

St Nicolas' CE Combined School

Pupil premium strategy statement 2022-2023

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. For further detail please see our **3-year pupil premium strategy**.

School overview

Detail	Data
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	10.11.2022
Date on which it will be reviewed	10.11.2023
Statement authorised by	R Holmes
Pupil premium lead	R Holmes
Governor / Trustee lead	D Godbee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,865
Recovery premium funding allocation this academic year	£2,284
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£29,725

Part A: Pupil premium strategy plan

Statement of intent

We are ambitious for all our children and are proud of our success in supporting children eligible for pupil premium funding. Our data and other diagnostic tools show us that whole school initiatives that support high quality first teaching as well as personalised pastoral support have had the biggest impact on outcomes, and this underpins our pupil premium strategy.

We intend to use the school led tutoring grant and recovery grant (2022-2023) for small group tuition, targeting disadvantaged pupils and capturing alongside them other pupils needing similar support. A member of staff has been trained to deliver tuition and our recovery tutoring for this year began in September 2022.

Challenges

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

Challenge number	Detail of challenge
1	<i>Disparity in attainment in reading between disadvantaged and non-disadvantaged pupils</i>
2	<i>Disparity in attainment in writing between disadvantaged and non-disadvantaged pupils</i>
3	<i>Some pupils need support to think and have conversations about their learning which will enable them to become independent learners</i>
4	<i>Some pupils will benefit from additional social and emotional support, and support to build friendships</i>
5	<i>Some pupils are double disadvantaged with SEND</i>

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. <i>Reduce/close the attainment gap in reading</i>	KS2 data shows reduced attainment gap (compared to national) and good (above national) progress for disadvantaged children in reading

2. Reduce close the attainment gap in writing	KS2 data shows reduced attainment gap (compared to national) and good (above national) progress for disadvantaged children in writing
3. Disadvantaged children will become independent learners by the end of Y6, and be ready for secondary school.	Children will be able to discuss their learning using appropriate vocabulary, what helps them, what they find challenging, what their next steps are (pupil voice)
4. Children will feel happy and supported by their peers in school, and confident to focus on their learning.	Children will have at least one good friend, and a circle of other friendships. They can talk about how they can nurture good friendships (pupil voice)
5. Children make the best possible progress from their starting points.	Interventions are effective, consistent and reviewed regularly. KS2 data for double-disadvantaged children shows good (above national) progress.

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £18,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Structured interventions</i>		1, 2, 5
<i>Recovery tuition</i>		2
<i>Targeted support incl 1:1</i>		1,2,3,5

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

Budgeted cost: £11,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Play therapy</i>		3,4
<i>Trips and residential visits</i>		3,4
<i>Pastoral support and intervention</i>		3,4

Total budgeted cost: £ 29,725

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYF5 DATA 2021-2022							
	Pupils eligible for pupil premium 1 pupil	All pupils	National average	Data over time			
				2018-19 4 pupils	2021-22 1 pupil	2022-23 5 pupils	2023-2024
Good level of development (GLD)	100%	70%	-	50%	100%		
Literacy	100%	77%	-	75%	100%		
Maths	100%	83%	-	50%	100%		

YEAR 1 PHONICS SCREENING CHECK							
Pass rate for pupils eligible for pupil premium 4 children Jun 2022	Pass rate all pupils	Pass rate all pupils national	Data over time				
			2018-19 3 children	2021-22 (Y2 Nov) 2 children	2021-22 4 children	2022-23 5 pupils	2023-24
50% (1 child disapplied)	87%	75%	66%	50%	50%		

END OF KS1 2021-2022							
	Pupils eligible for pupil premium 2 children	Pupils not eligible for pupil premium		Data over time			
		School average	National average	2018-19 4 children	2021-22 2 children	2022-23	2023-2024
% <u>achieving</u> expected standard or above in reading, writing and maths	50%	53%	-	100%	50%		
% <u>achieving</u> expected standard in reading	50%	73%	67%	100%	50%		
% <u>achieving</u> expected standard in writing	50%	54%	58%	100%	50%		
% <u>achieving</u> expected standard in maths	50%	70%	68%	100%	50%		

	Pupils eligible for pupil premium 3 children	Pupils not eligible for pupil premium		Data over time			
		School average	National average	2018-19 3 pupils	2021-22 3 pupils	2022-23	2023-24
% <u>achieving</u> expected standard or above in reading, writing and <u>maths</u>	0%	68%	59%	100%	0%		
% <u>achieving</u> expected standard in reading	33%	74%	74%	100%	33%		
% <u>achieving</u> expected standard in writing	33%	74%	71%	100%	33%		
% <u>achieving</u> expected standard in <u>maths</u>	0%	81%	69%	100%	0%		

Statistics (esp percentages) for disadvantaged chn in our school should be read bearing in mind the small group sizes and variation in cohorts from year to year.

Caution is advised when comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

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

Further information (optional)

We are a Bucks Disadvantaged Champion lead school and are leading a project with our liaison group of schools to address disadvantage by sharing resources and expertise in a two-year project.