



## 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
<b>Nelson Primary School</b>	
Number of pupils in school	752
Proportion (%) of pupil premium eligible pupils	33%
Academic years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Fiona Cullen, Head Teacher
Pupil premium lead	Jo Cull, Deputy Head Teacher
Governor / Trustee lead	Jawad Khan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£344,172
Recovery premium funding allocation this academic year	£35,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£380,132

## 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.

Our aim is to engage our children in an exciting and motivating curriculum that provides the experiences they need to develop skills, concepts and knowledge. Our needs-based curriculum is designed to provide memorable learning experiences that build on the characteristics of effective learning.

Underpinned by our school values, we provide a wide range of opportunities to enrich learning, both during the school day and beyond. Our aim is to help all children to become independent, resilient learners who relish new experiences and challenges.

Quality first quality teaching is at the heart of our approach. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the school-led tutoring programme for pupils whose education has been affected by covid-19 disruption, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. 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

## Challenges

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

Challenge number	Detail of challenge
1	On entry to reception, the majority of pupils' (70-80%) English language and communication skills (listening, attention and understanding, speaking, reading and writing) is below typical
2	End of term assessments show that disadvantaged pupils are behind non-disadvantaged pupils in KS1 and KS2 in all subjects. This gap has appeared since covid.
3	End of term assessments show that across the school, disadvantaged pupils are behind non-disadvantaged pupils in maths at both EXS and GDS level
4	Termly RWI phonics assessments show disadvantaged pupils are behind their non-disadvantaged peers, hindering reading progress within KS1
5	Increased referrals from teachers for pupils with speech and language needs, in particular with social communication needs.
6	Lack of enrichment opportunities for pupils during covid - both educational visits and clubs
7	<p>Results of the well-being framework survey in 2019 showed that mental health and emotional strength of Y5 and Y6 pupils was similar to that in other schools.</p> <p>In 2021 results show there has been a deterioration in mental health and emotional wellbeing of Y5 and Y6 pupils and it is worse than other schools, as are most areas of emotional support.</p> <p>Teacher referrals for emotional support for pupils has increased.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved reading attainment among disadvantaged pupils in KS1	KS1 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2024/25 show that more than 35% of disadvantaged pupils met the greater depth standard.
Improved writing attainment for disadvantaged pupils in all year groups	Writing outcomes in all year groups in 2024/25 show no gap between disadvantaged and non-disadvantaged pupils.
Improved year 1 phonics and year 2 re-check scores	Year 1 phonics check outcomes in 2024/25 show that 90% of disadvantaged pupils pass
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>· qualitative data from student voice, student and parent surveys and teacher observations</li> <li>· data from well-being framework shows that our pupils are in line with those from other schools</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

## 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: £147,772

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Train EYFS teachers and nursery nurses in Nuffield Early Language Intervention (NELI) programme in order that they can deliver the intervention programme within their classes</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p>Speech and Language Therapist for 1 day per week to work with pupils in EYFS to identify early speech and language needs</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,5</p>

<p>Employ an additional TA for nursery to support early intervention</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1</p>
<p>Employ 3 x HLTAs to ensure consistency in personnel covering classes so disadvantaged pupils feel safe and secure and able to learn</p>	<p>Quality first teaching from school staff, rather than using supply cover ensures pupils are able to attain</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	<p>1,2,3,7</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>2,3</p>

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

Budgeted cost: £85,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly small group tuition with TAs for pupils not attaining age expected levels in phonics. TAs trained in RWI phonics interventions	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	2,3,4
Daily one to one tuition with TAs for pupils not attaining age expected levels in phonics. TAs trained in RWI phonics interventions	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	2,3,4
Booster clubs for year 6 run by year 6 class teachers to support pupils not attaining EXS/GDS levels in maths and English	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2,3,4

<p>Easter School for 3 days with year 3,4,5,6 pupils. Targeting pupils that are not attaining expected levels according to their prior attainment</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p>	<p>3</p>
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## Wider strategies

Budgeted cost: £146,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase availability of technology so that each family has access to a chrome book with internet access to enable pupils to access learning from home</p>	<p>Evidence shows that where pupils had access to a laptop or chrome book more progress was made in their learning during the remote learning period. Pupils need access to online homework and challenges designed to support their learning.</p> <p><a href="http://www.educationdevelopmenttrust.com/our-research-and-insights/commentary/bridging-the-digital-divide-evidence-and-advice-on">www.educationdevelopmenttrust.com/our-research-and-insights/commentary/bridging-the-digital-divide-evidence-and-advice-on</a></p>	<p>2, 3</p>

<p>Employ a pastoral support worker to ensure access for pupils needing emotional support</p>	<p>Pupils with higher levels of psychological and emotional wellbeing also show higher levels of academic achievement.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/social-and-emotional-learning">educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/social-and-emotional-learning</a></p>	<p>7</p>
<p>Extended school provision places for pupils that need a space to complete their homework and to socialise with their peers in a safe environment</p>	<p>Pupils with higher levels of psychological and emotional wellbeing also show higher levels of academic achievement.</p> <p>Pupils that have support to complete their homework are able to make greater progress in their learning within the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/homework">educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/homework</a></p>	<p>3</p>
<p>Fund 12 pupils from year 5 to take part in the scholar's programme from the Brilliant Club</p>	<p>The programme is aimed at pupils from disadvantaged backgrounds from homes where parents have not attended university. The programme raises aspirations, whilst stretching them academically in their writing skills</p> <p><a href="https://thebrilliantclub.org/evaluation/programmes-evaluation/">thebrilliantclub.org/evaluation/programmes-evaluation/</a></p>	<p>3,7</p>

<p>Fund a poetry retreat for eight pupils from year 5</p>	<p>The retreat is aimed at pupils from disadvantaged backgrounds who have had limited access to life experiences. The programme raises aspirations, whilst stretching them academically in their writing skills. The pupils work collaboratively with pupils from 3 other schools.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/collaborative-learning-approaches">educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/collaborative-learning-approaches</a></p>	<p>3,6</p>
<p>Improved facilities in the playground for physical activity</p>	<p>Pupils with good physical health perform better academically than those with poor health.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/physical-activity">educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/physical-activity</a></p>	<p>6,7</p>

**Total budgeted cost: £380,132**

## 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 2020 to 2021 academic year.

This year we have no formal data due to the coronavirus pandemic. However, from the data collected from the Summer assessments it can be seen that:

- As a result of increased TA and Speech and Language therapist support in year R and year 1, disadvantaged pupils outperform non-disadvantaged pupils.
- As a result of increased technology for families, booster groups, tuition and places at our extended school provision, in years 1,2,4 and 6, disadvantaged pupils are either performing at the same level or are outperforming their non-disadvantaged peers.
- All year 6 pupils that took part in the brilliant club scholars' programme graduated despite having to switch to virtual tutorials and online support only. All 12 pupils that took part were working at GDS level in English and were eligible for pupil premium. Chrome books were lent to the pupils to be able to complete their assignments at home.
- Debate club gave pupils the opportunity to compete against other schools and increased the confidence of the year 6 pupils when speaking and sharing ideas.
- In addition to the above plan, a week long summer school took part in July/August '21 for pupils eligible for pupil premium. This targeted pupils in years 1-5. At Summer school pupils were taught maths, English (phonics for KS1) each morning. Activities to support pupils' well-being were taught each afternoon. The programme included cooking, sport, science, music and craft.

### Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. We will be continuing our visible learning journey as a school in developing assessment capable learners.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. A teacher will undertake a course from [www.place2be.org.uk/](http://www.place2be.org.uk/)
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

