

Nunthorpe Primary Academy

Pupil premium strategy statement 2024/25

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school. We publish a new strategy each autumn, based on a 3-year rolling plan. On the fourth year it is completely renewed.

School overview

Detail	Data
School name	Nunthorpe Primary
Number of pupils in school	215 FTE
Proportion (%) of pupil premium eligible pupils	17.67%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
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	£58,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£58,760

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Part A: Pupil premium strategy plan

Statement of intent

At Nunthorpe, all of our children matter. Academic success is underpinned by our school motto: *'The days that make us happy make us wise'*. Our intention is that our Pupil Premium Funding supports us to ensure every pupil- especially our most vulnerable learners- achieves their full academic potential, whilst enjoying their time at school. Our learners may be entitled to pupil premium funding, or face other challenges, such as being in care or having a social worker – our focus on high achievement and developing good people for the future remains the same. 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.

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”.

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 2024-25 we have ascertained that the two key areas for our disadvantaged pupils are **academic progress** and **equality of opportunity for extra-curricular learning/ experiences**. Whilst the pandemic is long behind us, the effects of lockdown are still evident in some classes. In the past, around 13-14% of our pupils have been eligible for the PP grant. However, after the Covid pandemic this sharply rose to 18%.

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, including attendance needs
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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

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Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment gap between disadvantaged and non-disadvantaged pupils fluctuates each year. We will continue to move forwards and endeavour to close the attainment gap between disadvantaged and non-disadvantaged pupils through high quality teaching and other strategies.</p> <p><i>“High quality teaching - every day, for all pupils - can and will make a positive difference” (EEF, Moving Forwards, Making a Difference, 2022)</i></p>
2	<p>Discussions with disadvantaged children indicate that our children often have a limited experience of the wider world outside of the home and school environment. This can hinder their understanding of some concepts and vocabulary in school, or their confidence to try new activities. Ensure that financial barriers- especially with a backdrop of a continuing ‘cost of living crisis’- are not a barrier to disadvantaged children taking part in extra-curricular events (such as trips, residential, theatre visits, sports events).</p>
3	<p>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.</p> <p><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></p>
4	<p>Attendance and punctuality of disadvantaged pupils.</p> <p><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.” Attendance Interventions Rapid Evidence Assessment (EEF, 2022)</i></p>
5	<p>The wider effects of the pandemic have had a negative impact on children’s mental health.</p> <p><i>(EEF, The Impact of COVID-19 on Learning, 2022)</i></p>

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	The attainment gaps from summer 24 at end of KS1 and KS2 has narrowed by summer 25, on average, for PPG pupils.

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and move towards pre-pandemic standards, as a result of interventions.	
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 residential, 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 2023/24. % 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: £46,356

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. Talk Boost is a new language intervention scheme which is being used in Rec for the first time this year; 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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured timely interventions will be provided for pupils in Phonics, Reading, Writing, Maths and SPaG. This will be facilitated by Teachers /Teaching Assistants.</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>	<p>1</p>
<p>PPG pupils not on track to meet age-related expectations will be identified through our PPG tracker (and other systems, such as our ‘First Readers’ database) 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>	<p>1</p>

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Wider strategies

Budgeted cost: £5124 (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
<p>Our PPG children are limited in accessing cultural/ adventurous experiences, so we will offer to financially subsidise outdoor educational residentials and other visits in 24/25.</p>	<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
<p>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>	<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
<p>Mental wellbeing. We have employed a mental health counsellor to support children identified as needing extra support.</p>	<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: £58,760

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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes for 2023/24

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 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 (5 out of 30 pupils), so the data must be interpreted carefully. The percentage of PPG pupils achieving the expected standard in reading, writing and maths (RWM) was 60% (3 pupils out of 5). 4 out of the 5 pupils achieved the expected standard in reading and maths; 3 out of the 5 pupils achieved the expected standard in writing. No children achieving a higher score in RWM combined; 3 out of the 5 pupils achieved a higher score in reading; 1 pupil achieved a higher score in maths and writing. None of the Y6 PPG children had SEN in 23/24.

KS2 Attainment

PERFORMANCE DATA Expected Standard		2022			2023			2024			3yr Avg.		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
RWM** TEST (Read / Maths) TA (Writ)	School PP	50%	100%	67%	33%	0%	17%	50%	67%	60%	43%	43%	43%
	National NonPP	61%	70%	66%	63%	70%	66%	64%	71%	67%	63%	70%	66%
	National All	55%	63%	59%	56%	63%	59%	57%	64%	61%	56%	63%	60%
	National PP	39%	47%	43%	41%	47%	44%	42%	49%	45%	41%	48%	44%

KS1 Attainment

In KS1 there were 8 disadvantaged pupils; 2 of those PPG pupils had SEN.

6 of the 8 pupils made the expected standard in reading; 5 in writing and 6 in maths, meaning 6 out of 8 (62.5%) achieved the expected standard in reading, writing in maths combined.

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PERFORMANCE DATA		2022			2023			2024			3yr avg.		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pupils		16	14	30	16	14	30	14	16	30	46	44	90
School PP Cohort	Pupil Premium	3	1	4	2	1	3	3	5	8	8	7	15
	SEN	1	0	1	2	0	2	1	0	1	4	0	4
	EAL	0	0	0	0	0	0	0	0	0	0	0	0
	LAC	0	0	0	0	0	0	0	0	0	0	0	0
READ TA	School PP	33%	100%	50%	0%	0%	0%	67%	80%	75%	38%	71%	53%
	National NonPP	69%	76%	72%	70%	77%	73%				70%	77%	73%
	National All Pupils	63%	71%	67%	65%	72%	68%				64%	72%	68%
	National PP	47%	55%	51%	50%	58%	54%				49%	57%	53%
WRIT TA	School PP	33%	0%	25%	0%	0%	0%	67%	60%	63%	38%	43%	40%
	National NonPP	57%	69%	63%	60%	71%	65%				59%	70%	64%
	National All Pupils	52%	64%	58%	54%	66%	60%				53%	65%	59%
	National PP	35%	47%	41%	38%	51%	44%				37%	49%	43%
MATHS TA	School PP	67%	100%	75%	0%	100%	33%	100%	60%	75%	63%	71%	67%
	National NonPP	74%	72%	73%	76%	75%	75%				75%	74%	74%
	National All Pupils	68%	67%	68%	71%	70%	70%				70%	69%	69%
	National PP	52%	51%	52%	56%	55%	56%				54%	53%	54%

Success Criteria: The attainment gap from summer 23 has narrowed by summer 24, on average, for PPG pupils.

Outcome: In 2024 the attainment gap did narrow in KS1 and KS2.

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 Y4-Y6 attended residential in summer 24.

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.

Challenge 3 – Pupils who were in Reception/Nursery in Spring 2020 have closed attainment gap

Some learners were affected greatly by lockdowns and missed crucial early learning at the start of their school life. 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 2022/23.

Outcome: 83.3% of children achieved ELG in 23/24 compared to 83.3% in 22/23.

Challenge 4 - attendance of disadvantaged children increases

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Attendance for PP children in 2022-23 94.6%

Attendance for PP children in 2023-24 93.47%

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

Outcome: Attendance for PP children dropped slightly and was still below the 96% target. Analysis shows that a small number of PPG families take multiple holidays which affects the attendance figures.

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.