



Pupil premium strategy statement

School overview

Metric	Data
School name	Saint Nathaniel's Academy
Pupils in school	482
Proportion of disadvantaged pupils	43.3% (209)
Pupil premium allocation this academic year	£290,130
Academic year or years covered by statement	2020 - 2023
Publish date	September 2020
Review date	July 2021
Statement authorised by	Rosemarie Patrick
Pupil premium lead	Carly Wright
Governor lead	Helen Morris

Pupil performance for last academic year – based on 2020 predictions

Measure	Disadvantaged Pupils	Other Pupils	All Pupils
Reading	59.3%	82.1%	71.7%
Writing	59.3%	85.7%	71.7%
Maths	68.7%	89.2%	76.7%
Reading, Writing, Maths Combined	68.7%	82.1%	71.7%
Phonics			80%
Attendance	94.8%		95.6%
Meeting expected standard at KS2			
Achieving high standard at KS2			

Pupil performance for last academic year – July 2022

Measure	Disadvantaged Pupils	Other Pupils	All Pupils
Reading	51.6%	80%	65.6%
Writing	48.4%	60%	54.1%
Maths	29%	60%	44.3%
Reading, Writing, Maths Combined	22.6%	50%	36.1%
Phonics	59.3%	79.4%	70.5%
Attendance	92.1%	91.3%	92.3%
Meeting expected standard at KS2			
Achieving high standard at KS2			

Strategy aims for disadvantaged pupils

Aim	Target	Target date	RAG 2021	RAG 2022	RAG 2023
Attainment in Reading	To reduce the difference to below 10pp in attainment between pp and non pp pupils at the end of KS2. (2019 / 2020 – 22pp difference)	July 2023	23.2% difference	28.4%	
Attainment in Writing	To reduce the difference to below 10pp in attainment between pp and non pp pupils at the end of KS2. (2019 / 2020 – 26pp difference)	July 2023	25.8% difference	11.6%	
Attainment in Maths	To reduce the difference to below 10pp in attainment between pp and non pp pupils at the end of KS2. (2019 / 2020 – 20pp difference)	July 2023	12.5% difference	31%	
Attendance	To continue to reduce the difference so that attendance of pp pupils is in-line with non pp. (2019 / 2020 – 0.8% difference)	July 2023	0.4% difference	+0.8%	

Tier 1 - Teaching priorities for current academic year

Measure	Activity
Priority 1 – HQT to raise attainment in R, W, M (<i>links to SDP Q of E intent 1 and 2</i>)	<p>Ensure all staff access quality research based CPD to strengthen high quality teaching and improve outcomes for all pupils by focusing on metacognition, questioning and vocabulary acquisition.</p> <p>Monitoring of T&L will have a specific focus on these areas. Lesson study / possible use of 'Swivel' technology to develop a coaching approach to improving T & L.</p>

Priority 2 – Raising attainment in reading and writing (<i>links to SDP Q of E intent 3</i>)	<p>Participation in ‘English Excellence Project’ with access to 10 SLE days support.</p> <p>Embed the consistent approach to the teaching of writing through the ‘pathways to write’ scheme.</p> <p>Further embed effective strategies of teaching reading within English and across the wider curriculum. Include monitoring of the teaching of reading within the wider curriculum as part of ongoing M/E cycle and scrutiny of work.</p> <p>Book stocks replenished including phonic reading books, high interest books for reluctant readers and books which appeal to both genders.</p>
Priority 3 - To enhance teaching and learning across the school through the innovative and creative use of technology (<i>links to SDP Q of E intent 4</i>)	<p>RP / MF to continue to develop the use of iPads to enhance T&L.</p> <p>MF/AB to liaise with other Trust schools to share their journey and share good practice (Kingsland, Belgrave, Park Hall)</p> <p>Identify subsequent CPD needs for staff and arrange training – Regional apple teacher training</p>
Barriers to learning these priorities address	<p>Pupil engagement</p> <p>Gaps in learning</p> <p>Subject knowledge</p>
Projected spending	£190,000

Tier 2 - Targeted academic support for current academic year

Measure	Activity
Priority 1 – Raising attainment in R, W, M through interventions and technology (<i>links to SDP Q of E intent 1</i>)	<p>Purchase software licences and hardware to increase attainment. (PurpleMash, TTRockstars, Showbie).</p> <p>Engage with the Pathways to Progress pilot in LKS2</p> <p>Teachers and support staff to work with small targeted groups to ensure that all vulnerable groups make progress.</p> <p>Effective identification and tracking through pupil progress conversations</p> <p>Staffing structure will allow for targeted support to take place – TA’s class based with additional capacity identified in the inclusion team for alternative provision and forest schools.</p>
Barriers to learning these priorities address	<p>Gaps in learning</p> <p>Wellbeing</p>
Projected spending	£50,065

Tier 3 - Wider strategies for current academic year

Measure	Activity
Priority 1 - to promote positive mental wellbeing (<i>links to SDP Personal Development intent 1</i>)	Raise the profile of the importance of good mental health through displays around the school (LC) Ensure all year groups participate in a weekly 'My Happy Mind session' as part of their timetable (LC to monitor) Pupil survey to gauge mental wellbeing and attitudes at start of Autumn term and at end of Autumn term to compare pupil voice responses (CW / RP) Staff survey at end of first half term to gauge staff mental wellbeing (RP / LC) Identify subsequent CPD needs for staff and arrange training
Priority 2 – to ensure pupils are ready to learn	Access to school breakfast club. Continue to offer breakfast for all. Inclusion team to run 'meet and greet' for targeted pupils
Priority 3 – parental engagement	Continue to work collaboratively with 'Middleport Matters' to ensure support is available for identified families. Farm Fresh collection is back on school site.
Barriers to learning these priorities address	Individual family circumstances Readiness to learn
Projected spending	£50,065

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Sufficient time given to allow for CPD Improvement strategies having limited whole school impact	Staff inset, PDM's and cover arrangements in place. Online CPD Initiatives monitored through school M&E cycle
Targeted support	Timetable restrictions	Support staff directed to specific timetabled interventions
Wider strategies	Engaging the families most in need of support	Inclusion team to have responsibility for specific case loads.

Review: last year's aims and outcomes

Please see the previous 2021 / 2022 action plan.

