Nancledra School Pupil premium strategy statement 2024-25

This statement details our school’s use of pupil premium funding (and recovery funding for 2023-24) 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

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| Detail  | Data  |
| School name  | Nancledra School  |
| Number of pupils in school  | 86 (Dec 2024)  |
| Proportion (%) of pupil premium eligible pupils  | 14% (12 children)  |
| Academic year/years that our current pupil premium strategy plan covers  | 2023 – 2024  |
| Date this statement was published  | Dec 2024 |
| Date on which it will be reviewed  | Dec 2025  |
| Statement authorised by  | Helen O’Kane  |
| Pupil premium lead  | Helen O’Kane |
| Governor / Trustee lead  | Crin Whelan  |

Funding overview 2023/24

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| Detail  | Amount  |
| Pupil premium funding allocation this academic year  | £ 23,280  |
| Recovery premium funding allocation this academic year  | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0  |
| Total budget for this academic year   | £23, 280  |

Part A: Pupil premium strategy plan

Statement of intent

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| All pupils at Nancledra School will make good progress in all areas of learning through quality first teaching. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, and they can access a range of interventions to meet their individual needs. Disadvantaged pupils are also able to access a wide range of extracurricular activities and enrichment opportunities which will positively impact on their academic achievement and wellbeing. Our main objectives are: * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
* For all disadvantaged pupils in school to make or exceed nationally expected progress rates
* To support our children’s health and wellbeing to enable them to access learning.

We aim to do this through: * Teacher and TA lead intervention groups and 1:1 precision teaching closing the gap in English and maths, including speech and language.
* Provide targeted catch up lessons in phonics for pupils in Year 1, Year 2, Year 3 & Year 5
* Providing nurture and support through Thrive sessions with a trained Thrive practitioner.
* Provide weekly Forest School nurture sessions with a trained Forest School lead.
* Provide Play Therapy interventions weekly for emotionally vulnerable children.
* Additional support for assessments, training and advice from specialists such as educational psychologists
* Providing support from EWO to raise attendance.
* Reduced rates for school trips and camps to enable children to access all the opportunities available to them and to take part in a wide range of enrichment activities:
* Funded music lessons through CMST or contracted peripatetic teachers.
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Challenges

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| Challenge  | Detail of challenge  |
| 1  | Narrowing the attainment gap across Reading, Writing and Maths  |
| 2  | The on-going impact of COVID on pupils social and emotional mental health.  |
| 3 | The impact of COVID on pupil’s speech and language development |
| 4 | Attendance and supporting families with persistence absence.  |

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.

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| Intended outcome  | Success criteria  |
| Pupils make at least expected progress in reading, writing and maths  | Gap will close in progress made between disadvantaged and non-disadvantaged   |
| Pupils access a wide range of enrichment experiences both in and out of school.    | Attendance at extracurricular experiences and school residentials increases.  |
| Disadvantaged pupil’s attendance increases.    | Attendance of identified PP pupils increases and gap between PP and non PP narrows.   |
| Children are motivated to come to school and are happy to learn and succeed   | Increased progress and attainment for targeted pupils.Attendance improves. |

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 Reading, Writing and Maths in small groups, generally age related

Budgeted cost: £3,755.52

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| Activity  | Evidence that supports this approach  | Challenge number(s) addressed  |
| Provision of additional teaching time across the school to develop reading skills through 1:1 and small group teaching   | Additional teaching time and support for key children across the year groups. Small group and 1 to 1 interventions when implemented effectively can raise pupil attainment. Quality first teaching and working with the support of a teacher / skilled support staff has a direct impact on the pupil outcomes. EEF – 1-1 tuition; Impact of +5 months EEF – Additional phonics support; Impact of +5 months   | 1, 3 |

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

Budgeted cost: £6709.52

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| Activity  | Evidence that supports this approach  | Challenge number(s) addressed  |
| Teachers & trained teaching assistants deliver small group interventions and personalised, 1:1 support in Reading, Phonics and Maths following teacher assessment during and after lessons. Using Little Wandle ; HfL Fluency; Numberstacks and Wellcomm | The EEF consistently shows that oral language interventions have a positive impact on learning: * High quality small group interventions
* Specialists lead CPD sessions and clinics with individual pupils and staff
* Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health .i.e. weekly socially speaking group

 EEF – Small group reading tuition; Impact of +4 months  | 1, 3 |

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

Budgeted cost: £12,814.96

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| Activity  | Evidence that supports this approach  | Challenge number(s) addressed  |
| Half the cost of trips and camps are funded for all children in receipt of the Pupil Premium. This may partly cover the cost of the minibus running costs as this enables us to have more frequent trips- providing more opportunities.   | To enable ALL children to be able to access all external activities and opportunities to widen and broaden culture capital.  EEF – Aspiration interventions; Impact not yet proven. EEF – Outdoor adventure learning; Impact not yet proven EEF – Arts participation; Impact +3 months   | 2  |
| Play therapy £160 per day for 3 pupils £4, 800 | Trauma and post covid mental health challenges  | 2  |
| A trained Thrive/ TIS practitioner is available in afternoons to meet with those children who need support.  | Children have the opportunity to have conversations and the opportunity to have someone to listen to them. They can discuss anything in the safety of a professional. EEF – S and E Learning improves interaction with others and management of self impacting attitudes to learning and social relationships, increasing progress in school.  | 1, 2, 4 |
| A trained Forest School Leader runs a Wild Passport forest school programme for all children. This includes a Wild Tribe after school club.£120 per week = £3, 840Wild Passport£150 | The areas of benefit identified by a number of studies reflect the outcomes which time and again are associated with Forest School:   Increased self-esteem and self-confidence  Improved social skills  The development of language and communication skills  Improved physical motor skills  Improved motivation and concentration  Increased knowledge and understanding of the environment  | 1, 2, 4 |

# Total budgeted cost: £23,280

Part B: Review of outcomes in the previous academic year 2023-2024

Pupil premium strategy outcomes

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|   | Pupils achieved EXS+   |  |
|   | All Pupils  |  | PP  |
| KS2 Reading  | 100%  |  | 100% (1/1) |
| KS2 Writing  | 87%  |  | 100% (1/1) |
| KS2 Maths  | 87%  |  | 100% (1/1) |
|   |   |  |  |
| KS1 Reading  | 77%  |  | 0% (0/2) |
| KS1 Writing  | 62%  |  | 0% (0/2) |
| KS1 Maths  | 69%  |  | 50% (1/2) |
|   |   |  |  |
| Year 1 Phonics  | 90%  |  | 66% (2/3) |
|   |   |  |  |
| Attendance  | 92.9%  |  | 90% |