



Naseby C of E Primary Academy Pupil Premium Strategy 2023-2024



Pupil premium strategy statement – Naseby C of Primary Academy

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	44
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022/2023 2023/2024 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024 July 2025
Statement authorised by	Louise Cook
Pupil premium lead	Charlotte Williams
Governor / Trustee lead	Kate Helm

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,730
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£11,150 (£2,420 from school budget)

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We ensure that all members of the school community feel safe, valued and cared for and strive for excellence, providing a challenging learning environment where all children can grow as independent learners equipped for life.

Our vision 'Let all that you do be done in love' – 1 Corinthians 16:14, is lived out in the daily lives of children, staff, governors, parents and families and our local community. We are inclusive and welcome others regardless of differences, appreciating and nurturing the uniqueness of each individual. As a Church of England School, we are proud to be part of the Peterborough Diocese. Our special Christian identity is evident in the values we share of Joy, Love & Resilience and in the relationships that all members of the school community have with one another. We respect everyone, showing them the tolerance, understanding and forgiveness that we desire for ourselves.

Our pupil admission number is 12. We have children with an EHCP and a higher than average number of SEND children. We are committed to ensuring our whole class teaching is inclusive and allows all children to achieve, with the implementation of scaffolding and explicit instruction woven through our daily practice. Classrooms environments and practice are Dyslexia friendly and the '5 a day approach' is used to ensure effective inclusion for all children. The number of disadvantaged children is below national average but on an upward trend.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

As a whole staff, we look at each of our children as individuals and use our shared knowledge to identify barriers and fully understand any challenges to learning. We then look for trends through year groups and phases to devise our own strategy, which is firmly rooted in evidence-based approaches. We see our children and families as individuals and are proud to know their individual strengths and challenges. Our strategy reflects our knowledge of these children and how we are committed, through whole school strategic planning and understanding, to addressing and removing these challenges from both academic as well as nurture support.

Challenges

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

Challenge number	Detail of challenge
1 Attainment	Assessments indicate that reading, writing & maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Assessments have identified that 66.6% (4/6) disadvantaged children are working below expected standard in reading, writing and maths.
2 SEND	66.6% (4/6) of disadvantaged children are also SEND. 1 of those children have an EHCP. Quality first teaching is required for all to ensure those with SEND make progress and can access the curriculum.

3 Vocabulary & Oral Skills	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are most evident in KS2 and are more prevalent among our disadvantaged pupils than their peers. This negatively impacts on disadvantaged pupils' development as readers.
4 Learning behaviours	Through observations teachers have identified that disadvantaged children across years 4-6, display limited awareness of learning behaviours. Metacognition, meaning & resilience are not always applied to complete challenging tasks.
5 Well-being & Nurture	Our observations have shown that most of our disadvantaged or SEND children, find managing their emotions difficult and struggle with self-regulation strategies. This is impacting on the wellbeing and mental health of the children, their family relationship and their ability to form friendships and resolve conflict when it occurs.

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
Attainment Improved reading, writing and maths attainment among disadvantaged pupils.	KS2 reading, writing & maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard. The attainment gap in all subject areas, will be narrowed with PP children achieving more in line with peers; <ul style="list-style-type: none"> • Statutory data reporting will show the gap between PP and non-PP children narrowing year on year. • PP children will access a high quality and robust curriculum which is delivered through high quality teaching and supported by accurate assessment. • The need for children to be withdrawn for interventions will decline in response to their increased attainment. • The uptake of parents accessing opportunities to engage with school (parents evenings, opportunities to share their children's learning) will reach disadvantaged families and the uptake will be in line with non-disadvantaged families.

SEND	<p>SEND Disadvantaged children with SEND are achieving alongside their peers in the classroom and are accessing the curriculum.</p> <ul style="list-style-type: none"> • PP SEND children are able to access the curriculum within the classroom with greater independence. • Use of five-a-day strategies support children to 'keep up, not catch up' • The need for withdrawal for intervention is reduced due to high quality, inclusive teaching
Vocabulary & Oral Skills	<p>The oral language and vocabulary skills of all children, particularly that of our disadvantaged children, sees sustained improvement.</p> <ul style="list-style-type: none"> • Assessments and observations will show a significant improvement in oracy and language skills among disadvantaged children. • This will be further supported by evidence from book looks, QLA following assessments, engagement in lessons and ongoing data drops.
Learning behaviours	<p>To improve and embed a culture of positive learning behaviours;</p> <ul style="list-style-type: none"> • The school will have embedded strong learning behaviours across the school which are evident through learning walks and observations. • Pupil voice will reflect children's strategies and views of themselves as a learner. • Observations, monitoring and pupil voice will show children living the value of resilience and using a 'Growth mindset' approach to support them as a learner. • Data gained from surveys will reflect improved pupil views towards themselves as learners.
Well-being & Nurture	<p>Sustained high levels of wellbeing from 2024/25 through improved wellbeing and self-regulation for all pupils in our school, particularly our SEND & disadvantaged pupils.</p> <ul style="list-style-type: none"> • Observations, pupil and teacher voice reflects that children in the school use strategies to self-regulate through 'Zones of regulation' and are able to articulate these through pupil voice.

	<ul style="list-style-type: none"> • A small number of children who need more intense support can show that their emotional and self-regulation is more controlled. Parental voice also reflects this. • Data obtained through pupil interviews and surveys, observations of classroom environments and teacher discussions, children’s ability to self-regulate has vastly improved.
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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: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWInc Training for new staff and portal access	Phonics is an essential part of early reading and supports all aspects of curriculum access and to promote a love of reading. Phonics EEF (educationendowmentfoundation.org.uk) EEF +5 months	1 2 3
Phonics support from Roade English Hub	Accessing Training and working as a partner school with Roade English Hub to continue improvement of phonics and provide external CPD opportunities. Phonics EEF (educationendowmentfoundation.org.uk) EEF +5 months	1 2 3
Talk for Writing Training for whole staff	Talk for Writing is an approach to teaching writing that encompasses a three-stage pedagogy: ‘imitation’ (where pupils learn and internalise texts, to identify transferrable ideas and structures), ‘innovation’ (where pupils use these ideas and structures to co-construct new versions with their teachers), and ‘invention’ (where teachers help pupils to create original texts independently). These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language.	1 2 3 4

	Talk for Writing EEF	
Effective Maths Fluency - Whole staff training	<p>The Effective Maths Securing Fluency Programme is designed to help teachers ensure children have the necessary declarative (factual) knowledge to enable them to solve problems and understand concepts. In addition to this, for Key Stage 2, it helps teachers to secure a core set of varied calculation methods.</p> <p>Coordinating mathematical success; the mathematical subject report Ofsted July 2023</p>	1 2 4
Use of digital technology - PIXL software for assessment analysis and therapy identification. Staff training & appointment of RSL.	<p>PiXL (which stands for Partners in Excellence, but is commonly referred to as PiXL) aims to improve life chances and outcomes for young people and its focus on equipping school leaders to make that happen. Through a focus on reading, oracy, writing & numeracy, PiXL provides practical support and strategies to make an impact.</p> <p>PIXL assessment Strategy</p>	1 2 3
Developing Feedback	<p>Quality feedback develops learners and impacts on their learning and supports effective teaching. Implementation of live feedback and use of digital technology to improve quality feedback and support effective teaching.</p> <p>https://educationendowmentfoundation.org.uk/guidance_for-teachers/assessment-feedback?</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF +8 months</p> <p>Digital technology</p>	1 2 3
Learning Behaviour strategies	<p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.</p> <p>EEF Metacognition and self-regulated learning.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF blog: ‘Five-a-day’ to improve SEND outcomes EEF (educationendowmentfoundation.org.uk)</p> <p>Great Teaching Toolkit Evidence Review - P.38 onwards</p>	2 4

<p>Implement SEND '5 a day strategy' to support all learners.</p>	<p>Five evidence-based approaches which have a positive impact on the learning of SEND children. EEF blog: 'Five-a-day' to improve SEND outcomes EEF (educationendowmentfoundation.org.uk) Great Teaching Toolkit Evidence Review</p>	<p>1 2 3 4</p>
<p>Implement Zones of Regulation throughout the whole school, following success with SEND children.</p>	<p>The development of self-regulation and executive function is consistently linked with successful learning. There is a strong evidence base associating childhood emotional and social skill with improved outcomes at school and later in life (behaviour, attainment and social relationships). 'There are some indications that children from disadvantaged backgrounds are more likely to begin nursery or reception with weaker self-regulation skills than their peers.' Self-regulation strategies EEF (educationendowmentfoundation.org.uk) Self-regulation strategies EEF (educationendowmentfoundation.org.uk) EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) Research & Evidence Base - THE ZONES OF REGULATION: A SOCIAL EMOTIONAL LEARNING PATHWAY TO REGULATION</p>	<p>4 5</p>
<p>Implementation of colourful semantics across the school to support speaking and sentence construction.</p>	<p>High quality teaching of vocabulary, speaking and listening skills unlocks the curriculum and are the foundations of learning. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Literacy KS1 Guidance Report 2020.pdf (educationendowmentfoundation.org.uk)</p>	<p>1 2 3 4</p>
<p>Sensory Circuits training for support staff</p>	<p>Daily access to sensory circuits can improve children's focus, concentration, learning and memory capacity – particularly children with SEND. Morning sessions and afternoons as required for PP/Disadvantaged/SEND children to improve learning and memory recall. Guidance report</p>	<p>1 2 3 4 5</p>

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

Budgeted cost: £600

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWInc Fast Track tutoring	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk) EEF +5 months</p>	1 2
Emotional Literacy Training for Nurture lead	<p>There is a strong evidence base associating childhood emotional and social skills with improved outcomes at school and later in life (behaviour, attainment and social relationships).</p> <p>Training for Emotional Literacy support by Nurture Lead – an educational psychology led intervention for promoting the emotional well being of children and young people.</p> <p>An ELSA in a school is an Emotional Literacy Support Assistant, covering social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.</p> <p>ELSA</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) A record number of children and young people were referred for mental health support following the pandemic:</p> <p>Briefing No. 4 - Mental Health and Wellbeing COSMO (cosmostudy.uk)</p>	4 5

	ELSA Network – Emotional Literacy Support Assistants https://www.elsanetwork.org/	
Nurture lead training to support mental health & well being	<p>Drawing & Talking;</p> <p>Drawing and Talking Therapy is the number one alternative to CBT and direct talking therapies, that can often be confronting or limiting in the processing of pain or trauma. As an attachment-based therapeutic intervention, Drawing and Talking Therapy is designed to complement CAMHS and other specialist therapies.</p> <p>Drawing and Talking allows individuals to discover and communicate emotions through a non-directed technique, setting it apart from existing solution-focused and cognitive-based therapies and interventions.</p> <p>Drawing and talking</p>	4 5

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

Budgeted cost: £4050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding support - £100 for each academic year for each PP child to spend on clubs, trips and uniform to widen children's cultural capital.	<p>Benefits of residential and challenges for disadvantaged families:</p> <p>Microsoft Word - Learning Away Final report for publishing PRESS.docx (cfey.org)</p> <p>EEF Studies for outdoor adventure learning show a positive impact but that evidence is currently too limited to quantify this in terms of months; physical activity can provide +1 month of additional progress.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	1 2 3 4 5
Develop parental engagement in the school	Parental engagement in children's learning and the quality of the home	1 2 3 4 5

<p>and ensure all parents part of the school community (Parent workshop and activity sessions), opportunities for parents to come in and be part of their children's learning, practical support for supporting academically, targeted support for families.</p>	<p>learning environment are associated with improved academic outcomes at all ages.</p> <p>EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</p> <p>Workshops;</p> <ul style="list-style-type: none"> • Phonics • Talk for Writing • Maths Mastery • Effective Maths <p>Learning together;</p> <ul style="list-style-type: none"> • Christmas decorations morning • Great Easter Egg Challenge • Family activity day – summer term 	
<p>Maths on the move</p>	<p>Physical and practical maths intervention sessions outside to improve accessibility, attainment and progress in identified Maths areas.</p> <p>Improving Maths in KS2 - EEF</p>	

Total budgeted cost: £11,150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The work undertaken by the school in the academic year 2022-2023 has shown an improvement in some PP & disadvantaged children reaching higher standards than in previous years. This has shown a positive impact on the progress and attainment of our children in receipt of Pupil Premium funding though there is still an attainment gap between our PP and Non PP children.

Reading has had the greatest impact with 100% of our PP children passing the phonics screening check. All PP children achieve the expected standard in phonics by the time they reach year 2. 66% of PP children in Year 4 achieved expected standard for the Multiplication Times Table check, with 1 child achieving above expected standard. 33% of PP achieved expected standard in writing which was an improvement on the previous year but we hope this will continue to further improve next year through further consolidation and embedding of Talk for Writing.

Parental engagement has developed with 95% of parents engaging with the parent's evenings by developing a hybrid approach to help to cater for working parents and ease child-care issues. There has been a 15% increase in parents attending workshops to support their children's learning, in phonics for example. We aim to develop and foster our relationships even further with our parents this academic year to ensure that we provide the best support for families to help to develop their children's learning & mental health & well-being further, such as workshops for Talk for Writing, Maths and Zones of Regulation.

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
Sports Ambassador programme	Pacesetters
Dyslexia Assessment & Tutoring	Wendy Hancock – Dyslexia Consultant

Service pupil premium funding (optional)

- Not applicable for our school

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils