

## Pupil premium strategy statement

When making decisions about using Pupil Premium funding we have considered the context of the school and research conducted by the EEF. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children will be in receipt of pupil premium interventions at one time.

### Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.

The range of provision for this group include and would not be limited to:

- Additional teaching and learning opportunities provided through Teachers and TAs
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- To allow the children to learn a musical instrument
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Nutgrove’s values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## School overview

Detail	Data
School name	Nutgrove Methodist Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2024
Statement authorised by	Mrs Bottell
Pupil premium lead	Mrs Bottell
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38315
Recovery premium funding allocation this academic year	£3625
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	£41940

# Part A: Pupil premium strategy plan

## Statement of intent

At Nutgrove Methodist, everything we do aims to support our children and their families in the community. We strive to ensure all pupils reach their full academic and emotional potential in a nurturing, supportive and inclusive environment. This is regardless of background or challenges our pupils may face. This is underpinned by our school motto. 'My Best, Always, Everywhere'.

Our pupil premium strategy is driven by the gaps in attainment and social emotional development.

Our objectives for our disadvantaged pupils are:

1. For all children to have access to high quality teaching and learning

Within the EEF pupil premium guidance, autumn 2021, it states: Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.

2. To ensure that all disadvantaged children make good progress and to raise the standard of achievement from their starting points across all subject areas, irrespective of their background or the challenges they face

Our curriculum provides a broad and balanced approach. The purpose of our curriculum is to ensure that our children are successful in life and learning, no matter what their starting points and barriers to learning may be. As a school, our curriculum sets high expectations for every child, meaning that we are relentless in our commitment to provide rich learning experiences which gives our children hope and ambition for the future.

3. For all disadvantaged children to achieve their full potential academically, socially, and emotionally

Targeted interventions are carefully planned for our children's needs, including phonics, reading, writing and maths. We also invest in wider strategies to support aspects of physical and mental well-being. Our pastoral assistant provides support, social groups and life skills.

4. To ensure that all disadvantaged children have access to wider curriculum experiences and opportunities

We ensure we prioritise the ‘challenges’ our disadvantaged children experience and implement actions to address these.

5. To equip disadvantaged children with the knowledge and skills needed to succeed in school and in life.

We identify the barriers and challenges that our disadvantaged children face through a variety of diagnostic tools.

- Our use of CPOMS analysis enables us to unpick the life experiences that are having a detrimental impact on our disadvantaged children reaching their full potential.
- Attendance and behaviour is monitored and carefully considered alongside assessment data
- In regular pupil progress meetings, we ensure we identify the areas of need and gaps in knowledge that need addressing for our disadvantaged children and implement tailored interventions to address this.
- Leaders apply evidence from the EEF and other research-based findings to ensure that interventions put in place will provide rapid progress and if not, the support is monitored and modified.

We invest greatly in our in our high quality CPD for all staff including co-coaching with leaders. This is the focus of the pooled use of funding through the Epworth Education Trust i.e. improving the quality of teaching for all through providing high quality CPD Trust wide based on needs and forms a significant part of our strategy. 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 appropriately within all lessons  Ensure early identification of support is completed  adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

Our strategy plan works closely with our school development plan and sports premium.

## Challenges

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

Challenge number	Detail of challenge
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1	Key skills in Maths and English need to be revisited and revised so PP, in all year groups, know more and remember more
2	Current attainment of PP has fallen below expected standards due to missed learning in summer 2020 and spring 2021.
3	Current attainment of PP would require accelerated progress in order to reach greater depth
4	Attendance rate of disadvantaged pupils impacts on lost teaching and learning time
5	Pupils identified with social and emotional needs that affect their behaviour and attitude to 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
Attainment in reading	<ul style="list-style-type: none"> <li>▪ Diminish the difference between DAP and Non-DAP achieving A.R.E in reading</li> <li>▪ In reading, at least 85% of pupils achieve the challenging attainment targets set for them, at the EXP+ and GD levels in all year groups.</li> </ul>
Attainment in maths	<ul style="list-style-type: none"> <li>▪ Diminish the difference between DAP and Non-DAP achieving A.R.E in reading</li> <li>▪ In reading, at least 85% of pupils achieve the challenging attainment targets set for them, at the EXP+ and GD levels in all year groups.</li> </ul>
Attainment in writing	<ul style="list-style-type: none"> <li>▪ Diminish the difference between DAP and Non-DAP achieving A.R.E in reading</li> <li>▪ In reading, at least 85% of pupils achieve the challenging attainment targets set for them, at the EXP+ and GD levels in all year groups.</li> </ul>

Attainment in phonics	<ul style="list-style-type: none"><li>• Achieve above national average expected standard in Phonics Screening Check</li></ul>
Attendance	<ul style="list-style-type: none"><li>• Ensure attendance of disadvantaged pupils is above 95%</li></ul>

## 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: £ 30550.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classroom based TA's from YR to Y5 funded for an additional 10 hours per week each.	The EEF tiered approach states that 'evidence consistently shows the impact that targeted academic support can have, including those who are not making good progress across the spectrum of achievement. TA's can provide this support either as one to one or small group intervention to classroom teaching. It is likely to be a key component of an effective PP strategy'. Additional classroom TA hours will ensure that additional one to one and small group interventions can take place.	1, 2, and 3
Professional Development for leaders at all levels to ensure effective teaching is in every classroom.	High quality staff CPD is essential to follow EEF principles. EEF states that 'spending on improving teaching may include CPD. This will ensure that an effective teacher is in front of every class and that every teacher is supported to continue improving'. This is followed up during Staff meetings and INSET. All staff to lead effectively are released once a term. School Improvement includes CPD from Jonathon Brown(SIP) and ECM.	1, 2, and 3

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

Budgeted cost: £ 1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>'Little Wandle'- synthetic phonics programme.</p> <p>'Keep-up' individual and group materials to support children at risk of falling behind.</p>	<p>The EEF tiered approach states that 'evidence consistently shows the impact that targeted academic support can have, including those who are not making good progress across the spectrum of achievement. Teachers and Teaching Assistants will deliver this targeted intervention programme.</p>	<p>1</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 16188.41

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer (EWO services) SLA with St Helens Local Authority</p>	<p>EEF states that 'wider strategies relate to the most non-academic barriers to succeed in school, including attendance.</p>	<p>4</p>
<p>Pastoral Assistant employed for 25 hours per week to support the nurture and positive behaviour of children in school</p>	<p>EEF states that 'wider strategies relate to the most non-academic barriers to succeed in school, including behaviour and social and emotional support'.</p> <p>With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning.</p> <p>Children can attend a lunchtime club- 'Shine', which offers both behavioural and social and emotional support.</p>	<p>5</p>

**Total budgeted cost: £47938.65**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

Internal data for disadvantaged pupils which was submitted to the EET in July 2021.

	Maths ARE					Maths GD				
	Target	Baselin	Aut	Spr	Sum	Target	Baselin	Aut	Spr	Sum
Year 1	100	0	0	0	50	0	0	0	0	0
Year 2	100	0	100	100	100	100	0	100	100	100
Year 3	100	0	50	50	50	50	0	50	0	50
Year 4	92	50	100	88	86	46	33	43	25	57
Year 5	98	100	100	100	80	60	0	50	0	40
Year 6	96	100	80	60	83	44	50	0	20	33

In maths, our internal data for Summer 2021 indicates that in 4 out of 6 year groups 80%+ disadvantaged pupils achieved ARE. In 2 out of 6 year groups this was 50%, however in both these year groups there were only 2 pupils and so this data is not comparable to the other year groups.

Reading ARE					Reading GD				
Target	Baselin	Aut	Spr	Sum	Target	Baselin	Aut	Spr	Sum
100	0	0	0	50	0	0	0	0	0
100	0	100	100	100	0	0	100	100	100
100	0	50	50	100	0	0	50	50	50
86	83	86	63	86	43	67	43	38	43
95	50	50	50	80	50	50	50	50	40
81	100	80	80	100	26	33	60	0	17

In reading, our internal data for Summer 2021 indicates that in 5 out of 6 year groups 80%+ disadvantaged pupils achieved ARE. In three year groups 100% achieved ARE.

In 1 out of 6 year groups this was 50%, however in this year groups there were only 2 pupils and so this data is not comparable to the other year groups.

In writing, our internal data for Summer 2021 indicates that in 3 out of 6 year groups 80%+ disadvantaged pupils achieved ARE. In 2 out of 6 year groups this was 50%, however in both these year groups there were only 2 pupils and so this data is not comparable to the other year groups. In one year group, this was 60% and therefore data in the Autumn Term 2021 will be looked at to address any further interventions required.

In GPS, our internal data for Summer 2021 indicates that in 2 out of 4 year groups that were assessed, 80%+ disadvantaged pupils achieved ARE. In two year group, this was 60% and 72% and therefore data in the Autumn Term 2021 will be looked at to address any further interventions required.

## 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>
X Tables Rockstars	TT Rockstars
First News	First News
Vocab Ninja	Vocab Ninja
Schools Library Service	SLA St Helens LA
Schools Music Service	SLA St Helens LA
Shine Maths, Reading and GPS: Targeted Interventions for Primary	Rising Stars

### Further information (optional)

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Nutgrove Methodist Primary School is part of the Epworth Education Trust – a trust that is built upon an unwavering commitment to being a place where schools, staff and pupils can succeed and thrive, where collaboration is at the heart. The EET is truly a "family of schools" that continually help each other to become even better. "Do all you can" summarises our ethos and vision as we believe anything is possible when approached with this attitude. Where the Trust has the capacity to make a difference, it feels it is morally bound to do so and one of its aspirations is to provide high quality leadership and teaching which will enthuse and inspire all learners. It is widely known that promoting effective continued professional development (CPD) plays a crucial role in improving classroom practice and pupil outcomes and it is for this reason, each school has signposted 5% of its pupil premium funds towards the EET Pupil Premium Action Plan (attached) so that together, we can provide teachers, pastoral staff and leaders at all levels with the highest quality CPD. This will effectively build knowledge, inspire and motivate staff and develop teaching techniques whilst always considering the individual context of each school. Working collaboratively in this way will enhance the learning experiences of all pupils, in all our schools. Reference: [EEF Effective Professional Development](#)