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum, primarily due to the Covid-19 impact, which disrupted all our subject areas to varying degrees.

The RWinc Lead has trained and upskilled all RWinc Leaders providing ongoing support and coaching throughout the year. Monitoring demonstrates consistently good practice and pupils make good progress. RWinc whole school training is planned for Sept 2022.

The English Lead has attended high quality CPD and created a progressive writing approach to the teaching of writing. Writing reviews recognised developing consistency in approach and good progress in books towards increased outcomes. The new HoS has a strong English background and supports across the Trust, providing strong leadership in this area.

The Maths Lead continues to work with the Maths Hub to embed mastery further. Teachers in Year 1 and 3 continue to receive high quality CPD from the Maths Hub and disseminated good practice within their teams.

Speech and Language

Pupils in Reception received daily NELI (DfE recommended early language development programme) interventions for targeted pupils. These pupils had access to frequent small group language support, this is particularly beneficial for children who experience delays due to environment and paucity of stimuli. All EYFS TAs were specifically trained in NELI intervention and a 2 KS2 TAs are completing the ELKLAN qualification. Pupils identified in need of additional targeted support were referred to our Speech & Language Therapist to receive 1:1 support. TAs across the school and provided 1:1 Speech and Language interventions for pupils identified as needing additional support.

Wellbeing

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted due to COVID-19-related issues. Disadvantaged pupils returned to school demonstrating the effects of lockdown within more challenging family settings. This led to higher levels of dysregulation at school upon return and an increased number of pupils requiring immediate pastoral support and pastoral support throughout the year.

On returning to school in September, TAs provided targeted relational interventions for those identified as in need of support.

All staff received ongoing TIS training to ensure that all pupils needs are being met and supported, providing a trauma sensitive school. TIS strategies continued to be implemented throughout the school in order to maximise safety cues.

All children were greeted by their TA or class teacher on arrival to ensure that all pupils had their emotionally available adults to regulate them before starting learning.

Calming activities and music for all pupils enabled pupils to quickly regulate and settle in the mornings.

An increased number of educational visits and after school clubs all played a crucial part in the successful return to education last year post lockdown. Productive time in the outdoors learning to work and play together again had an impact on pupil's health and mental wellbeing.

Attendance

The work of the pastoral team meant families were able to return to school in September with confidence and although attendance was severely disrupted by COVID and lower than the previous year, overall it was in line with other schools. Attendance of disadvantaged pupils was 93.18% compared to 96.7% of all pupils. Attendance of

disadvantaged pupils was lower than previous years which is why attendance continues to be a priority.

Going forward

Our Pupil Premium Strategy is predominantly long-term objectives as we recognise changing outcomes for disadvantaged children takes year on year investment.

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
Trauma Informed Schools	Trauma Informed Schools
Accelerated Reader	Renaissance
RWI / Fresh Start	Oxford University Press
SCARF	Coram Life Education
NELI	The Nuffield Early Language Intervention
TT Rockstars/ Numbots	Maths Circle

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?	TIS training for all staff in order to best support children who may feel anxious about a parent's deployment or tour.
What was the impact of that spending on service pupil premium eligible pupils?	Children eligible for service premium had a combined attendance of 95.6%.

Further information (optional)

Next academic year we are looking to broaden our offer for our service premium pupils through:

Focused additional activities, 'around the world' club for service children

Provide opportunities for pupils to contact parents when on deployment