

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
School name	Nether Stowey C of E VC Primary
Number of pupils in school	158 (2022-23) 150 (2023 -2024) 157 (24-25)
Proportion (%) of pupil premium eligible pupils	26 (21 FSM) (22-23) 16% 28 (23 FSM) (23-24) 18% 25 (21 FSM) (2024-2025)16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2024 Reviewed Sep 2022 Reviewed December 2023 Reviewed December 2024
Statement authorised by	Chloe Holt
Pupil premium lead	Chloe Holt
Governor / Trustee lead	Pauline Carpenter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,890 (2022-23)

	<p>£36,620 (2023-24)</p> <p>£43,160 (2024-25)</p>
Recovery premium funding allocation this academic year	<p>£1,668 (2022-2023)</p> <p>£0 (2023-2024)</p> <p>£1,813 24-25</p>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<p>£0</p> <p>£371</p>
<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£38,558</p> <p>£36,620</p> <p>£45,344</p>

Part A: Pupil premium strategy plan

Statement of intent

Our objectives

- To ensure our curriculum from 4-11 gives every child the best chance of meeting or succeeding age-related expectations in reading, writing and maths
- To ensure all disadvantaged pupils have access to the very best educational and development experiences to prepare them for life
- To narrow the gap between disadvantaged pupils and their peers in reading, writing and maths and attitudes to learning overall

Our strategy

Our strategy aims to enable all staff to ensure vulnerable children have the very best access to the learning available and that the curriculum takes into account the starting points of pupils, swiftly addressing gaps in learning.

We aim for all disadvantaged pupils to have access to a full and balanced curriculum, a range of intervention, academic and SEMH support to ensure they reach their full academic potential. through an engaging curriculum and High Quality First Teaching.

We aim for all pupils to increase their attendance which in turn will increase their attainment to further close the academic gap between Pupil Premium pupils and Non-Pupil Premium pupils.

We will provide pastoral support to all pupils and parents who have been identified as vulnerable to further support pupils' and parents' SEMH needs.

We will provide a wide range of enrichment opportunities to further support a sense of success outside of academic achievement and to support individual wellbeing and the development of a robust character.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Punctuality
2	Emotional well-being and behaviour impacting on a child's readiness to learn
3	Social and Emotional skills, low confidence, low self esteem.
4	Attainment Gap between PPG and Non-PPG in KS1 and KS2
5	Lack of wider cultural experience

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
Pupils to make at least expected progress in Reading, Writing and Maths	The attainment Gap narrows between PPG and Non-PPG pupils in all subjects Work in books and teacher assessments show that standards in writing are high across the school for all pupils. Pupils demonstrate positive attitudes towards writing. Data from SPAG tests shows that pupils have a secure grasp of the objectives for their year group. Outcomes in writing for disadvantaged pupils are in-line with the national average in Year 6.
Pupils to have access to a wide range of interventions, a language rich environment, pre-teaching, overlearning and other pupil-specific targeted support	All pupils' academic needs are met to support the narrowing of the attainment gap between PPG and Non-PPG pupils Disadvantaged pupils who have weaknesses in their language and communication skills, catch up with their peers by the end of reception. Where this is not possible, the gap is significantly reduced. Data and discussions with pupils (e.g. TALK assessments, entry/exit data for NELI intervention) show that pupils make rapid progress in the development of their language skills. The percentage of

	pupils achieving GLD is above the national average.
Attendance Increases and stays above national average (at least 96%, aspirational 98%)	For pupils' attendance to remain above 96% with the number of PPG Persistent Absentees reduced to match the overall percentage of PPG on roll
Pupils' SEMH needs are met, and pupils' behaviour for learning leads to good outcomes	Improved attendance and academic attainment through consistently differentiated teaching, application of behaviour policy and collaboration with parents Learning walks and discussions with pupils/parents/staff indicate that pupils come to school ready to learn. They demonstrate high levels of resilience and positive behaviours for learning. Incidents of poor behaviour are rare because pupils' needs are met. Fixed term exclusions are rare and well-below the national average.
Pupils to have access to a wide range of enrichment opportunities	Records show that all disadvantaged pupils take part in trips, residentials, lunch time/after school clubs and enrichment opportunities. Pupil voice shows that disadvantaged pupils have highly positive attitudes to learning and to school and high aspirations for their future. First-hand experiences across the curriculum support pupils' vocabulary acquisition. As a result, progress measures in reading and writing are above zero at the end of KS2 and attainment is high.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £25 428 (22-23) £30 892 (2023-2024) £38,304 (24-25)

Activity	Evidence that supports this approach	Challenge number(s) addressed
PFSA/ELSA	Parenting support improves a child's behaviour, mental health welling being as well as improving emotional resilience. EEF identifies that Parental engagement supports attainment, and preventing cases escalating to child in need.	1,2,3
<i>Staffing and CPD Somerset Literacy Network support Sarah Cook English</i>	The EEF guide to pupil premium identifies that teaching as a top priority with a focus of the delivery of High Quality First teaching including CPD opportunities. Using our assessment data, we have identified the need for Maths and writing CPD to ensure the delivery of High Quality First teaching from teaching and support staff with a priority on cohorts with low attainment data. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics	4
Development of Teaching Assistants and in class support for those pupils at risk of delay.	Somerset Literacy Network. Focus on Vocabulary acquisition and links to writing. Work set in English and Mathematics matches levels of ability and challenges children. Ensure that all pupils are at a place where they are 'ready to learn' and achieve their best at all times https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2,3,4,

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

Budgeted cost: £7585 £4119 (22-23)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Support for Vulnerable learners	Identified pupils whose SEMH needs must be supported to allow others to learn	4

	Parenting support improves a child's behaviour, mental health wellbeing as well as improving emotional resilience.	
<i>Narrowing the gap between PPG pupils and Non-PPG children in KS1 and KS2.</i>	Deliver bespoke interventions to support narrowing the gap for vulnerable learners. . Pre-teaching to be used help support narrowing the gap and improve vocabulary	2, 4
<i>Tutoring</i>	Bespoke tutoring for children with gaps of knowledge identified. Some group tutoring for Year 6 and Year 2 school –led	4

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

Budgeted cost: £9011 (22-23) £5725 (2023- 2024) £2315 24-25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enrichment (Kilve, class trips, swimming, and visitors)</i>	<i>Ensuring all children are exposed a wide range of enrichment opportunity enhances a better understanding and knowledge of the world</i>	1,3,5
<i>Wraparound club</i>	<i>Further supports attendance ensures school assessable for all.</i>	1,3,5
<i>Wider opportunities for S.E.M.H</i>	<i>Outdoor lunch provision for children to address SEMH forest school</i>	1,3,5
<i>Resources</i>	<i>Resources to support with the delivery of individual interventions and enrichment activities for PPG pupils including uniform.</i>	

Total budgeted cost:

2024-25 £

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.

Nether Stowey Primary impact and use of Pupil Premium Grant has adapted. We have taken the approach to look not just the child but the whole family unit to further support through these times, focusing on the social, emotional, and mental health of our children and families while ensuring a high quality diverse and engaging education is delivered to our children.

21-22

Learning walks and scrutiny of pupils' work indicate that the quality of teaching has continued to improve across the school. Teaching in all classes is enabling pupils to make faster progress.

However, the extended periods of school closure have impacted negatively on pupils' learning. This is reflected in the attainment of pupils across the school, but particularly our disadvantaged pupils.

Data shows that disadvantaged pupils did not attain as highly as non-disadvantaged pupils in 2021. However, comparison with data from previous years indicates that this gap is diminishing.

Attendance rates have continued to improve for disadvantaged pupils Persistent absence for this group has also decreased.

22-23

All 4 disadvantaged children in year 6 met the expected standard for age related expectations for reading, writing and maths at the end of their key stage assessments. This meant they narrowed the gap between their peers.

The three SPP children and 2 SGO children are at age related expectations or above in reading writing and maths.

90% of the pupil's attendance was 96% or above at the end of the academic year. The whole school attendance sat at 96%

The use of ELSA and training for assistants meant interventions for academic progress and SEMH support has enabled pupils to be emotionally ready for learning and to access learning, allowing children to flourish.

4/4 children were able to attend the year 6 residential
8/11 children were able to attend the year 3 / 4 residential.

Children have been given opportunities to attend extra-curricular clubs, subsidised by the school. This gives the children opportunities to develop their communication and social skills, and increase their confidence.

23-24

1 SPP reached greater depth in all areas R W M the other 2 SPP are ARE for academic year 23-24 SGO pupil reached ARE in R W M

4/4 children were able to attend the year 6 residential
8/11 children were able to attend the year 3 / 4 residential.

In phonics disadvantaged pupils achieve in line with their non-disadvantaged peers in school and nationally.

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
ELSA (Continuing supervision)	Support Services for Education (Somerset)
Little Wandle (Synthetic Phonics Programme)	Wandle Learning Trust
TT Rockstars	Maths Circle Ltd
Nuffield Early Language Intervention (NELI)	Nuffield Foundation
Somerset Literacy Network	Sarah Cook
White Rose Math	White Rose Hub Boolean Maths Hub

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	ELSA TA support Children have access to additional support. Children were emotional resilient, able to access learning.
What was the impact of that spending on service pupil premium eligible pupils?	<p>The Service pupil premium (SPP) is there for schools to provide mainly pastoral support for Service children, whereas the pupil premium (PP) was introduced to raise attainment and accelerate progress within disadvantaged groups.</p> <p>We use our SPP to contribute towards the following:</p> <ul style="list-style-type: none"> • monitoring of service children's progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress • intervention strategies and support are put into place to support their learning • the provision of a trained Teaching assistant to provide pastoral support and guidance for families (ELSA) if and when needed. • extra-curricular activities to enable service children to take part in certain activities that may not have been available to them due to the absence of one of their key adults. This has included, swimming galas, cross country, poem readings and poppy wreath laying at church services, making poppies. • Forest school activities to provide a different experience: being able to learn outdoors and this has provided great chances to develop children's self-esteem and confidence. It also provides an outlet to provide emotional support for children who need it. <p>As with everything we do at school the measures put into place do make a positive difference. They help to ensure that our service children become tolerant, caring and well-rounded individuals with the skills to enable them to learn, develop and progress.</p> <p>Each service child and parents circumstances are unique to them.</p>

