

Nunthorpe Primary Academy

Pupil premium strategy statement 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Nunthorpe Primary
Number of pupils in school	212 FTE
Proportion (%) of pupil premium eligible pupils	17.92%
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mrs A O'Gara
Pupil premium lead	Mr N Salter
Governor lead	Mrs J Hewison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,318
Recovery premium funding allocation this academic year	£3,770
National Tutoring Programme funding allocation this academic year	£1755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£62,843

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Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for our disadvantaged pupils is that their time at Nunthorpe Primary is as successful and enjoyable as that of their peers. We have always strived to make a difference and go the extra mile for our disadvantaged learners. In our last full inspection Ofsted noted that “additional funding is used superbly well to ensure that pupils who are disadvantaged make equally excellent progress and any differences diminish swiftly”. In the past, around 13-14% of our pupils have been eligible for the PP grant. However, since the Covid pandemic this has steadily risen to 18% in 23/24.

The EEF state that, “there is evidence that the attainment gap between socially disadvantaged pupils and their classmates has grown¹ [over the pandemic]” so for 2023-24 we have ascertained that the two key areas for our disadvantaged pupils are **academic progress** and **equality of opportunity for extra-curricular learning/experiences**.

¹(EEF, 2022) The Impact of COVID-19 on Learning

Challenges

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

Challenge number	Detail of challenge
1	Whilst there has been recovery following the disruption caused by Covid we will continue to move forwards and continue to close the attainment gap between disadvantaged and non-disadvantaged pupils through high quality teaching and other strategies. <i>“High quality teaching - every day, for all pupils - can and will make a positive difference” (EEF, Moving Forwards, Making a Difference, 2022)</i>
2	Ensure that financial barriers- especially with a backdrop of the ‘cost of living crisis’- are not a barrier to disadvantaged children taking part in extra-curricular events (such as trips, residentials, theatre visits, sports events).
3	Some of our learners had a very disrupted start to their schooling due to the pandemic and have missed fundamental learning, such as phonics and early language acquisition. <i>“There is some evidence that in primary schools, younger year groups (Key Stage 1 pupils) have been the most significantly affected, with lower attainment than previous cohorts across all subjects.” (EEF, The Impact of COVID-19 on Learning, 2022) (Note: The current Y4 were in Reception in Spring 2020).</i>

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4	Attendance and punctuality of disadvantaged pupils. <i>"There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions to target the individual causes of low attendance."</i> Attendance Interventions Rapid Evidence Assessment (EEF, 2022)
5	The wider effects of the pandemic have had a negative impact on children's mental health. (EEF, <i>The Impact of COVID-19 on Learning</i> , 2022)

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 gap between PPG and non-disadvantaged children continues to narrow and move towards pre-pandemic standards, as a result of interventions.	The attainment gaps from summer 23 at end of KS1 and KS2 has narrowed by summer 24, on average, for PPG pupils.
PPG pupils have had the opportunity to attend extra-curricular events and personal finance is not a barrier to them attending.	The same proportion of PPG pupils attend residentials, trips and sports events as non-disadvantaged pupils.
Our Y4 and Y3 pupils had their EYFS time disrupted so we aim to fill the gaps in both academic and social progress.	Number of PPG pupils achieving full marks on the MTC is greater than in 2022/23. % of Y3/Y4 PPG pupils achieving the expected standard in Reading, Writing and Maths is equal to non-disadvantaged pupils. Children will be confident and independent.
The attendance of disadvantaged children increases.	Attendance of PPG children will be in line with, or better than, national average.
Supporting positive learning behaviours for our PPG pupils.	Mental Health counsellor will carry out an audit and work with pupils to support their mental health.

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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

Budgeted cost: £46,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP children have greater access to high quality teaching.</p> <p>PP children have more 1:1 and focus group sessions with the teacher than non-PP children</p>	<p>“Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils” <i>DfE – Menu of Approaches, Using pupil premium guidance for school leaders 2022</i></p> <p>“Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months)” <i>EEF- T&L Toolkit</i></p> <p>“One to one and small group tuition” <i>DfE – Menu of Approaches, Using pupil premium guidance for school leaders 2022</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition <i>EEF</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition <i>EEF</i></p>	1
<p>Children in EYFS will read twice weekly 1:1 and receive intervention for early reading and writing skills. BLAST is a language intervention which is used in Rec; PPG children (who require support) will complete a block of intervention once during the Reception year.</p> <p>Children in Y1 & Y2 will receive 1:1 reading twice a week; small group phonics/ letter recognition interventions.</p>	<p>“One to one and small group tuition” and “Interventions to support language development and literacy” <i>DfE – Menu of Approaches, Using pupil premium guidance for school leaders 2022</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition <i>EEF</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition <i>EEF</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions <i>EEF</i></p>	3

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Targeted academic support

Budgeted cost: £7280 (£3770 Recovery Premium + £1755 NTP grant + £1755 contribution from school)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring/ Recovery</p> <p>A trained teacher will act as a tutor for pupils who require targeted academic support.</p> <p>All PP children will receive at least 15 hours of school-led tuition tailored to their needs.</p>	<p>“Teaching assistant deployment and interventions”, “One-to-one and small group tuition” and “Interventions to support language development, literacy, and numeracy” <i>DfE – Menu of Approaches, Using pupil premium guidance for school leaders 2022</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches <i>EEF</i></p> <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability <i>DfE</i></p>	1
<p>PPG pupils not on track to meet age-related expectations will be identified through our PPG tracker and will receive high-quality extra support from teachers and teaching assistants. Progress monitored on PPG tracker.</p>	<p>“One to one and small group tuition” and “Interventions to support language development and literacy” <i>DfE – Menu of Approaches, Using pupil premium guidance for school leaders 2022</i></p> <p>Small group tuition has an average impact of four months’ additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>One-to-one tuition and small group tuition are both effective interventions.</p> <p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition <i>EEF</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions <i>EEF</i></p> <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability <i>EEF</i></p>	1

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Wider strategies

Budgeted cost: £3128 (based on 50% subsidy on residentials and 2 educational visits/theatre for identified children) + £1788 for attendance officer. (Mental Health Counsellor funded by a government grant).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our PPG children suffered the most during the pandemic in terms of accessing cultural/ adventurous experiences, so we will continue to offer to financially subsidise outdoor educational residentials and other visits in 23/24.	<p>"Extracurricular activities, including sports, outdoor activities, arts, culture and trips" <i>DfE – Menu of Approaches, Using pupil premium guidance for school leaders 2022</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning <i>EEF</i></p>	2
Employment of Attendance Officer (fortnightly) to work with families falling below our targets. Teachers to have meetings with parents to discuss attendance and punctuality. Close monitoring of PPG pupils' attendance using PPG tracker. Fortnightly reviews of attendance by AO. Half termly reviews of attendance by DHT.	<p>"Supporting attendance" <i>DfE – Menu of Approaches, Using pupil premium guidance for school leaders 2022</i></p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium <i>EEF</i></p> <p>In order for children to thrive at school, the positive interventions in terms of behaviour, attendance and achievement can have a significant impact on the attainment of all disadvantaged children. The EEF has researched that it can add up to 4 months onto the progress of children. <i>EEF</i></p>	4
Mental wellbeing. We have employed a mental health counsellor to support children identified as needing extra support.	<p>"Supporting pupils' social, emotional and behavioural needs" "Supporting attendance" <i>DfE – Menu of Approaches, Using pupil premium guidance for school leaders 2022</i></p> <p>"It is recognised that the Covid-19 pandemic has had wider impacts on pupils aside from attainment, which this report focuses on. There is evidence that suggests the pandemic has negatively impacted children's mental health. More research is needed to understand the long-term effects of the Covid-19 pandemic on children's mental health and the influence of specific risks factors as they evolve over time." (Busières et al., 2021).</p> <p>While there is limited data, teachers have identified mental health as a significant challenge in the classroom. (The Impact of COVID-19 on Learning: A review of the evidence, EEF)</p>	5

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Total budgeted cost: £62,843

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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes for 2022/23

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Challenge 1 – close the attainment gap between disadvantaged and non-disadvantaged pupils through high quality teaching and other strategies.

The number of disadvantaged pupils who took the KS2 test was low (6 out of 30 pupils), so the data must be interpreted carefully. The percentage of pupils achieving the expected standard in reading, writing and maths (RWM) was 17% (1 pupil out of 6), with no children achieving a higher score in RWM. 2 children achieved the expected standard in 2 subjects and were close to achieving the expected standard in a third. 2 of the 6 children had SEN.

KS2 Attainment

PERFORMANCE DATA Expected Standard		2019			2022			2023			3yr Avg.		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
RWM** TEST (Read / Maths) TA (Writ)	School PP	100%	50%	67%	50%	100%	67%	33%	0%	17%	50%	33%	42%
	National NonPP	66%	76%	71%	61%	70%	66%	63%	70%	66%	63%	72%	68%
	National All	60%	70%	65%	55%	63%	59%	56%	63%	59%	57%	65%	61%
	National PP	46%	57%	51%	39%	47%	43%	41%	47%	44%	42%	50%	46%

KS2 Progress Score

Progress Score	2015 - 2019			2018 - 2022			2019 - 2023		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Reading All	2.99	4.72	3.52	1.22	0.32	0.89	3.71	2.60	3.25
Reading disadvantaged	-1.70	4.34	2.32	1.71	3.54	2.32	-0.30	-0.77	-0.49
Writing All	0.28	2.27	0.89	-0.46	0.37	-0.15	1.05	1.08	1.06
Writing disadvantaged	0.54	-0.30	-0.02	-0.03	1.43	0.45	-1.02	-0.62	-0.85
no. dis pupils	1	2	3	2	1	3	3	3	6

Colour key: Dark red fill <-5 Light red fill <-2 Light green fill >0 Dark green fill >2

Maths All	4.24	0.70	3.14	3.40	2.80	3.18	2.49	2.13	2.34
Maths disadvantaged	6.90	-3.66	-0.14	3.35	0.81	2.50	-0.18	-0.61	-0.36

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KS1 Attainment

In KS1 there were 3 disadvantaged pupils so each child makes up 33.3% of the data. 2 of the PPG pupils had SEN.

None of the 3 pupils made the expected standard in reading or writing, whereas 1 did in maths.

PERFORMANCE DATA		2019			2022			2023			3yr avg.		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pupils		18	13	31	16	14	30	16	14	30	50	41	91
School PP Cohort	Pupil Premium	3	4	7	3	1	4	2	1	3	8	6	14
	SEN	0	1	1	1	0	1	2	0	2	3	1	4
	EAL	0	0	0	0	0	0	0	0	0	0	0	0
	LAC	0	1	1	0	0	0	0	0	0	0	1	1
READ TA	School PP	100%	50%	71%	33%	100%	50%	0%	0%	0%	50%	50%	50%
	TSDC Avg. NonPP	77%	84%	80%	70%	77%	73%	74%	79%	76%	74%	80%	77%
	TSDC Avg. All Pupils	72%	80%	76%	63%	70%	66%	66%	73%	70%	68%	75%	71%
	TSDC Avg. PP	60%	69%	65%	50%	57%	54%	52%	62%	57%	54%	63%	58%
WRIT TA	School PP	67%	50%	57%	33%	0%	25%	0%	0%	0%	38%	33%	36%
	TSDC Avg. NonPP	71%	82%	76%	60%	72%	66%	66%	76%	71%	66%	77%	72%
	TSDC Avg. All Pupils	65%	78%	71%	52%	64%	58%	58%	68%	63%	59%	71%	65%
	TSDC Avg. PP	51%	68%	60%	38%	50%	44%	42%	55%	48%	44%	58%	51%
MATHS TA	School PP	100%	50%	71%	67%	100%	75%	0%	100%	33%	63%	67%	64%
	TSDC Avg. NonPP	80%	82%	81%	75%	75%	75%	79%	78%	79%	78%	79%	79%
	TSDC Avg. All Pupils	76%	78%	77%	68%	67%	67%	72%	72%	72%	72%	73%	73%
	TSDC Avg. PP	66%	68%	67%	55%	54%	55%	58%	61%	60%	60%	61%	61%

Success Criteria: The attainment gap from summer 22 has narrowed by summer 23, on average, for PPG pupils.

Outcome: In 2023 the attainment gap did not narrow to pre-pandemic figures. However, our judgement is that this cohort were the most affected by school closures as a result of the pandemic. This cohort left school in March 2020 and did not return until September 2020. There were also significant SEMH needs within the group of pupils which affected their attainment.

Challenge 2 – Disadvantaged pupils receiving financial support to attend trips

Disadvantaged families were informed of how to receive financial support for trips and residential. Families engaged with the PPG coordinator and financial assistance was provided for many families. All PPG pupils from Y3-Y6 attended residential in summer 23.

Success Criteria: The same proportion of PPG pupils attend residential, trips and sports events as Other pupils.

Outcome: The same proportion of PPG pupils attended residential, trips and sports events as Other pupils.

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Challenge 3 – Younger children make good progress

Our younger learners were affected greatly by lockdowns and missed crucial early learning at the start of their lives. It was our intention that we would achieve a greater percentage of pupils achieving the Early Learning Goal.

Success Criteria: Percentage of pupils achieving the ELG is greater than in 2021/22.

Outcome: 83.3% of children achieved ELG in 22/23 compared to 76.6% in 21/22.

Challenge 4 - attendance of disadvantaged children increases

Attendance for PP children in 2022-23 94.6%

Attendance for the PP children in 2021-22 92.2%

Success Criteria: Attendance of PP children will be in line with, or better than, national average.

Outcome: Attendance for PP children improved, but was still below the 96% target.

Teaching staff still identify gaps in learning caused by school closures during the pandemic and continue to address this. The data shows that there are still some disadvantaged gaps (which often look worse in the data, due to the small numbers of PPG children in most classes) which we will address using similar strategies as in previous years.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have a very small number of service family pupils, and the serving parents live with the pupils as they are drafted close by. Close monitoring of these pupils using our tracking systems and interventions, from teaching staff, ensured that they achieved as well as their non-PPG peers.
What was the impact of that spending on service pupil premium eligible pupils?	The pupils made progress in line with their non-PPG peers.