

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	Nelson
Number of pupils in school (Oct 2021 census)	433
Proportion (%) of pupil premium eligible pupils	217
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/ 2023 to 2023 / 2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Claire Forrest, Headteacher
Pupil premium lead	Louise Barnes, Deputy Headteacher
Governor / Trustee lead	Matthew Hunt, lead for disadvantaged pupils.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £291,865
Recovery premium funding allocation this academic year	£ 17,424
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£112,000
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	£421,289

Part A: Pupil premium strategy plan

Statement of intent

The whole school curriculum intent at Nelson is 'to create responsible, active citizens while promoting high academic and social aspirations.' This represents our commitment to social mobility, within a society which is fair and decent. Many of our pupils live within Ladywood, which is known for its high levels of disadvantage, and therefore our strategy plan is aimed at ensuring our vulnerable pupils reach their full potential, regardless of starting points.

High quality first teaching is a requirement throughout the school. However, when pupils enter nursery and reception, they are usually already significantly behind their peers. Therefore, additional small group catch up sessions, led by qualified teachers are essential to help accelerate progress and narrow the gaps.

Many of our pupils are also impacted by adverse childhood experiences, which have been amplified during the COVID pandemic. Poor mental health is often a significant barrier to learning and something we have to prioritise. Therefore, there is an emphasis on pastoral care and early help support given to pupils and their families.

80% of our pupils have English as an additional language and approximately 19% are SEN. However, while these create further challenges, we have high expectations of all pupils and will set all pupils ambitious targets.

Challenges

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

Challenge number	Detail of challenge
1	<p>The baseline for nursery is very low. The impact of Covid 19 in children in Early Years has been felt more this year than the last two years. The Reception children that we have had in school this year many have had no access to early education entitlement (EEE3). They have not had rich experiences out of school or even 'typical' experiences that help build on life skills. We are finding that they find tasks that require resilience very challenging and we are seeing higher number of children with separation anxiety that is unusual for this time in the year. We are also finding that we are the first professionals who have seen children face to face in most instances. Even children that parents have been concerned about have only had online speech and language sessions.</p> <p>The speaking and listening at baseline were 0-3 years emerging for 88% of children entering F1 in September 2022.</p>

2	Children that start with us in F2 at Nelson are typically 24 months below age-related expectations for their chronological age for most areas of learning. Baseline assessments show that pupils enter Nelson significantly behind their peers, with only 5% of pupils joining in September 2022 on track for speaking, 7% for writing and 8% for word reading.
3	Early reading and phonics has been disrupted for many pupils, while high mobility means that pupils enter KS2 with gaps in phonics .
4	Poor comprehension due to vocab gaps exists across the school. Pupils being EAL and / or having limited exposure to books outside of school, and little 'cultural capital' to build learning upon, creates a gap in tier 2 vocabulary knowledge.
5	Despite the majority of pupils receiving daily live online lessons during COVID lockdowns, making progress in writing was difficult due to teachers' inability to 'intervention mark' which gives pupils vital feedback within lessons. This has led to many pupils, particularly in KS2, having to 'catch up' on lost learning.
6	Observations and concerns raised, show that the wellbeing of disadvantaged pupils and their families has been damaged during the pandemic and continues to worsen with the current cost of living crisis. The resilience of disadvantaged pupils is particularly low with mental health being 'fragile'.
7	There are an increasing number of pupils joining Nelson, with significant SEN . 78% of pupils on our inclusion register are also in receipt of pupil premium funding.

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
The nursery environment is highly responsive to pupils needs and develops communication and language and fine / gross motor skills to support accelerated progress in speaking, reading and writing.	Increased progress within nursery. More pupils entering F2 at age related expectations.
Provision in EYFS enables pupils to make accelerated progress so they are ready for the challenges in KS1.	Increased progress within reception. More pupils entering KS1 at age related expectations.
Pupils in EYFS and KS1, including mobile pupils, make rapid progress in phonics so that gaps are narrowed.	Phonics screening check outcomes in 2023/24 show that 85% of disadvantaged pupils pass the phonics screening check.
Pupils are exposed to a wide range of vocabulary, leading to improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that 85% of disadvantaged pupils met the expected standard.
Pupils are exposed to a wide range of vocabulary and standard English, leading to improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2023/24 show that 85% of disadvantaged pupils met the expected standard.

To achieve and sustain improved wellbeing for all pupils at Nelson, particularly disadvantaged pupils.	Improved levels of wellbeing, demonstrated by: PASS survey / Nurture Room data Concerns reported on My Concern
Nelson to be fully inclusive and able to meet the needs of all SEND pupils. Teachers are confident, and the environment enables, the specific needs of individuals to be met.	SEND pupils are achieving ambitious targets suitable for specific needs which will enable them to be independent adults.

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: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and teaching assistants to be trained in 'Making Best Use of Teaching Assistants'. This includes support with appropriate scaffolding to develop pupils' independent learning skills and ability to manage their own learning and procedures for information sharing to aid planning on next steps.	Evidence indicates that TAs are more effective when delivering specific interventions unless clear scaffolding systems are in place. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	All
Soundtots Soundtots is a musical intervention to help children reach a progressive level of development during their time in EYFS, supporting children's language development, memory, listening and attention skills.	Enhancing the development of children's spoken language and extending vocabulary, underpinning all seven areas of learning and development. Strengthening a language rich environment, embedding vocabulary through the use of song, rhyme, beat and rhythm. Soundtots - Early Years Music Teachers - EYFS Music Programme - Services For Education https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1

Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. All staff, including new staff to be trained. This is to include rapid catch up for KS2 pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3
REP Pupils take part in drama workshops linked to the wider curriculum.	There is value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 2, 4 and 5
Reading for Pleasure: All pupils to be able to purchase a book for the class library.	Evidence from The Open University: https://ourfp.org/schools-teachers/whole-school-development/	4

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

Budgeted cost: £312,506

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by our Phonics Leader.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	4
Teaching Assistants to deliver high quality one-to-one and small group support using structured interventions	TAs to be trained to deliver specific interventions, such as 'Precision Teaching', 'Colourful Semantics' and 'Catch-Up' Making Best Use of Teaching Assistants EEF educationendowmentfoundation.org.uk	4 and 5

	Evidence-based TA-led literacy and numeracy interventions (d2tic4wvo1iusb.cloudfront.net)	
<p>Providing 1-1 and small group tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Additional Teachers:</p> <ul style="list-style-type: none"> •Y6 boosters •EAL / LKS2 reading support •KS1/ phonics support •High achievers support 	<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>	3, 4, 5 and 7

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

Budgeted cost: £50,909

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Team in place to provide social and emotional support to disadvantaged pupils. This includes the Pastoral Lead, Learning Mentor and Emotional Well-being Support Worker.</p> <p>(£50,905)</p>	<p>Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	6

Total budgeted cost: £394,415

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 2021 to 2022 academic year.

KS2 Data 2021-22				
	Reading	Writing	Spelling, grammar and punctuation	Maths
Pupils achieving the expected standard	84%	86%	82%	84%
* Non SEN pupils achieving the expected standard	92%	95%	90%	92%
Pupils achieving the expected standard national	74%	69%	72%	71%
Pupils achieving a high score	30%	18%	14%	16%
Pupils achieving a high score national	28%	13%	28%	22%
Average Scaled Score	105	NA	103	104
Progress Measure	4.3	5.8	NA	3.9
			Nelson	National
Combined Expected Standard (Disadvantaged pupils)	Reading, Writing & Maths		77% (76%)	59%
Combined Higher Standard (Disadvantaged pupils)	Reading, Writing & Maths		9% (5%)	7%

75% of pupils (42 out of 56) were disadvantaged.

Externally provided programmes

Programme	Provider
NA	NA

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- *Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: The course's learning outcomes align with Public Health England's eight principles to promoting children and young people's emotional health and wellbeing, these are:
 - *1. Leadership and management that champions efforts to promote emotional health and wellbeing*
 - *2. Identifying need and monitoring impact of interventions to meet pupil's wellbeing needs*
 - *3. Targeted support and appropriate referrals to ensure that pupils receive timely support*
 - *4. Staff development to support their wellbeing and that of students*
 - *5. Creating an ethos and environment that promotes respect and values diversity*
 - *6. Enabling the student voice to influence decisions*
 - *7. Working with parents, families and carers to ensure shared aims and strategies*
 - *8. Curriculum, teaching and learning to promote resilience and social and emotional learning**
- *Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities include sports clubs as well as utilising our local community to offer experiences, such as attending specific concerts at The Symphony Hall and Arena. Disadvantaged pupils, including those with SEN, will be encouraged and supported to participate.*
- *Increasing our offer to SEND pupils by creating 'The Cabin', which is a space to allow for personalised learning to pupils unable to access the main curriculum.*