Pupil premium strategy statement – Saint Nathaniel's Academy

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.

School overview

Detail	Data
School name	Saint Nathaniel's Academy
Number of pupils in school	480
Proportion (%) of pupil premium eligible pupils	42.5% (204)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rosemarie Patrick
Pupil premium lead	Andy Bowler / Andrea Turkmen
Governor / Trustee lead	Vicki Gwynne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£288,090.00
Recovery premium funding allocation this academic year	£29,290.00
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	£317,380.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their starting points or backgrounds, make good progress and achieve high attainment levels across all subject areas. The focus of our pupil premium strategy is to support our disadvantaged pupils to reach that goal, including progress for those who are already high attainers.

Ensuring high quality teaching is evident and consistent across the whole school is at the heart of our approach, with a specific focus on areas in which we know disadvantaged pupils struggle the most. This is proven to have the biggest impact on closing the disadvantage attainment gap and will also support our non-disadvantaged pupils in school.

Our approach is responsive to common challenges as well as individual needs. The approaches we have adopted will complement each other to help pupils make accelerated progress and achieve high attainment levels. To ensure they are effective we will:

- Communicate our pupil premium strategy with all stakeholders, ensuring all staff take responsibility for the progress and attainment data for disadvantaged pupils.
- Ensure there is sufficient challenge and high expectations for disadvantaged pupils.
- Act early to implement interventions at the point a need is identified.

Challenges

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

Challenge number	Detail of challenge
1	Oracy, language and communication challenges identified in baseline assessment in nursery using Early Years Communication screening tool. As well as in EYFS, this has the potential to impact on attainment and progress across the primary phase.
2	Assessments, observations and data suggest disadvantaged pupils have greater difficulty with phonics than their peers. This negatively impacts on reading development.
3	Data shows that there is an attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths. 2023 data shows a 7.6% difference for reading, in writing and maths, disadvantaged pupils achieve as well as or better than non disadvantaged pupils.

4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
5	Overall attendance for 2022 / 2023 was 92.4% and was 90.6% for disadvantaged pupils which is below the national average.

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 language, communication and vocabulary skills among disadvantaged pupils. *(links to SDP, Q of E, Intent 1)*	Observations and assessments will show a significant improvement in language and communication skills. The gap will reduce between disadvantaged and non-disadvantaged pupils for achieving the communication and language strand at the end of Reception.
All disadvantaged pupils will pass the PSC (unless EHCP in place) *(links to SDP, Q of E, Intent 3)*	Phonics data for disadvantaged pupils will show an upward trend in 2023 with all pupils achieving the PSC by July 2024.
An improvement in attainment data for disadvantaged pupils in reading, writing and maths *(links to SDP, Q of E, Intent 1,2,3)*	By July 2024, the difference between disadvantaged and non-disadvantaged pupils will continue to be less than 10 percentage points in all 3 subjects.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. *(links to SDP, PD, Intent 1)*	Through observations, discussions and surveys pupils will demonstrate that they are happy in school and in turn better placed for learning.
Improved attendance figures for all groups of pupils, particularly our disadvantaged pupils. *(links to SDP, B&A, Intent 1)*	Through careful analysis of attendance patterns and robust related actions for persistent absentees, including support for parents and carers, attendance figures will be at least in line with national figures.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £190,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed language and communication skills in the EYFS through working with The Potteries Trust and Little Sutton English Hub Ongoing staff CPD to ensure effective delivery.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Oral language interventions	EEF (educationendowmentfoundation.org.uk)	1
Prioritise early reading through staff RWI CPD in EYFS and KS1		1,2
Embed Read Write Inc to secure stronger phonics teaching for all. Ongoing staff CPD to ensure effective and consistent delivery. Continue to purchase resources to match the needs of pupils. Fund release time for phonics lead to	The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4−7 year olds) as they begin to read. Phonics	EEF (educationendowmentfoundation.org.uk)	2,3

accurately assess all KS1 pupils on a 6 weekly basis. Fund release time and training for new members of staff.		
Embed Pathways to Read and related resources (texts) and Pathways to Spell to further strengthen the teaching of reading and writing across school. Purchase Shine intervention materials to address identified gaps in learning. Ongoing CPD for staff to ensure effective and consistent delivery.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	3
Introduction of paper PIRA tests and use of the online assessment and analysis tool CPD for staff to ensure that assessments are analysed and administered accurately. Purchase 'Boom Reader' for EYFS and KS1 to track progress and monitor how often pupils are reading.	EEF research states that digital technology can improve pupil progress by up to 3 months.	3
Enhancement of our maths mastery curriculum by the introduction of the new Power Maths and Mastering Number lesson materials.	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning | EEF (educationendowmentfoundation.org.uk)	3

	Release time for subject lead to monitor and evaluate impact of these. Release time for all staff to attend maths CPD opportunities.		
	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are	4
Investment in a school councillor	likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £ 80,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Read Write Inc 'Fast Track and 'Fresh Start' programmes in KS2 Staff release time to complete assessments and ongoing CPD	Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes. Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk) The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.	2,3
Use of Pathways to Progress intervention scheme in KS1 when they have completed the phonics programme Engaging with the	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the	3

National Tutoring Programme to provide intervention for pupils whose education has been most impacted by the Covid 19 pandemic	smaller the group the better. Small group tuition | EEF (educationendowmentfoundation.org.uk)	1,2,3,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Educational Welfare Officer (EWO) will work alongside school staff and families to ensure attendance is monitored and maintained to achieve the National Target of 96%.	https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance	5
Forest school curriculum led by learning mentor to provide opportunities to focus on children from vulnerable groups to increase confidence, self-esteem and develop social skills in the context of creative, stimulating and interactive activities outside.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Daily breakfast in class for all pupils		

Total budgeted cost: £317,380.00

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 2022 - 2023 academic year.

Our assessment data for July 2023 shows that whilst the performance of disadvantaged pupils at the end of Key Stage 2 was still lower than in July 2019 (last year of published data) for reading, writing and mathematics, the gap has narrowed. The gap in performance between disadvantaged pupils and non-disadvantaged pupils for the academic year 2022 / 2023 in reading has narrowed from 12.9% in 2019 to 7.6% in 2023. In mathematics and writing, our disadvantaged children now achieve as well as or better than the non-disadvantaged children by 2.3% and 4.5% respectively.

The percentage gap between disadvantaged pupils and non-disadvantaged pupils achieving the expected standard for Communication and Language in the Early Years is 16.6% which has increased since July 2019 data (last published data).

The percentage gap between disadvantaged pupils and non-disadvantaged pupils achieving the expected standard for the Phonics Screening Check for Y1 pupils has decreased by 3.5% to 16.6%.

Our assessment of the reasons for the outcomes for the July 2023 data are primarily to the disruption caused by the Covid -19 global pandemic. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, who were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. As a school, we ensured that during school closure periods, pupils still had access to a high-quality curriculum, which was aided by the use of online materials such as those provided by The White rose Hub and Oak National Academy.

Attendance figures for 2022 / 2023 show a percentage gap of -1.8% between disadvantaged and non-disadvantaged pupils.Overall attendance in 2022 / 2023 was 92.4%, which is below the national average and therefore remains a priority.

Our observations show that Covid – 19 and the related issues affected our pupils' well- being and mental health, particularly that of our disadvantaged pupils. The 'My Happy Mind' programme continues to be used in school to support pupils' well-being. We will continue to prioritise the well-being and mental health of these pupils with the activities outlined in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Pathways to Progress	The Literacy Company
Pathways to Read	The Literacy Company
Pathways to Spell	The Literacy Company