

Nassington School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Nassington School
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Ed Carlyle
Pupil premium Lead	Ed Carlyle
Governor Lead	Deborah Manger

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£21747
Recovery premium funding allocation this academic year	£ 595
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	£22342

Part A: Pupil Premium Strategy Plan

Statement of intent

The Unity vision states a clear intent of the curriculum it provides through the vision statement that includes its intentions as to what pupils leaving Titchmarsh, Warmington and Nassington will have and be. The Unity is ambitious for all its pupils and encompasses an enrichment approach focusing on enabling pupils to develop the necessary aspects of cultural capital so they can become positive contributors to society, be well-prepared for the next phase of their education and lead fulfilled lives to the greatest extent in the future.

Our intent is for all disadvantaged pupils to be able to access this vision, flourish as full members of our school community and to identify and remove any barriers to achievement for these pupils and their families.

Challenges

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

Challenge number	Detail of challenge
1	The attainment gap between disadvantaged and non-disadvantaged pupils
2	Participation in visits, events and extra-curricular activities
3	Additional pastoral factors that may affect attendance, resilience and performance in school.

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
The attainment gap between disadvantaged and non-disadvantaged pupils	Disadvantaged pupils are identified, discussed and performance is closely tracked. Teachers and Teaching Assistants have a clear strategy in supporting pupils through quality first teaching and interventions.

	<p>Interventions and impact are reviewed through Pupil Progress Meetings and verified anonymously through Standards Meetings and work scrutinies.</p> <p>As a result of these actions, attainment and progress will be at least at a similar level to non-disadvantaged pupils. All pupils will make at least expected progress and pupils will be identified and supported to make more than expected progress (6+ steps for each subject each year)</p>
Participation in visits, events and extra-curricular activities	Disadvantaged pupils will participate in sports events, trips and residential to the same level as all pupil groups. No pupil should miss out on any visit or opportunity.
Additional pastoral factors that may affect attendance, resilience and performance in school.	<p>Attendance levels for disadvantaged pupils will be as strong as non-disadvantaged pupils.</p> <p>Disadvantaged pupils' participation rates are similar to non-disadvantaged pupils.</p> <p>Family Support Worker involvement will show impact in improving access to school opportunities for disadvantaged families,</p>

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	Ensure that staff are well-trained in catch-up activities and well-being so that pupil needs can be met. This can be evidenced through learning walk proformas, work scrutinies and pupil voice. Data will show that pupils being supported are on track or appropriate activities are in place to help them.	This will directly support all pupils and the disadvantaged pupils.

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

Budgeted cost: £ 18342

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA costs</i>	<p>Quality first teaching will be supported by high quality teaching assistant support in lessons. Additionally, each afternoon TAs are able to provide tutoring and interventions to ensure that all gaps are instantly closed. A large proportion of our PP pupils are on course for GDS so we are ensuring that staff subject knowledge is strong to support them in reaching these levels.</p> <p>This can be evidenced through our Pupil Progress Meetings and mapping of progress for PP pupils with further support identified if needed.</p>	All pupils.

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>PP Offer</i>	<p>All disadvantaged pupils are entitled to financial support with uniform, trips and musical tuition so that they are able to participate in all school activities and are not prohibited from joining us. Past evidence shows high levels of attendance and confidence for these pupils.</p> <p>This can be evidenced through participation rates.</p>	All PP pupils are entitled.
<i>Wraparound Care</i>	<p>Where required, pupils are entitled to a number of wraparound care sessions to help build friendships with peers and to provide social activities.</p> <p>This can be evidenced through participation rates and attendance.</p>	All PP pupils are entitled.
<i>Family Support Worker</i>	<p>Where required, the FSW will support families with strategies, meetings and</p>	All PP pupils are entitled.

	advocacy to help remove any barriers to effective learning. This can be evidenced through attendance reviews, showing improvements in attendance and the closing of attendance gaps.	
--	--	--

Total budgeted cost: £ 22342

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 2022 to 2023 academic year.

Ensure vulnerable groups could be supported in small groups or 1:1

A new tracking system has been introduced and six steps progress since September would indicate expected progress and five steps would indicate close to expected progress:

(Progress based on 9 pupils)

Reading – 55% have made 6 or more steps (12% in 2022) , 78% 5 or more steps (56% in 2022);

Writing – 44% have made 6 or more steps (18% in 2022), 67% 5 or more steps (35% in 2022);

Maths – 33% have made 6 or more steps (18% in 2022), 55% 5 or more steps (35% in 2022).

This shows the impact of our approach and that more disadvantaged pupils are making more progress compared to last year with a significant increase in pupils achieving both 5 and 6 steps progress.

To further support pupil progress in 2022-2023, we introduced Rainbow groups using teaching and support staff to create smaller, more targeted teaching groups for Literacy, including Phonics, and Maths. This, coupled with more precise data tracking, will allow us to support pupils more closely and will continue into 2023-2024, with Maths a key focus. The target will be to increase the number of pupils achieving 6 steps or more, in line with our whole school priority.

Ensure that disadvantaged pupils had access to music lessons, trips, uniform and Family Support Worker Access.

Pupils were able to access PP funding for uniform, wraparound care and music tuition. £1000 was spent on specialised support, £245 on uniform and £270 to support transport costs for pupils facing difficulties getting into school. We have also provided £250 for access to Wraparound Care for PP pupils with transport issues so that they have breakfast as they come into school and our holiday clubs have places for PP pupils so that they have access to sporting activities and social events during the holidays.

We have developed a Unity PP offer and this has been extended to Nassington and the policy outlining these entitlements can be found on our website. Family Support Worker access has been in place for families who need it and PP pupils have attended Maths and STEM days at Oundle School.

The impact has been that PP attendance for 2022-23 was 93.8%, compared to 94.8% for the whole school.

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

Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	2 pupils were eligible for Service Premium Funding. This was spent on TA support to ensure pupils were supported in class as part of Quality First teaching and through intervention groups.
What was the impact of that spending on service pupil premium eligible pupils?	<p>Progress: R - 100% of pupils made at least expected progress. W - 100% of pupils made at least expected progress. M – 100% of pupils made at least expected progress.</p> <p>Attainment: R - 100% of pupils achieved age-related expectations W - 100% of pupils achieved age-related expectations M – 50% of pupils achieved age-related expectations (each pupil is worth 50%)</p>

Recovery Premium Funding Impact

Subject	Percentage of tutored pupils achieving Age-Related Expectation	Percentage of tutored pupils achieving at least 5 steps' progress (4 steps in bold)
Reading	66% (83%)	83%/ 100%
Maths	50% (75%)	75%/ 100%

(Whole school figures in brackets)

Age-related expectation figures show that the majority of tutored pupils made at least age-related expectations for Reading and Maths. Progress has been particularly strong with

25% achieving six steps for Reading and 58% for Maths, 83% achieving five steps for Reading and 75% for Maths and 100% achieving 4 steps for both. This compares to 41% making five steps for Reading and 35% for Maths last year. It should also be recognised that, due to the cohort size, each pupil can make a significant impact on the overall figures.

Impact can be summarised that the tutoring has had an impact in improving the attainment for the majority of pupils and that progress has been improved for many pupils. For 2023-2024, the process can be further refined as rainbow groups are in place for Literacy and Maths to provide smaller groups for these lessons and more precisely targeted quality-first teaching. This will ensure that any additional tutoring and interventions support areas identified as requiring support and will allow further catch-up to take place.

Further Information – What We Do and How We Do It

Measure	Details
Pupil Tracking	<p>Pupils are assessed in school daily and, through swift identification of needs, pupils can then be identified for interventions, where needed. Pupils will, therefore, have support in-class but additional support from interventions from our Teaching Assistants (TAs). Interventions can be academically-based or social and emotional supports.</p> <p>Interventions, reading support from volunteers and other supports are recorded by the TA and Class Teacher.</p> <p>Five times a year, teaching staff complete pupil tracking data on Target Tracker.</p>
Pupil Progress Meetings	<p>Pupil Progress Meetings with the Executive Headteacher review the Target Tracker data and identify any pupils requiring further support. Pupil Premium pupils are identified and discussed with separate tracking sheets provided so that PP pupils are monitored closely. These sheets are shared with the English and Maths Leads to ensure that, where there are any issues or gaps, the leads can work with the class teachers to provide support.</p>
Attendance Tracking	<p>The Executive Headteacher regularly compiles attendance data and will check the attendance of PP pupils against the whole school figure. Where there are concerns, parents are contacted and offered support. PP financial help may be offered for Wraparound Care if this supports attendance.</p>
Scrutiny Mechanisms	<p>Alongside the tracking, progress meetings and attendance tracking, learning walks, pupil voice and book scrutinies take place with Subject Leads, the Executive Headteacher and Link Governors. Pupils selected for</p>

	scrutiny are tracked so that a range of pupils are seen for each scrutiny including PP work.
Reporting To Governors	Through the Executive Headteacher's Report To Governors and the Standards Committee, PP progress is reported and discussed with actions and challenges for governors to follow-up in school. These are communicated through notes of visit.