

NAWTON AND ROSEDALE ABBEY FEDERATION

PUPIL PREMIUM STRATEGY REPORT 2021/2022

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	11.3% (11 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Full Governing Body
Pupil premium lead	Nichola Oxtoby
Governor / Trustee lead	Ruth Smith – Chair of GB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year - Nawton Community Primary School	£14795
Recovery premium funding allocation this academic year – Nawton Community Primary School	£2000
Pupil premium funding allocation this academic year – Rosedale Abbey Community Primary School	£0
Recovery premium funding allocation this academic year – Rosedale Abbey Community Primary School	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£18,795

Part A: Pupil Premium Strategy Plan

Statement of intent:

At the Nawton and Rosdale Abbey Federation we have high expectations of all pupils. Our aim is to:

- ensure all children realise their full potential, irrespective of their background or the challenges they face;
- ensure through precise teaching and purposeful learning our intention is for pupils to achieve high levels of attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve our aims, including progress for high attainers. We believe that with precise teaching and a curriculum designed to maximise the potential of all children, every child can fulfil their individual potential, both academically and socially, and develop well-rounded young people prepared for life in the wider world. To target the individual needs of our children in receipt of Pupil Premium, with the aim being that their outcomes match their peers with similar starting points, who are not eligible for Pupil Premium

In order to do this, we carefully consider:

- the challenges and barriers to learning that may be experienced by both disadvantaged and vulnerable pupils;
- which key interventions and approaches will be adopted at a whole-school level;
- which specific interventions and school initiatives would be appropriate for specific pupils or groups of pupils;

In order for our pupil premium strategy plan to be effective, we will:

- Ensure that high-quality teaching is central to our approach;
- Be responsive and decisive to intervene when a need is identified;
- Maintain high expectations of all pupils and raise expectations and aspirations for disadvantaged pupils in terms of what they can achieve;
- Place a strong emphasis on providing mental health and wellbeing support;
- Carefully monitor the impact of this plan and adapt it as necessary.

Challenges:

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

Challenge number	Detail of challenge
1	Developing a love of reading and increased fluency, phonics knowledge and comprehension – to few children in school monitoring enjoyed reading and where unable to state favourite authors and the reasons why they enjoyed their literature.
2	Varied SEMH issues cause difficulty in managing feelings, behaviours and relationships and attendance slowing progress in all areas for this group
3	Children accessing quality feedback individually from a class teacher regularly and consistently

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
1. Providing targeted support and intervention such one to one support achievement and diminish the difference between vulnerable pupils and the broader cohort. Individualised teaching will also help to ensure that all PP children make good progress: TA/ T support for phonics and reading	<ul style="list-style-type: none"> - All pupil premium children make accelerated progress in reading - Children choose to read and talk confidently about their reading - Children have secure phonics knowledge appropriate to their age - Children can read fluently in a range of situations
2. All children entitled to pupil premium have access to SEMH support and interventions in order develop strategies to manage	<ul style="list-style-type: none"> - Children remain in school - Case studies show improvement of engagement through

feelings and behaviours and have an identified trusted person to go to.	<p>targeted support</p> <ul style="list-style-type: none"> - Children can access and remain in education and have an avenue for support when required and attendance improves - Records show improved behaviours for learning and better relationships - Improved capacity for sustained concentration to support effective learning
3. All children entitled to pupil premium have a targeted sessions to discuss school work and next learning steps	<ul style="list-style-type: none"> - Children have an opportunity to discuss their work and schooling with their teacher - Children make good progress - Evidence of changed practice due to child meetings

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: £ 13,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing a love of reading and increased fluency, phonics knowledge and comprehension	<p>Research and development of reading materials at age and ability appropriate level</p> <p>T/TA time to allow for delivering quality interventions by class teacher</p> <p>EEF: Phonics +4 months</p>	1

	Comprehension +6 months	
Significant and varied SEMH issues cause difficulty in managing feelings, behaviours and relationships slowing progress in all areas for this group	T/TA time to deliver high quality regular interventions for children with social and emotional and C and I issues EEF: Behaviour interventions +3 months	2
Children accessing quality feedback individually from a class teacher regularly	Teachers supported by a minimum of 0.5 TA to ensure they can timetable regular focussed 1:1/ small group time EEF Feedback +8 months	3

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide school led tutoring for target children in Y5/6 for reading and mathematics	EEF: Small group tuition has an average impact of four months' additional progress over the course of a year.	1/2/3

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all PPG children have enrichment visits and residential funded	100% of cost met by PPG Funding Economic circumstances and Covid-19 impacted on experiences of children	1/2/3

Total budgeted cost: £ 19,680

Part B: Review of the Previous Academic Year – 2020/2021

Outcomes for disadvantaged pupils

1. Low basic English and Maths Skills reduce progress in all areas:
 - All children expected or better progress from starting points
 - All PPG children attended school during pandemic related school closures
2. Significant and varied SEMH issues cause difficulty in managing feelings, behaviours and relationships slowing progress in all areas for this group:
 - Children remained in school
 - Some improvement seen in management of emotional behaviours however this has been impacted by the pandemic and will remain a focus next year
3. Reduced opportunities at home to develop cultural capital:
 - Many opportunities woven through the curriculum

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A

