

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Neston Primary
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	7.2% (13 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	01/12/2023
Date on which it will be reviewed	January 2024
Statement authorised by	Pam Evans
Pupil premium lead	Natasha Patrick
Governor / Trustee lead	John Andrews

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27185
Recovery premium funding allocation this academic year	£2320
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	£29505

Part A: Pupil premium strategy plan

Statement of intent



We explore, we discover.

We shine and reach the stars.

We learn from our mistakes, we do not give up.

We look after each other, we are a team.

We laugh, we celebrate.

We imagine, we dream, we believe.

The Neston Promise

At Neston Primary School our aim is to ensure high quality education for all, irrespective of their background or the challenges they face, and to support and increase the emotional wellbeing of all children across the school. This includes prioritising our funding and using strategies that make a difference to the academic lives of children who experience disadvantage.

We seek to raise the aspirations and narrow the attainment gap for our Disadvantaged Learners and to provide a supportive culture in which they may reach their full potential.

The number of pupils eligible for Pupil Premium funding is less than 10% at Neston and we are aware that children in an area with smaller “Pockets of Poverty” can be doubly disadvantaged. In schools where the prevailing culture is relatively affluent and most children experience a broad range of experiences, the socially disadvantaged child can feel especially isolated.

We seek to use our Pupil Premium grant to maximum effect, to secure the best teaching for every child in receipt of Pupil Premium by creating a bespoke educational experience to meet their needs. This begins with Quality First Teaching and includes strategies such as pre-teaching, flexible grouping, interventions and access to extra-curricular activities. Through this approach, we strive to ensure the robust acquisition of essential skills such as phonics, early reading, number, including times tables and vocabulary acquisition. We aim to

foster a love of learning and of reading for pleasure as well as developing children's self-regulation skills and meta-cognitive strategies.

We endeavour to keep our Disadvantaged Learners at the forefront of our mind when planning any activities within school, in order that no one is left behind due to low expectations, poverty of life experiences or lack of money.

Our approach will be responsive to common challenges and individual needs; rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Maintaining attendance (average of 95.3%)
2	Low parental engagement 69%
3	46% are bottom 20% readers, with more than half being below expected in a combination of reading, writing and maths.
4	Weak vocabulary (general and subject specific) linked to reduced life experiences and lack of opportunity for speaking and listening and reading in the home.
5	Continued impact of pandemic and current cost of living crisis. Increase in SEMH and children finding it difficult to come into school. Real impact on families trying to meet children's basic needs of food, warmth and safety.
Other info	<ul style="list-style-type: none"> • 38% are SEN • 42% live in areas of deprivation

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
1. Maintain attendance	95% + average attendance
2. Improve parental engagement	100% parental engagement, including attendance at parent evenings, support with home learning activities, children having correct equipment in school.
3. Improve outcomes through Quality First Teaching	<p>Lesson visits show that all lessons use explicit teaching, scaffolding, support metacognition and cognition and flexible groups.</p> <p>Pupil progress meetings 3X per year, will evidence impact of additional support.</p> <p>100% of our disadvantaged learners without SEN to achieve Expected Standard in reading, writing and maths. (including above 20 in tables test and passing the phonics test)</p> <p>SEN to achieve a good level of progress from their starting points.</p> <p>Samples of PUPIL PREMIUM children's work in reading, writing and maths, across the year, will be collected and analysed to evidence progress.</p>
4. Improve vocabulary. Encouraging children to read for pleasure and ensuring that non-fluent readers practise to become fluent and hear high quality texts.	Children improve their vocabulary through pre-teaching, being read to and using knowledge organisers effectively. This will be monitored by lesson visits, pupil voice and book scrutinies.

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: £10,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching Training and resources “Teaching Walkthrus” Tom Sherrington and Oliver Caviglioli. Further staff training delivered and planned at PDMs</p> <p>Using EEF: Moving forwards, making a difference, including embedding Five-a-day to improve SEND outcomes – further PDMs</p> <p>Embed use of Mary Myatt materials</p>	<p>Extensive evidence shows that training children in metacognition and self-regulation strategies has a very high impact for a very low cost.</p> <p>Evidence suggests +7 months impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>3, 4</p>

<p>Improving Quality First Teaching through teacher application of coaching skills</p> <p>Embed coaching skills from Jon Wood PDM sessions and 1:1 work – SLT to monitor impact</p>	<p>Enabling staff to develop and learn from coaching skills which enable improvements in Quality First Teaching supports teachers to deliver those areas identified as highest impact by the EEF evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>3, 4</p>
<p>Continue to embed using the work of Alex Quigley “Closing the vocabulary gap” and David Didau to develop the effective use of tiered vocabulary in classrooms</p> <p>Planned for a series of PDMs</p>	<p>Following on from Neston’s work with the Wiltshire Oracy Project, using research based strategies to explicitly teach and embed vocabulary. The EEF works identify the importance of oracy. Their research shows that quality oracy projects and activities can, on average, have a high impact on pupil outcomes of 6 months additional progress.</p> <p>Evidence suggests +6 months impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>4</p>
<p>Disadvantaged Learners Making it Happen Network Meetings x6</p> <p>Pockets of Poverty online training sessions x4</p> <p>Designated time for Inclusion Manager x 1 morning a week.</p> <p>Pupil Premium Governor lead attending online governor training network meetings</p>	<p>Currently using County Validated Courses (this may change inline with joining the MAT)</p> <p>Our inclusion manager is able to appropriately distribute our internal resources, as well as identify where we need support from external agencies. The inclusion manager will also oversee the tracking of progress and support the engagement of parents of disadvantaged learners.</p> <p>Evidence suggests 4+ months impact</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £ 16,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group and 1:1 tuition (catch -up) using a qualified teacher.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 4</p>
<p>Additional reading and phonics for the bottom 20%</p> <p>All teachers and TAs joining the school will need to be trained in the delivery of phonics and phonics interventions based on phonics scheme Unlocking Letters and Sounds – plus further staff updates to ensure fidelity to the scheme</p>	<p>Development of early phonics skills is essential in order for children to make rapid progress in reading and all other areas of the curriculum</p> <p>Evidence suggests 4+ months impact</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 4</p>
<p>TT Rockstars</p> <p>Fluent in 5</p> <p>NCETM Mastering Number</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3,4</p>

<p>Redistribution of teaching assistants to enable the provision of TA interventions, including flexible grouping interventions. This includes our Acorns Provision. (unofficial SEN Unit)</p>	<p>By having extra TA hours then concerns raised can be promptly dealt with and learning deepened for key children.</p> <p>Evidence suggests 4+ months impact</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>3, 4, 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2635

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive and ELSA – weekly sessions with trained practitioners, plus training and supervision. Additional ELSA trained to lead sessions</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>After School Clubs, Trips, Music Tuition, additional books/library books and WLR.</p>	<p>Getting children involved in extra-curricular activities will maintain enthusiasm and excitement for school.</p> <p>Evidence suggests +1 months impact. However, as a school, we have witnessed the benefits to all disadvantaged pupils when fully engaged in school life and would argue that the impact is far greater than 1 month.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>3, 4, 5</p>
<p>Better Behaviour Project “When Adults Change,</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic</p>	<p>5</p>

<p>Everything Changes.”</p> <p>Revisit whole staff training led by KCA - FTT: ATR+ for Wiltshire Schools (incl. Emotion Coaching) and train new staff joining the school</p>	<p>performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1, 2</p>
<p>Support for parents through online courses and in house training when possible.</p>	<p>https://workwiltshire.co.uk/family-learning/</p>	<p>1, 2</p>
<p>Wiltshire Mentoring Scheme</p>	<p>A 1:1 mentoring scheme to support individuals.</p>	<p>1,5</p>

Total budgeted cost: £ 29,505

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 to 2023 academic year.

- In 2022/23 100% of Year 1 disadvantaged children passed the phonics screener.
- In 2022/23: In Year 2, 50% of the disadvantaged learner children achieved expected in maths and reading.

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
X Tables Rockstars	TT Rockstars
THRIVE approach	https://www.thriveapproach.com/courses/licensed/253/3150/
Spelling Shed	Literacy Shed
Fluent in 5	