

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 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	Neston Primary School
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Annabel Elliott
Pupil premium lead	Annabel Elliott
Governor / Trustee lead	Amanda Powell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 85,305
Recovery premium funding allocation this academic year	£8,048
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	£93,353

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all our pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas and in life in general. The focus of our pupil premium strategy is to ensure that any challenges they face are identified early enough to ensure that they can achieve their goals.

From our internal data, we have seen how the pandemic impacted upon our pupils both academically and socially and emotionally. They had limited access to external services and opportunities to enrich their lives. The activities we have outlined in our plan are intended to support their needs, enable them to be emotionally stable so they can learn, provide them with opportunities to enrich their current lives and provide them with aspirations for their future.

We know that the ability to communicate and read are essential building blocks for future learning. For this reason, we are prioritising these areas within our strategy.

Our Principles:

- We ensure that the needs of all children are met through the high quality teaching and learning opportunities provided.*
- We 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 identified as being socially disadvantaged.*
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.*
- We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

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	Assessments on entry in Reception class have shown a significant number of children are below are expectations for speech and language . This is impacting on all areas of their development.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. Their social and emotional needs impact other children within the class and the ability for both the individuals and their peers to access the curriculum.
4	Assessments, observations and discussions with pupils suggest that lockdown and the pandemic has impacted on the retention of basic skills in reading and maths in particular and in the way pupils can articulate their knowledge and understanding.
5	Persistent absenteeism and lateness is a concern with a few identified, particularly disadvantaged, families.
6	Our observations and discussions with pupils have identified a % of our disadvantaged children have limited aspirations and limited life experiences

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
Improved oral language skills and vocabulary with all children.	For all children in reception to reach age appropriate speech and language development (unless an underlying additional need is impacting) For all pupils across school to be able to articulate their learning using a wider vocabulary.
For improved outcomes and teaching of phonics	Increase in the number of children achieving a pass in the Y1 phonics screening. For the gap between disadvantaged and non-disadvantaged to be narrowed. For children across school to apply their phonic knowledge to spelling and reading.
To achieve and sustain improved well being for all pupils in our school, particularly our disadvantaged pupils.	Well being surveys will show a marked improvement

	Pupils with identified social and emotional needs will be supported fully
For persistent absenteeism and lateness to be reduced. Attendance figures to be >96% for all groups.	Improved relationship with families who are persistently late or absent. Attendance figure to be >96% for all groups across school. The number of lates will reduce.
For children to have a broader access to opportunities and professionals to enhance their life experiences and aspirations for the future.	Pupil interviews will talk positively about opportunities and there will be improved aspirations amongst all pupils and disadvantaged pupils in particular.
Improved staff confidence in de-escalating behavioural situations.	Staff will be more confident in using de-escalation strategies and incidents of escalation will decrease.

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: £54,122

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Elklan trained Teaching Assistant (RM) to be employed for 2 days a week to screen on entry with Wellcomm assessment and deliver personalised SALT programmes to identified children across KS1+2 (£10,905)</i>	Waiting lists are extensive and SALT provision is limited in Neston. Accessing appointments is an issue, particularly with our disadvantaged families that daily practise in school of a specific programme is essential.	1
<i>Enhancement of our maths teaching – we are part of the Wirral and Cheshire West Maths hub programmes – Sustaining Mastery and Mastering Number. We will fund teacher release time to monitor and embed guidance across school (cover for training is funded by grant from the hub) (£1800)</i>	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4
<i>Staff CPD – National College +ECM (£1680)</i>	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. Effective subject leadership is needed to develop our whole curriculum and the education provided to all pupils – and disadvantaged pupils in particular.	1,2,3,4
<i>Employment of an additional teaching assistant to support vulnerable children in KS1/LKS2 (£22,487) Employment of additional teaching assistant in UKS2 to support vulnerable children (£15,000)</i>	The additional teaching assistant is able to facilitate personalised curriculums for Y2 pupils. She enables phonic groups to be smaller in Y1 and Y2 and more tailored to specific needs. Fluency reading is targeted in LKS2 on a daily basis.	1,3,4
<i>SENCO award – DHT to undertake SENCO award to improve management of provision for pupils with SEND across school (£2,250)</i>	Despite an above average number of children with SEND across school, we have a below average number of EHCplans.	1,2,3,4

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

Budgeted cost: £6,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of Times Tables Rockstars ,Numbots and Sumdog to enhance the fluency in basic skills in number across all of school. (£612)</i>	The challenge and presentation of both Rockstars and Numbots appeals to all children and motivates them to learn their number bonds and times tables. This is also an Ofsted focus to enhance.	4
<i>Accelerator Reader subscriptions for promotion of reading development in KS2 – both fluency and comprehension (£3,500) Oxford Owl subscription for access to online books in KS1 (£1000)</i>	Increasing the opportunities for children to read. The use of accelerator reader closely tracks the progress the individuals are making.	4
<i>Purchase of IDL literacy intervention (£500)</i>	Numerous case studies have measured the impact of IDL and its use in primary schools. Results have consistently shown that pupil's ability significantly improves eg 26 hours or using IDL, pupils' reading and spelling ages increase by an average of 11 months.	2
<i>Monitoring and Evaluation of the impact of catch up interventions (£500)</i>	To ensure the interventions that are put in place are being effective, close monitoring and evaluation is needed to assess the impact on pupils' academic and emotional development.	All challenges

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

Budgeted cost: £33,811

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning Mentor 4 days a week – works with pupils and families – attendance, Involvement with TAFs and CiC/CP meetings. Supports individual children</i>	Children will be supported to be emotionally ready to learn. Some of our children need a daily 1:1 session with the learning mentor to just check in with their day. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning +4months	3,5

<i>with targeted interventions such as ELSA and time and space to talk. (£21,811)</i>		
<i>De-escalation training for all staff (£300)</i> <i>Team Teach training for 8 members of staff (£600)</i>	Targeted support for individuals for whom whole school behaviour policy is inappropriate. EEF improving behaviour outcomes	3
<i>No Outsiders PD day with Andrew Moffatt – CPD in form of teaching our children and also staff twilight (£600)</i>	PSHE curriculum will be enhanced by teacher knowledge. As a result children will be supported for future life experiences and develop tolerance for others.	3
<i>Increased parental engagement – involving parents in school lessons, workshops to develop their knowledge of curriculum expectations.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,4
<i>Aspirations and experiences fund (£10,000) to provide opportunities for all children to develop their life experiences alongside their peers.</i>	Children can't aspire to something if they have no knowledge or experience of it. By funding a wide variety of experiences/opportunities throughout the year, we are enriching the lives of our children in ways they would otherwise not be exposed to. Eg funding of transport for school visits to ensure accessible for all	6
<i>Subsidised after school and breakfast club places (£500)</i>	Families will be able to access breakfast and after school clubs that would otherwise be unable to. Aim to reduce lateness by children wanting to access the club in the mornings. Calmer start to the morning positive impact on behaviour.	5
<i>Purchase of sets of class novels to enhance the reading diet of our disadvantaged pupils (£1000)</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies +6months	2,4

Total budgeted cost: £94,045

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.

The purchase of RWI has had great impact in the way English (and phonics in particular) is taught in KS1. The outcome of the Y1 phonics screen saw 72% of pupils achieve the pass mark. The progress that all children made through the programme was good. The pupils who are on track are secure in their knowledge and application of phonics. We are focussing on the transference of the phonics skills to reading fluency and developing pupils' reading stamina.

Although the KS2 data was positive, the statutory assessments at the end of KS1 have shown a decline from previous years and the gap between disadvantaged and non-disadvantaged is not narrowing. The Y5 cohort in 2022-23 is the exception to this with the disadvantaged children out-performing the non-disadvantaged

Results were as follows:

Outcomes	Reading			Writing			Mathematics		
	Below ARE (%)	Exp Standard+ (%)	High Standard (%)	Below ARE (%)	Exp Standard+ (%)	High Standard (%)	Below ARE (%)	Exp Standard+ (%)	High Standard (%)
	Reception								
All Pupils ():	14%	86%	--	29%	71%	--	29%	71%	--
Disadvantaged ():	33%	67%		33%	67%		33%	67%	
Other									

Year 2 - Judgement (Well Below/Below/Inline/Above/Well Above)									
All Pupils ():	56%	44%	12%	68%	32%	4%	48%	52%	20%
Disadvantaged ():	75%	25%	--	87%	13%	--	62%	38%	--
Other	47%	53%	18%	59%	41%	6%	41%	59%	29%

Year 6 - Judgement: In 2022 Attainment is (IDSR judges' attainment significantly above or below- above or below - nothing significant) (National in blue text)									
All Pupils ():	19%	81%	19%	27%	73%	--	12%	88%	15%
Disadvantaged ():	43%	57% (62)	--	43%	57% (55)	--	14%	86% (56)	--
Other	21%	79%	26%	21%	79%	??	11%	89%	21%

Purchase of TTrackstars and accelerated reader have had a positive impact on pupil engagement. 100% of children in KS2 achieve their reading target half termly. 57% of pupils in Y4 met the standard in the MTC. The positive results in the Multiplication check taken by Y4 are due to the effective use of TT rockstars. We are also seeing an upturn in the fluency of number in KS1 as a result of the numbots subscription. We subscribed to Sumdog for the Y5/6 to give greater incentive following the use of rockstars in LKS2.

The Elklan trained TA worked 2 days a week on interventions – either delivering SALT programmes or planning interventions whilst the child was waiting for SALT support. The support was successful with children removed from the programme due to the progress they made.

School led tutoring supported 60 children throughout the year all of whom made progress although the vast majority are still working below ARE. Use of a familiar teacher was effective in her having prior knowledge of children's' abilities and needs.

Nurture group and counsellor enabled those pupils who accessed this support being ready to learn. We saw a reduction in the emotional outbursts with these children and an increase in their resilience. There was a significant reduction in fixed term exclusions issued in 2022/23.

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 Rock Stars and Numbots	TT Rockstars
Accelerated Reader	Renaissance

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.