

NAWTON AND ROSEDALE ABBEY FEDERATION

PUPIL PREMIUM STRATEGY – 2022/2025

This statement details our Federations 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.

Federation overview:

Detail	Data
Number of pupils in school – Nawton Community Primary School	98
Proportion (%) of pupil premium eligible pupils – Nawton Community Primary School	14.3% (14 pupils)
Number of pupils in school – Rosedale Abbey Community Primary School	24
Proportion (%) of pupil premium eligible pupils - Rosedale Abbey Community Primary School	4.2% (1 pupil)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	Annually – September 2023/ September 2024/ September 2025
Statement authorised by	Full Governing Body
Pupil premium lead	Nichola Oxtoby
Governor / Trustee lead	Sally Clifford – Chair of GB

Funding overview:

Detail	Amount
Pupil premium funding allocation this academic year	Nawton = £19390 Rosedale Abbey = £1385

Recovery premium funding allocation this academic year	Nawton = £2,030 Rosedale Abbey = £2000
Pupil premium (and recovery premium*) funding carried forward from previous years.	£0
Total budget for this academic year	Nawton = £21,420 Rosedale Abbey = £3385 Federation total = £24,805

Part A: Pupil Premium Strategy Plan

Statement of intent:

At the Nawton and Rosedale 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	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. Ability to manage feelings and behaviour (SEMH/Well-being) and consequently not being ready to learn. Parents and pupils need additional support to cope with the impact of the pandemic. These findings are supported by national studies. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations.
2	Our attendance data over the last year indicates that attendance and punctuality among disadvantaged pupils has been significantly lower than that of the non disadvantaged pupils.
3	<p>Our assessments indicate that:</p> <ul style="list-style-type: none"> • 100% of the disadvantaged pupils at Rosedale Abbey were working below the age related expectation in reading, writing and mathematics • 57% of the disadvantaged pupils at Nawton were working below the age related expectation in reading, writing and mathematics • 64% the disadvantaged pupils at Nawton were working below the age related expectation in mathematics <p>The identification of individual barriers to learning and subsequent application of pedagogy that enables individual needs to be met more effectively are not always effectively and in a timely manner identified in each lesson.</p>
4	Financial barriers can prevent Pupil Premium children achieving full participation in school life, including extra-curricular and enrichment activities.

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
<p>All children entitled to pupil premium have access to SEMH support and interventions in order develop strategies to manage feelings and behaviours and have an identified trusted person to go to.</p>	<ul style="list-style-type: none">• Children remain in school• Case studies show improvement of engagement through targeted support• 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
<p>All attendance of all children entitled to pupil premium is in line or above the school attendance target of 96% or rapidly improving to ensuring meaningful impacts on outcomes across the curriculum.</p>	<ul style="list-style-type: none">• The attendance of vulnerable children is line with those not eligible for the PPG or there is sustained evidence of reapid improvement• The progress of vulnerable children across the curriculum is in line with children of similar start points who are not eligible for the PPG strategy
<p>Providing targeted support and intervention such as one to one support to ensure 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:</p> <p>Provide effective support for phonics, reading and mathematics that lead to improved outcomes.</p>	<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• Children have secure number knowledge appropriate to their age• The progress of vulnerable children in reading, writing and mathematics is in line with children of similar start points

	who are not eligible for the PPG strategy
All vulnerable children are equal access to Before and After School Clubs, enrichment activities and residentials	<ul style="list-style-type: none"> • Attendance at After School/ enrichment clubs for those eligible for PPG is in line or above their peers. • All children eligible for PPG attend in the KS2 residentials • The progress of vulnerable children across the curriculum is in line with children of similar start points who are not eligible for the PPG strategy

Activity in this academic year – 2022/2023:

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a pedagogy across the federation to lead and deliver high quality inclusive teaching for all 'Every lesson counts' to include: A common understanding of why our children underachieve A common and collective understanding of what is quality first teaching and how to deliver it The introduction of responsive teaching – I do/ we do/ you do The implementation of flexible teaching groups A clear understanding of the comfort/panic/struggle learning	An Ethics of Excellence, Roger Berger states, 'I recommend that schools consciously shape the culture so that the academic effort, caring about your work and taking pride in drafting, redrafting and creating an excellent final piece of work becomes the norm.' In Making every Lesson Count – Jo Payne and Mel Scott they state, 'The six important principles of challenge, explanation, modelling, practice, feedback and questioning are the educational touchstones.'	3

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

Budgeted cost: £16,387.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 1:1 or small group tutoring to those children at risk of not achieving ARE at the end of Y5 and Y6 in English and mathematics.	EEF: Small group tuition has an average impact of four months' additional progress over the course of a year.	
Provide targeted support and intervention such as one to one support to improve 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, reading and mathematics	EEF: Small group tuition has an average impact of four months' additional progress over the course of a year.	

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

Budgeted cost: £8130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded places made available on all After School Clubs, educational visits and residential.	EEF states that, 'Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, we will give pupils access to benefits and opportunities that might not otherwise be available to them.'	4
Funded places at Morning Club to support improvement in punctuality.	EEF states that, 'Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.'	2
Develop and consistent parental engagement model to improve school attendance through holding four weekly parental engagement meetings and plan responsive interventions that target the individual causes of low attendance	EEF states that, 'Responsive interventions in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective.'	2

Total budgeted cost: £27,518

Part B: Review of the Previous Academic Year – 2021/2022

Outcomes for disadvantaged pupils:

<p>Developing a love of reading and increased fluency, phonics knowledge and comprehension</p>	<p>Significant and varied SEMH issues cause difficulty in managing feelings, behaviours and relationships slowing progress in all areas for this group</p>	<p>Children accessing quality feedback individually from a class teacher regularly</p>	<p>Ensure all PPG children have enrichment visits and residential funded</p>
<p>Implementing consistently RWInc has led to preformance at the end of EYFS being inline/ above the NA – NAW – 75% GLD/ RAB – 100% GLD Timetabled target reading time with the teacher for target children has led to a developing love of reading and attainment in verbal comprehension this has not yet had a significant impact on written responses</p>	<p>Feelings Tins being used effectively through the federation to ensure all children have an opportunity for in the day and immediate intervention Clear evidence that the SPIRIT values underpin all curriculum areas and all children to articulate what they mean to them and their well being and behaviours PSHE Curriculum – weekly and responsive/ assemblies to emerging challenges ensure children feel able to make informed and appropriate choices or seek specific support</p>	<p>Evidence that 1:1 and specific marking and feedback are impacting on outcomes however further work to be completed on how to implement more flexible group teaching approaches</p>	<p>100% participation</p>

Externally provided programmes:

Programme	Provider
N/A	N/A

