

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	St Nicholas C of E Middle School
Pupils in school	222 pupils
Proportion of disadvantaged pupils	18%
Pupil premium allocation this academic year	Pupil Premium £55,585 Service Children £310 Total: £55.895
Academic year or years covered by statement	2020-2023
Publish date	September 2022
Review date	July 2024
Statement authorised by	Sandra Jennings
Pupil premium lead	Jenna Greenfield
Governor lead	John Gardener

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Service children	£55,585 £310
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	£55,955

Statement of intent

At St Nicholas CE Middle School, 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.

As a result of a varying number of disadvantaged pupils in each cohort and the differences in their learning needs, progress and attainment is variable across the school and outcomes are very cohort dependent. Comparisons between cohorts and with National data should be made with caution.

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 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:

- consistently improve outcomes for all disadvantaged pupils so that the proportion of pupils attaining ARE or better in Reading, Writing and Maths compares favourably to disadvantaged and non-disadvantaged pupils nationally.
- improve attendance for all disadvantaged pupils so that attendance figures compare favourably to non-disadvantaged pupils both in-school and nationally.
- provide all disadvantaged pupils with the knowledge and cultural capital they need so that they succeed in life.

Key principles of our strategy plan:

We will:

1. Promote our whole school core values of JOY, HOPE, WISDOM, COMMUNITY, RESPECT and PEACE with all pupils but in particular disadvantaged pupils.
2. Assess the needs of all disadvantaged pupils.
3. Recognise when assessing needs that not all pupils in receipt of FSM will be socially disadvantaged and planning for pupils and the extension and support packages on offer will reflect this.
4. Ensure that the most vulnerable are our priority.
5. Endeavour to close the gap between the disadvantaged and non-disadvantaged pupils.

6. Design and implement individually-tailored extension and support programmes that accelerate academic progress e.g. we will ensure that our plan meets the needs of our PP pupils and as a result the PPG is spent appropriately.
7. Build in pastoral packages that ensure that all basic needs are met and that all disadvantaged pupils thrive and enjoy good health and mental well-being; pupils with the greatest need will be prioritised.
8. Enrich their educational and life experiences through educational visits that are either fully or partly funded through the PPG.
10. Utilise staff strengths so that planned action has the biggest impact.
11. Rigorously and frequently track their progress.
12. Work in partnership with parents and external agencies to ensure the best outcomes for disadvantaged pupils.
13. Act early to intervene at the point a need is identified.
14. Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
15. Ensure disadvantaged pupils are challenged in the work that they're set.

Barriers to learning for disadvantaged pupils

Barrier Number	Barrier
1	Emotional and social barriers; low self-esteem and confidence impacts on progress and achievement through limited focus and poor behaviour.
2	Poor attitudes to learning- Limits engagement to the curriculum and learning.
3	42.5% PP children have Attendance and Punctuality issues (as of November 2020)
4	25% of PP children are also on the SEND register
5	Limited Life Experiences and Enrichment Experiences
6	Oracy- Limited language and poor vocabulary

Teaching priorities for current academic year

Aim	Target	Target date
Attainment in Reading	% Achieve ARE in KS2	July 2023
Attainment in Writing	% Achieve ARE in KS2	July 2023
Attainment in Mathematics	% Achieve ARE in KS2	July 2023
Reading, Writing, Maths combined	% Achieve ARE in KS2	July 2023

Attendance	Improve attendance of disadvantaged pupils to LA average (94.1)	July 2023
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Quality Teaching

Measure	Activity	Barrier Number
1. To increase the amount of PP children to be working at age related expectations for all reading, writing and maths	<p>Maths: Continue with Steve Lomax "Can Do" maths learning sequence.</p> <p>Reading: Increased fluency in Reading and becoming a Reading School.</p> <p>Writing: Use the writing sequence consistently</p> <p>Pupil voice Book Looks Learning Walks Pupil Tracking/ Pupil Progress</p>	1, 2
<p>2.To improve engagement and progress of children through quality interventions, so that PP / SEND pupils will make measurable progress.</p> <p>To ensure PP children are well supported to make progress through quality first teaching as well as through timely targeted interventions.</p>	<p>Opportunities to consolidate basic skills are regular and based on effective AfL (such as in Maths meeting time).</p> <p>A regular programme of CPD will be planned through staff meeting time to develop staff needs relating to sequences of learning, the use of formative assessment and strategies for closing the gap</p>	1, 2, 4
Projected spending	<p>Staffing £30,348 + £2000</p> <p>Training £700</p> <p>Supply £2000</p> <p>Curriculum Resources £1000</p> <p>Licences £500</p>	

Targeted academic support for current academic year

Measure	Activity	Barrier Number
1.To improve children's social and emotional	JIGSAW curriculum to support PSHE delivery with a focus on Mental Health	1, 2, 3, 4

development so that PP children will make measurable progress which will impact on outcomes for learning.	and Wellbeing Mental Health policy developed and new SEMH pathway developed so that adults in school can provide appropriate support Relax Kids/ Mentor Links	
2.To narrow the attendance gap between disadvantaged pupils and national for disadvantaged pupils. National 96.5%	Rigorous application of the attendance policy. 6 weekly monitoring. Parents of persistent low attendance informed and further action taken if no improvement shown. Purchase of SLA with EWO. Breakfast Club Funding for Breakfast Club allows staff to ensure that pupils have eaten breakfast and had a calm start to the day. It also supports some parents to enter the workforce. EEF Breakfast Club Rewarding good attendance	1, 2, 3
Projected spending	Breakfast Club £3500	

Wider strategies for current academic year

Measure	Activity	Barrier Number
To ensure all disadvantaged children are able to access a range of enrichment, cultural engagement and participation than might not ordinarily be available to them.	We recognise that some DA pupils have narrower life experiences than other children. -There will be increased participation levels for individuals in sporting events, educational visits and trips. -Pupil interviews demonstrate that pupils that the opportunities given to them enrich their learning and development.	5, 6
To subsidise places for pupils in receipt of PP at Breakfast Club	Funding for Breakfast Club allows staff to ensure that pupils have eaten breakfast and had a calm start to the day. It also supports some parents to enter the workforce. EEF Breakfast Club	5, 6

Target parents of pupils whose attendance is below 95% and formulate action plans. EWO to support with engagement.	<i>'Even short breaks from school can reduce a pupil's chances of succeeding at school by as much as a quarter, research reveals today (22 February 2015). The research, based on extensive pupil absence figures and both GCSE and primary school test results, highlights the importance of clamping down on pupil absence to ensure more pupils regularly attend school, and ultimately leave with the qualifications needed to succeed in modern Britain.'</i> https://www.gov.uk/government/news/short-breaksdamage-young-peoples-futures EEF Parental Engagement	5, 6
Projected spending	Trips/Residential/Workshops £3500 Music Tuition £1600	

Impact 2021-2022

Aim	Target	Target date
Attainment in Reading	20% Achieved ARE in KS2	July 2022
Attainment in SPAG	21% Achieved ARE in KS2	July 2022
Attainment in Mathematics	21% Achieved ARE in KS2	July 2022
Reading, Writing, Maths combined	20 % Achieved ARE in KS2	July 2022
Attendance	Improve attendance of disadvantaged pupils to LA average (94.1)	July 2022

