

Pupil premium strategy statement

Reviewed December 2023

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	Nansloe Academy
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	19.12.23
Date on which it will be reviewed	30.03.24
Statement authorised by	James Hitchens - Strategic Partner
Pupil premium lead	Lucy Swiggs - Assistant Head of School
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86155
Recovery premium funding allocation this academic year	£5945
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	£92100

Part A: Pupil premium strategy plan

Statement of intent

At Nansloe Academy, we want every pupil to achieve their very best and recognise the important role we play in this. All children deserve the opportunity to succeed and be the best versions of themselves: academically, socially and emotionally. We focus on developing the whole child and equipping them with the skills they need for lifelong learning and to become an active citizen for the future.

As a school, we are committed to raising the attainment for our disadvantaged pupils and understand that many of these pupils must make accelerated progress compared to non-Pupil Premium pupils to achieve this.

Our strategy, in line with our teaching and learning principles, is based on the following:

- Children must be supported academically, socially and emotionally in order to achieve their full potential. Support must also be given to their parents in order for the greatest difference to be made.
- Learning experiences must meet the needs of all pupils whilst exciting them and motivating them to succeed.
- Early identification of need is vital in making the biggest difference to children's progress.

Challenges

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

Challenge number	Detail of challenge
1	Monitoring, including pupil conferencing, identified that disadvantaged children generally have lower self esteem and poorer learning behaviours, including self-regulation and independence. This has an impact on their overall attainment.
2	Identified pupils require further support with their SEMH needs in order to make progress emotionally, socially and academically.
3	Low communication and understanding skills when entering Nursery and Reception mean children are unable to articulate their needs and/or their knowledge and understanding. This is now an issue that has been identified across the school.
4	A key group of children have difficulties when being creative and imaginative, resulting in an over reliance on support from adults. Therefore, the curriculum

	is being structured to provide children with a range of experiences and structures to overcome this.
5	The attendance and punctuality of key pupils is below national expectations and means they are missing further chunks of key learning.

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
Pupil misconceptions in learning will be identified and addressed, enabling learners to make progress from their starting points and make links in their learning so that they know more and remember more.	<ul style="list-style-type: none"> • Gaps in knowledge and understanding to be identified and learning targets set. • Identified children to make rapid progress, closing the gap in attainment for Pupil Premium children compared to Non-Pupil Premium children • Timetable of additional support and tuition is in place, based on the needs of individuals or groups • Teachers to ensure the curriculum for all subjects is planned in a sequential way so that misconceptions are overcome • Pupils can demonstrate consolidation of revised knowledge and skills and apply these to new learning
Children's social and emotional needs are met and children have been supported to remain regulated and ready to learn.	<ul style="list-style-type: none"> • Children's behaviour has improved and there are fewer incident logs completed for key children • Due to children's need being met, they are able to access learning and make accelerated progress both socially, emotionally and academically • Children can notice and signal when they're becoming dysregulated so that they can independently manage behaviours • TIS staff are deployed effectively to support SEMH development during 1:1 and small group sessions • Emotional screenings are used to support early identification and plans for interventions • Outdoor learning is happening for all children, including key groups and individuals • The Hub lunchtime space is operational for identified children to further support

	<p>their need for emotional regulation during unstructured times</p> <ul style="list-style-type: none"> • Whole school learning and PSHE assemblies support the development of the whole child
<p>Early identification and support in place to make greater progress in early communication skills (speech and language).</p>	<ul style="list-style-type: none"> • Ensure all children in Nursery and Reception are screened for language development and intervention organised as required, including Wellcomm in Reception • Provide Speech and Language Therapy for those children who do not meet the high NHS thresholds for service - employ an independent Speech and Language Therapist • Provide deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum to equip pupils with skills for life • Provide deliberate teaching of vocabulary across the curriculum for all pupils • Parents are involved in discussions about their child's needs and supported to better help with these needs at home • Individual Education Plans are used effectively to support a cycle of APDR which includes regular review meetings with parents
<p>All children have a wealth of language and experiences to support their learning within the classroom.</p>	<ul style="list-style-type: none"> • Children will have access to purposeful, curriculum linked life experiences in the form of: school trips, wider residential visits, external school visitors, external sport competitions, an exciting and relevant curriculum. As a result of this, children will be better equipped to complete their learning to a higher standard • Children can talk confidently about what they're learning and how they're learning with a deeper knowledge of metacognition • Children will know about the opportunities that are available to them and what they need to do to achieve their goals • The curriculum is well planned and developed to be motivating, engaging, broad and varied • Staff will track which children have had access to wider school and life experiences to ensure no child is left out

Attendance rates will be the same for Pupil Premium and Non-Pupil Premium pupils.

- Attendance rates have improved for identified families and are inline with or exceeds Non-Pupil Premium pupils
- School to work in collaboration with EWO to provide support for families where attendance is lower than expected (specific cases)
- School-based support, such as access to wrap-around care in place for identified families
- Home school links are strong and effective for all families, with strong communication in place to support attendance

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: £50,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Keep up not catch up in the afternoons to address any gaps identified from the morning.	Class room staff are best placed to know their children, their misconceptions and their gaps in learning to be able to provide quality first teaching to enable rapid progress. <i>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils (EEF - Teaching Assistant Interventions)</i>	1 & 3
Classroom TAs to be used flexibly by the class teacher to enable the class teacher to work with individuals or groups.	Class teachers are best placed to know their children, their misconceptions and their gaps in learning to be able to provide quality first teaching to enable rapid progress. <i>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils (EEF - Teaching Assistant Interventions)</i>	1 & 3
Teacher and TA training around our whole school ethos and metacognitive approaches. To ensure all children are being taught metacognitive strategies in their classrooms.	Teaching metacognition and self-regulation approaches to all children is one of the most effective ways to raise attainment and progress within the classroom. The EEF research suggests that it can improve progress by +7 months.	1,2,3 & 4
CPD linked to school development priorities and latest research to ensure staff are well informed to provide high quality provision Key focus on priority link to writing through	EEF report states that effective CPD is carefully planned over a sustained period of time, focusing on teaching and learning outcomes in the best interest of the children.	1,2,3,4 & 5

Talk for Writing approach.		
Teaching of high quality RWInc sessions and 1:1 interventions for all pupils Nursery-Y3 at the required level High quality CPD for staff in early reading from English Hub as a partner school Fresh start program running in UKS2	EEF state up to 5 months progress can be seen when systematic, synthetic phonics is delivered to a consistently high standard	1,3

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher employed 2 afternoons a week to deliver focused intervention for small groups and individuals Support staff provide targeted catch up	One to one tutoring with a trained teacher is proven to improve pupil progress by up to 5 months (EEF). Small group tuition with a trained teacher is proven to improve pupil progress by up to 4 months (EEF).	1
Outdoor learning intervention sessions and whole class lessons offer our learners the opportunity to learn in a different environment, a different set of skills, which they're able to transfer in to every day practice.	Based on our experiences and those of similar schools to ours, we know a Forest school setting will encourage pupils to take managed risks appropriate to the environment and to themselves and will build on an individual's innate motivation, positive attitudes and/or interests. This will then be able to be applied to their academic learning. Sutton trust: Collaborative Learning +5 months Sutton Trust: Enrichment Forest School Principles Sutton Trust: Outdoor adventure learning +4 months Forest School Research	1, 3 & 5

	Forest School Principles – Principle 3	
Use of Wellcomm screening and intervention programme to identify speech and language gaps and accelerate progress.	Evidence suggests that oral language interventions has a positive impact of children's progression. Wellcomm Sutton Trust: Oral language interventions +6 months Sutton Trust: Early Years Intervention +5 months	1,2 & 3
Trauma Informed 1:1 sessions and access to the Hub at lunchtimes for calming and regulating experiences.	Children cannot learn when their brains are dysregulated and disconnected. Children need to be taught self-regulation strategies in order to learn effectively. The EEF research suggests that this can improve progress by +7 months.	1,2,3 & 4

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

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging parents (through newsletters, Facebook and parent meetings) and children in the issue of attendance and the importance of being in school on time, every day.</p> <p>Meetings with the EWO to support families of persistent lateness or absence.</p> <p>To support families with wrap around care where needed.</p>	There's a clear link between poor attendance and lower academic achievement. DfE research (2012) on improving attendance at school found that: Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English	5
<p>Whole school TIS approach adopted and targeted TIS sessions.</p> <p>Release time for practitioners to continue</p>	TIS is recognised as an effective approach supporting emotional resilience which improves progress and attainment in the classroom.	1,2,3 & 4

<p>to be Tis accredited and upskilled.</p> <p>Whole School TIS refresher training to ensure all staff are fostering positive relationships and act as emotionally available adults</p>	<p>Sutton Trust: Behaviour Interventions +3 months</p> <p>Sutton Trust: Social and emotional learning +4 months</p>	
<p>Widening pupils experiences and access to specific provision for identified pupils.</p>	<p>The best SEMH schools will be working with a range of external providers to cater for the needs of a very diverse set of students. Access to a range of therapies is vital including, but not limited to, on site counsellors. Connections to charities and voluntary groups can also provide opportunities for the children to access support and experiences that may meet their needs to an even greater extent. (SEMH Schools Website)</p>	2 & 4
<p>Ensuring Pupil Premium pupils have the same access to school trips by supporting financial costs where needed.</p>	<p>The best SEMH schools will be working with a range of external providers to cater for the needs of a very diverse set of students. (SEMH Schools Website)</p>	2 & 4

Total budgeted cost: £92,100

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.

Challenges addressed in last year's Pupil Premium Strategy were as follows:

Challenge number	Detail of challenge
1	Monitoring, including pupil conferencing, identified that disadvantaged children generally have lower self-esteem and poorer learning behaviours, including self-regulation and independence. This has an impact on their overall attainment.
2	Identified pupils require further support with their SEMH needs in order to make progress emotionally, socially and academically.
3	Low communication and understanding skills when entering Nursery and Reception mean children are unable to articulate their needs and/or their knowledge and understanding. This is now an issue that has been identified across the school.
4	A key group of children have difficulties when being creative and imaginative, resulting in an over reliance on support from adults. Therefore, the curriculum is being structured to provide children with a range of experiences and structures to overcome this.
5	The attendance and punctuality of key pupils is below national expectations and means they are missing further chunks of key learning

Progress made against these targets:

1 – Monitoring shows that the level of SEMH needs across school requires specific and consistent support. Whole school learning assemblies, as well as specific teaching through the curriculum, have been vital in disseminating key whole school messages to pupils and staff to support self-regulation and learning behaviours. The use of Motional has allowed staff to consider vulnerable pupils and plan SEMH support, both individualised and whole class, to target key areas. Monitoring has shown that behaviour across the school is good and does not, generally, detract from class learning, meaning learning opportunities can be maximised. Learning environments are better set up to promote independence and to facilitate learning. Children have been taught how to use available resources independently rather than to wait for an adult when stuck.

2 – Two members of staff have been trained as Trauma Informed Practitioners (11 day training) and have been able to implement a timetable of 1:1 support and small group

support. Capacity is still limited but is supported by a whole school Trauma Informed approach which is being revisited across the school this year. We are seeing positive outcomes for pupils in terms of self-regulation and their ability to be in class accessing their learning.

3 – The curriculum prioritises and focuses on developing children's' vocabulary and understanding, vocabulary is explicitly taught alongside oracy skills. An independent Speech and Language Therapist provides us with faster action to support our children rather than the general NHS route. They have worked with our Speech and Language TA to upskill her and increase the quality of intervention provided for identified pupils.

4 – Children had a greater variety of extra-curricular visits and experiences throughout the year. Year 6 went to London on residential for the first time and Year 5 went to Carnyorth for an overnight stay. The curriculum is being planned to ensure trips and visits are pre-planned to support curriculum learning as well as developing pupils' wider skills. Accessing a Trust employed minibus driver has facilitated a greater number of visits using the school minibus, removing the transport barrier previously faced.

The curriculum has been redesigned to ensure quality topics taught sequentially throughout the school. Agreed lesson structures support children in reducing their cognitive load, enabling them to focus on the specific learning task. Talk 4 Writing is being used to support independence and idea generation within writing and this structured approach is supporting greater independence in writing. Learning assemblies and improved classroom learning environments in also fostering greater independence within learning.

5 – Aspire attendance policy being followed and there has been considerable improvement in attendance over the last academic year. Persistent Absence has fallen from 25% to 14.7% with some real success stories for individual case studies. The school has strong links with their EWO and they work in partnership with parents to improve attendance for pupils. Interventions are put in place where needed e.g. attending wrap around care, outdoor learning first thing in the morning and time spent helping younger pupils at lunch time. Cases are dealt with at a very individual level to ensure positive outcomes for all pupils.

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
RWI	Oxford University Press
Fresh start	Oxford University Press
Talk for Writing	Talk for Writing
AR	Renaissance
White Rose Maths	White Rose
Trauma Informed Schools	Trauma Informed Schools
Wellcomm	Renaissance GL Assessment
Military Kids Club Heroes	British Legion

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?	As above on a needs basis, with a particular focus and priority linked to deployment schedules
What was the impact of that spending on service pupil premium eligible pupils?	As above and children were able to successfully access the school curriculum and wider experiences