

# 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	476
Proportion (%) of pupil premium eligible pupils	40.9% (195)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 2024 – 2025 2025-2026
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
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	£286340.00
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	£286340.00

## 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.

Through detailed analysis we have identified the key areas that we, as a school, need to improve to be able to fully achieve this are:

- To develop effective verbal and written communication skills.
- To ensure all children become confident, competent readers.
- To equip children with the skills, knowledge and confidence to use and apply maths skills effectively.
- To support and build the emotional wellbeing of children so they are able to regulate their own emotions and form positive relationships with others.

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	<p>Diagnostic assessment, barrier analysis discussions and observations have identified oracy, language and communication as a barrier to learning for our children. This is evident from baseline assessments carried out in Reception and remains evident throughout KS1 and KS2. This, paired with a lack of exposure at home to a wide range of vocabulary and reading opportunities, is having an impact on disadvantaged children's attainment in writing and across the curriculum, and is a significant barrier to many achieving the expected standard. Significantly, this has an additional impact on learners ability to articulate their learning.</p> <p>A high proportion of disadvantaged pupils across the school also speak English as an additional language and their families often speak in their first language at home. Many new starters to our school are new to England and/or the local area and/or new to an educational setting.</p>
2	<p>Assessments, observations and data suggest disadvantaged pupils have greater difficulty with phonics than their peers. This negatively impacts on reading fluency later in KS2. Overall, children are not being exposed to or reading widely and often at home. This is impacting on fluency and reading outcomes for disadvantaged pupils in all phases.</p>
3	<p>Data shows that there is an attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths. 2024 data in reading, writing and maths KS2 outcomes shows a 20% difference between disadvantaged and non-disadvantaged learners.</p>
4	<p>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.</p>
5	<p>Overall attendance for 2023 / 2024 was 92.05% and was 90.5% for disadvantaged pupils which is below the national average.</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 language, communication and vocabulary skills among disadvantaged pupils. <i>(links to SDP, Q of E, Intent 1)</i>	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) <i>(links to SDP, Q of E, Intent 3)</i>	Phonics data for disadvantaged pupils will show an upward trend in 2024 with all pupils achieving the PSC by July 2025.
An improvement in attainment data for disadvantaged pupils in reading, writing and maths <i>(links to SDP, Q of E, Intent 1,2,3)</i>	By July 2025, the difference between disadvantaged and non-disadvantaged pupils will 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. <i>(links to SDP, PD, Intent 1)</i>	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. <i>(links to SDP, B&amp;A, Intent 1)</i>	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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed language and communication skills in the EYFS through working with The Potteries Trust and Little Sutton English Hub</p> <p>Ongoing staff CPD to ensure effective delivery.</p>	<p><a href="https://oracyeducationcommission.co.uk/We-Need-to-Talk-2024">https://oracyeducationcommission.co.uk/We Need to Talk 2024</a></p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Oral language interventions   EEF (educationendowmentfoundation.org.uk)</p> <p>Learning to Talk and Learning Through Talk strategies.</p> <p>Key vocabulary progression in all subject areas.</p> <p>Sentence stems used to structure pupil response in all areas of the curriculum.</p> <p>SLT-AB, EP and AT to engage in Oracy training with Little Sutton English Hub, Potteries Trust and Oxford University Press.</p>	1
<p>Prioritise early reading through staff RWI CPD in EYFS and KS1</p>		1,2

<p>Embed Read Write Inc to secure stronger phonics teaching for all.</p> <p>Ongoing staff CPD to ensure effective and consistent delivery.</p> <p>Continue to purchase resources to match the needs of pupils.</p> <p>Fund release time for phonics lead to accurately assess all KS1 pupils on a 6 weekly basis.</p> <p>Fund release time and training for new members of staff.</p>	<p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>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.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Develop the Assessment, Practice and Coaching Model alongside the RWI virtual classroom to support staff training needs to develop an expert team of reading teachers.</p>	<p>2,3</p>
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<p>Embed Pathways to Read and related resources (texts) and Pathways to Spell to further strengthen the teaching of reading and writing across school.</p> <p>Ongoing CPD for staff to ensure effective and consistent delivery.</p>	<p>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.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
<p>Introduction of paper PIRA tests and use of the online assessment and analysis tool.</p>	<p>EEF research states that digital technology can improve pupil progress by up to 3 months.</p> <p>Parent reading workshops in all age phases.</p>	<p>3</p>

<p>CPD for staff to ensure that assessments are analysed and administered accurately.</p> <p>Purchase 'Boom Reader' for EYFS and KS1 to track progress and monitor how often pupils are reading.</p>		
<p>Enhancement of our maths mastery curriculum by the introduction of the new Power Maths and Mastering Number lesson materials.</p> <p>Release time for subject lead to monitor and evaluate impact of these.</p> <p>Release time for all staff to attend maths CPD opportunities.</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/mastery-learning-eeef">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Invest in staff CPD at all levels: SLT-Mastery Specialist Training; Teaching Staff -Lesson Design; Tas-Specialist Knowledge in Teaching Mathematics</p> <p>Introduce Mastering Number in all age phases</p>	3
<p>Investment in a school therapy dog and counsellor</p>	<p>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. <a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning-eeef">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	4

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

Budgeted cost: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed Read Write Inc 'Fast Track and 'Fresh Start' programmes in KS2</p> <p>Staff release time to complete assessments and ongoing CPD</p>	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions/">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p>	<p>2,3</p>
<p>Use of RWI Comprehension intervention scheme in KS1 when they have completed the phonics programme</p> <p>Additional teachers in Y1, Y5 and Y6 to target children whose attainment has been significantly affected by Covid 19.</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p> <hr/> <p>1,2,3,4</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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%.</p>	<p><a href="https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance">https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance</a></p>	<p>5</p>
<p>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.</p>	<p>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.</p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Grant applied for funding to replace the sheds Explore ways to create an outdoor classroom.</p>	<p>1,2,3,4</p>
<p>Daily breakfast in class for all pupils</p>		

Budgeted cost: £56,340

**Total budgeted cost: £286340**

## 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 2023 - 2024 academic year.

Attendance figures for 2023 / 2024 show a percentage gap of -3.33% between disadvantaged and non-disadvantaged pupils. Overall attendance in 2023 / 2024 was 92.05% and remains a priority.

In Early Years, 81% of disadvantaged pupils achieved Good Level of Development, an increase of 11.4% compared to 2023, and outperformed non-disadvantaged pupil by 11%.

90.5% of disadvantaged pupils achieved the ELG in Communication, Language and Literacy, an increase of 7.9% compared to 2023, again, outperforming non-disadvantaged pupils by 10.5%.

In the KS1, 72% of disadvantaged pupils passed the Phonics Screening Check – an increase of 14.9% on 2023 outcomes.

Our KS2 assessment data for July 2024 shows that 54.2% of disadvantaged children achieved the age-related outcome in mathematics, and 45.8% achieved the age-related outcome in both reading and writing.

Our assessment of the reasons for the KS2 outcomes for the July 2024 data are primarily due to gaps in KS1 learning 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 therefore an intensive programme of additional support continues for these children.

Our observations show that children are entering school in EYFS with lower baseline scores in communication, language and literacy. In addition, many children join the school throughout the year who have little to no English. To address these issues, oracy will be developed and prioritised in all curriculum areas in 2024-2025 .

## 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*

<b>Programme</b>	<b>Provider</b>
Pathways to Progress	The Literacy Company
Pathways to Read	The Literacy Company
Pathways to Spell	The Literacy Company

