

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Nazeing Primary
Number of pupils in school	273
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jane Pomfret Headteacher
Pupil premium lead	Jane Pomfret
Governor / Trustee lead	Hannah Stolton, CoG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,835
Recovery premium funding allocation this academic year	£22,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£83,235

Part A: Pupil premium strategy plan

Statement of intent

What is Pupil Premium?

Pupil Premium is the name given to additional funding designed to raise the attainment of disadvantaged pupils so that they have the same outcomes and life chances as their non- disadvantaged peers. This funding is allocated to schools in accordance to how many pupils are judged to be eligible. Eligibility is outlined in a variety of ways including benefits a household may receive, free school meals, children in local authority care or recently in local authority care and service children. For the year 2021-22 PPG funding is an additional £1345 per eligible child with £2300 awarded for children who are currently LAC.

Nazeing Intent

Our ultimate objectives for all pupils, including our disadvantaged pupils, is to achieve across all areas of the curriculum and school life. By the time they leave primary school we ensure they are confident, well rounded individuals prepared for the next step in their journey. The focus of the pupil premium plan is to ensure that our disadvantaged pupils are targeted to achieve this goal, including those already high attainers.

We fully understand the backgrounds of all of our pupils and ensure information is disseminated to those who need to know. The targets set out in this plan are to meet needs, regardless of whether they are disadvantaged or not.

Quality first teaching underpins our ethos and is at the heart of our approach for SEN, disadvantaged and all pupils.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background*
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally*
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum*
- Develop confidence in their ability to communicate effectively in a wide range of contexts*
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.*
- Access a wide range of opportunities to develop their knowledge and understanding of the world*

The range of provision the Governors consider making for this group include and would

not be limited to:

- *1-1 support*
- *Use of a Tutor*
- *Additional teaching and learning opportunities provided through trained LSAs or external agencies*
- *All work through the pupil premium will be aimed at accelerating progress*
- *Pupil premium resources are to be used to target able children on Free School Meals to make progress from their starting point*
- *Transition from primary to secondary and transition internally and into EYFS.*
- *Additional learning support.*
- *Pay for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.*
- *Support the funding of specialist learning software.*
- *Behaviour support during lunchtimes by providing activities to engage and promote our TERRIFIC values and thus enhance learning.*

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the Provision Map specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	<i>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general are slightly more prevalent among our disadvantaged pupils than their peers.</i>
2	<i>Assessments, observations and discussions with pupils/ teachers suggest that phonics prove more difficult for our disadvantaged pupils due to less support from home. This negatively impacts their reading.</i>
3	<i>Termly data indicate that writing attainment among disadvantaged pupils is</i>

	<i>significantly below that of their peers. This trend continues throughout their schooling.</i>
4	<i>Our observations and discussions with families have identified social and emotional issues for children returning to school following lockdowns; entering new classes with new teachers, mixing with different peers, new routines. These affect pupils disadvantaged and non- disadvantaged.</i>
5	<i>Our attendance data for our Traveller children is significantly below that of their peers; this then affects their learning outcomes.</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
<i>Improved oral language skills and vocabulary among disadvantaged pupils and their peers.</i>	<i>Assessments, observations and discussions with pupils indicate improved oral language skill. Sources of evidence: observations of lesson engagement, book scrutiny, termly formative assessments, intervention outcomes.</i>
<i>Improved interest in books and reading attainment among disadvantaged pupils</i>	<i>KS2 reading outcomes in 2024/2025 show that more than 65% of disadvantaged pupils meet the expected standard or make 6 steps progress a year from their given starting point.</i>
<i>Improved written skills and attainment for all pupils, in particular among disadvantaged pupils</i>	<i>KS2 writing outcomes in 2024/2025 show that more than 65% of disadvantaged pupils meet the expected standard or make 6 steps progress a year from their given starting point.</i>
<i>To achieve and sustain improved wellbeing for all pupils, particularly among our disadvantaged pupils</i>	<i>Demonstrate and sustain high levels of wellbeing from 2024/2025 by:</i> <ul style="list-style-type: none"> - <i>Data from student voice</i> - <i>Data from parent surveys</i> - <i>Improved lunchtime behaviour of particular groups</i> - <i>Increase in participation in enrichment activities, particularly among disadvantaged pupils.</i>
<i>To achieve and sustain improved attendance for all pupils, particularly among our disadvantaged pupils</i>	<i>Sustained high level attendance from 2024/2025:</i> <ul style="list-style-type: none"> - <i>overall absence rate per pupil less than 10% (threshold for PA)</i> - <i>attendance gap between disadvantaged pupils and their peers being reduced</i>

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: £13 199.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of standardised diagnostic assessments.</i> <i>Training for staff to ensure assessments are interpreted and administered correctly.</i>	<i>According to research, standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support.</i>	1 – 3
<i>Purchase a new recognised phonics programme (DfE validated Systematic Synthetic Phonics Programme)</i>	<i>As researched through EEF, phonics approaches have a positive impact on pupils, particularly from disadvantaged backgrounds.</i>	2
<i>Purchase a new computer based package: Monster SATs for Year 2 & Year 6</i>	<i>Research through EEF shows that technology can provide access to additional resources and opportunities for additional learning time, often recording progress and providing feedback to pupils so that they can progress independently.</i>	1,3
<i>WriteAway training</i>	<i>Research through the LA have endorsed this programme.</i>	1,3
<i>Catch Up Literacy</i>	<i>LA recommended programme</i>	1,3

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

Budgeted cost: £ 66,536

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase TalkBoost to support spoken language and oracy</i>	<i>As researched through EEF, oral language interventions can have a positive impact on pupils' language skills and as a result attainment.</i>	1,2,3

<i>Engaging a tutor, based on the national Tutoring Programme, to provide individual and group tuition for pupils whose education has been impacted by the pandemic.</i>	<i>Research shows that a significant number of pupils affected by the pandemic will be from disadvantaged backgrounds, including those who are high attainers. Tuition which is targeted at individuals or small groups can be an effective method to ensure gaps in knowledge can be addressed.</i>	1 - 4

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

Budgeted cost: £ 3500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Free/Subsidised Breakfast club; School to provide uniform; School to provide resources for learning.</i>	<i>All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment.</i>	4,5
<i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</i>	<i>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</i>	5
<i>Purchase EWO time</i>	<i>School based meetings with clear targets support attendance.</i>	5
<i>Wider curriculum opportunities Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.</i>	<i>Wider curriculum opportunities Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.</i>	4
<i>Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home.</i>	<i>Research shows that working in partnership improves outcomes for the children. 17</i>	4

Total budgeted cost: £83 235.00

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 2020 to 2021 academic year.

Our internal assessment data for 2020- 21 suggest that the performance of disadvantaged pupils was lower than in previous years in all areas of the curriculum. In 2019 we had 3 disadvantaged pupils (1 with severe SEND). Our Pupil Premium data showed that the 2 eligible to access the KS2 curriculum - meeting expected standard in Reading 100%; Maths 100% (1 pupil achieving GD; Writing 50%)

Our assessment of the reasons for the 2020-21 outcomes suggests the impact of Covid-19 which disrupted the teaching and learning of pupils despite our remote learning strategy and the extensive support for this. As evidenced across the country, school closures were most detrimental to disadvantaged pupils and therefore this has affected our school cohort. The impact of this was mitigated by our efforts to provide a high quality remote curriculum and extensive support to pupils.

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
TT Rockstars	Maths Circle Ltd
MyMaths	Oxford University Press
Bugclub Phonics	Pearson