

# Nursling C of E Primary School

## Pupil Premium Report Academic Year 2024 2025



## 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 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	Nursling C of E Primary
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2026
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Jo Jearrad Headteacher
Pupil premium Group	HT, SENCO, Finance Officer.
Governor / Trustee lead	Jackie Barker Jonathan Howells

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,150
Recovery Premium Grant allocation this academic year	£0
School Led Tutoring Programme	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year (23/24)</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£59,150

# Part A: Pupil premium strategy plan

## Statement of intent

At Nursling C of E Primary School, we know that we have a duty of care towards all of our children regardless of who they are and where they come from. With the right building blocks in place to break down or even remove barriers, we believe all children have to be given every chance to reach their full potential.

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. These, alongside research conducted by the Education Endowment Foundation (EEF), are common barriers to learning for disadvantaged children. These can be:

- less support at home,
- weak language and communication skills,
- lack of confidence,
- more frequent Social Emotional Mental Health (SEMH) difficulties and attendance and punctuality issues.
- There may also be complex family situations that prevent children from flourishing.

The challenges are varied and there is no “one size fits all”.

We adopt a whole school approach to ensure we are all responsible and effective in our support for all:

- Clear and effective communication enabling support and intervention to occur as quickly as possible.
- High Quality Inclusive Teaching, the greatest impact on closing the disadvantage attainment gap.
- Effective use of tracking and monitoring to ensure no child slips through the net.

Our intention is that:

- All pupils receive a high-quality education in a supportive, nurturing environment that enables all children aspire to achieve and feel proud of the progress that they make along the way.
- Our families feel supported enabling a consistent approach to their child’s education journey between home and school.

## Challenges

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

Challenge number	Detail of challenge
1	Some of our children and their parents experience a range of social and emotional and mental health issues
2	School attendance and punctuality concerns
3	Children's writing lacks stamina, high quality vocabulary and structure/understanding of language features

## Intended outcomes

This table below details 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
Children continue to feel supported in their mental health and well-being to enable them to focus on learning.	Pupil voice responses will show that children feel safe, happy and supported in school.
New phonics programme embedded with improved pass rates for disadvantaged pupils	Phonics test results will identify achievements of children from disadvantaged backgrounds.
Pupil premium children will have consistent attendance and punctuality and families will understand its importance	Strong relationships between school and pupil premium families result in pupils attending more regularly.
Pupil Premium pupils, who may have other associated needs and vulnerabilities, will enjoy full access to an inclusive curriculum where their individual needs are fully identified and supported	Pupil premium children will be identified on the SEND inclusion register. Pupil premium children will be identified by teachers and support staff to enable targeted support during lessons. Pupil premium children will be monitored during termly pupil progress meetings to identify gaps in learning and plan for interventions to accelerate progress
Improved writing attainment for disadvantaged pupils at the end of KS2.	Writing outcomes in 2024/25 will show an increase of disadvantaged pupils meeting the expected standard.

## 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: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff to support the whole school phonics, reading and writing and maths strategies.	Effective training will support the team and ensure they are successful in supporting the learning needs of all children because they have a clear understanding of the vision and values of the school.	1,2,3
Training for all staff on the Thrive approach.	Effective training will support the team and ensure they are successful in supporting the emotional needs of all children.	1,2
Recruitment of cover teacher to ensure extra release time for English and Maths subject leads to observe and support for a consistent approach across the school.	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Task design needs to be accurate to ensure good progress is achieved by all.	3
ELSA training completed and induction year complete. Timetabling of regular meetings with SENCO to revise and update.	Effective training will support the team and ensure they are successful in supporting the emotional needs of all children.	1,2,3

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for reading, writing, spellings, phonics and maths</p>	<p>EEF evidence: Targeted deployment, where TA's are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of TA's in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>Interventions that are planned and delivered can improve progress and close gaps in learning.</p>	<p>1,2,3</p>
<p>Parent Workshops with particular focus to support reading, phonics, spellings and maths.</p> <p>Open classroom so that children have a degree of accountability to their parents seeing the standard of their work.</p>	<p>EEF evidence: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>EEF evidence: Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.</p>	<p>1,2,3</p>
<p>Additional release time for subject leaders to support the development of the curriculum and pedagogical approaches employed across the school.</p>	<p>High quality teaching improves pupil outcomes, and effective professional development helps to develop teaching quality and enhance children's outcomes in the classroom.</p>	<p>1,2,3</p>
<p>Outdoor Adventures Learning</p>	<p>EEF evidence: Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	<p>1,2,3</p>

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

Budgeted cost: £9,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching and Learning English focus.	EEF- Teaching learning behaviours will reduce the need to manage misbehaviour. High quality teaching and learning will ensure good engagement and help to build resilience and understanding in writing.	3
ELSA sessions	ELSA training was completed within the academic year of 2023/2024 to ensure the school could offer social and emotional support. The main areas identified included building self-esteem, addressing anxiety, building friendships, concentration when learning and school aversion.	1,2
Yoga	Weekly Yoga sessions are held for children identified with a need for support for their mental health and wellbeing.	1,2
Thrive & PCP	Thrive and PCP training was completed by the SENCO within the academic year of 2023/2024. The Thrive approach, which has been disseminated to staff, sits alongside the use of Zones of Regulation to help to improve the mental health and well-being of children.	1,2
Staff Training on de-escalation strategies and physical interventions	A programme to ensure all staff share a consistent approach to social behaviours started in the academic year 2023/2024 and will continue into 2024/2025. Team Teach Training encourages de-escalation techniques to be used which has shown a positive impact on the number of children excluded as a sanction.	1,2
Learning outside the classroom	All children gain first hand experiences and increase their knowledge when working outside the classroom.  The school actively encourages new opportunities and the development of the curriculum to offer ways of bringing learning to life.	1,2,3
Parent Engagement	Children are more likely to succeed in their education if parents and school work together in partnership. Engaging parents to encourage good attendance in school and opportunities to learn how best to support their child is paramount to that success.	1,2,3

Lunchtime Supervisors	Over a 10 week period in the Spring & Summer Terms 2024, only 5% of our children were considered to have had playground behaviour that warranted intervention to the SLT. This was in comparison to the 14% of children spoken to by SLT during a 10 week monitored period during free time in the Autumn Term. Consistency in deployment of staff ensures social and emotional needs are met throughout the school day.	1,2
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**Total budgeted cost: £59,150**

**Contingency/Carry forward: £0**



## 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 2023 to 2024 academic year.

The information in the chart below are for our current year groups and detail where PP pupils were performing at the end of the 2023/4 school year.

Current year groups 2024/25	Girls			Boys		
	R	W	M	R	W	M
Year 1 = 3 PP (2 girls / 1 boy)	100%	100%	100%	0%	0%	0%
Year 2 = 3 PP (1 girl / 2 boys)	100%	0%	100%	0%	0%	0%
Year 3 = 7 PP (3 girls / 4 boys)	100%	100%	100%	25%	0%	25%
Year 4 = 8 PP (6 girls / 2 boys)	67%	67%	67%	50%	0%	100%
Year 5 = 7 PP (4 girls / 3 boys)	50%	25%	50%	66%	66%	33%
Year 6 = 5 PP (4 girls / 1 boy)	100%	50%	100%	0%	0%	100%

In the Summer Term 2024, 40% of our Pupil Premium children had achieved the expected standard for their age in writing. Our aim is to see this percentage increase to 56% by the end of the academic year 2024/25.

65% of our Pupil Premium girls are on track to be Age Related Expectation (ARE) in writing at the end of this academic year (2024/25). However, only 29% of our Pupil Premium boys are on track for ARE. Therefore, we recognise that targeted support for our Pupil Premium boys is a priority.

## Externally provided programmes

Programme	Provider
Computing	Mr P ICT
RSE, PSHE & Well-being, Languages	Kapow
Speech and Language Therapist Sara Bidder	HCC
Staff Meeting and LSA training by Specialist Advisory Teacher, Sarah Bowditch.	Specialist Teacher Advisor for Communication and Interaction. Education and Learning Specialist, HCC.
Primary Behaviour Service	Clifford Centre, Calmore. HCC
Widget	Widgit
Thrive Training	
PCP Training	

## Service pupil premium funding (optional)

1 x Service Child

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pastoral support  Small group work and interventions  We have engaged in a programme of CPD with all Learning Support Assistants so that they can best support the needs of all children in class.
What was the impact of that spending on service pupil premium eligible pupils?	Child felt safe, secure and well supported in school.

## Further information (optional)

Children admitted on the Homes for Ukraine scheme can be treated as eligible for FSMs from the date of admission, even though they are still waiting for their eligibility to be confirmed.

This will enable them to receive any shopping vouchers in the school holidays and attend holiday play schemes with a free place.

School will also ensure these children will receive support from ELSA and our LSA who is currently completing training in supporting EAL children.