# 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

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| Detail | Data |
| School name | Nightingale Primary School |
| Number of pupils in school | 221 |
| Proportion (%) of pupil premium eligible pupils | 35.29% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 21/22  22/23  23/24 |
| Date this statement was published | 20/10/2021 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | Abigail Hopper |
| Pupil premium lead | Abigail Hopper |
| Governor / Trustee lead | Paul Mules |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £124,806 |
| Recovery premium funding allocation this academic year | £11,310 |
| 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 | £136,116 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Nightingale Primary we believe that every child has the right to be supported in whatever ways are necessary in order for them to achieve their full potential. There is a universal entitlement at our school to a broad and balanced curriculum which is enhanced through the use of extra-curricular activities and experiences. Enabling Pupil Premium children to experience the benefits of this curriculum in full through the support we give to them and their families is the central aim of our Pupil Premium Strategy. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Poor attendance – the overwhelming majority of children with persistent / high rates of absence are Pupil Premium Pupils |
| 2 | Challenges with Emotional Regulation – Many of our PPG pupils exhibit emotional dysregulation which lead them to exhibit challenging behaviour. |
| 3 | Lack of wider experiences and cultural capital – PPG families at Nightingale lack resources enabling them to provide children with rich experiences outside of school. |
| 4 | Reduced capacity within the family and home to support with the development of reading skills, including access to books. |
| 5 | Issues around engagement with online learning during covid lockdowns for PPG pupils has caused the PPG/Non-PPG gap to widen. |

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## 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 |
| By the end of 2021-22 PP pupils have caught up or made progress beyond what would have been expected without breaks in their education due to covid-related school closures. | Where data allows, school tracking sheets from 2019-2022 show that PP pupils have caught up or made progress beyond what would have been expected without breaks to their education. Where pupil data is not available (Reception, Year 1) data since joining the school evidences good progress. |
| Attendance returns to pre-pandemic average of 96%. | Persistent absentees are supported to improve their attendance and the rate of persistent absentees consistently drops.  Attendance school-wide is promoted and continues to steadily rise post-pandemic. |
| Behaviour monitoring evidences low rates of disruption to learning due to emotional dysregulation amongst pupils in class. | Pupil and Parent Voice (surveys) tell us that pupils perceive behaviour in school to be good.  Learning in Natural Environments (LiNE) is embedded in every year group of the school.  The school maintains its extremely low rate of exclusion. |
| Children experience a range of trips and visits that increase their cultural capital. These are linked clearly to the curriculum objectives. | All children experience a curriculum linked trip or visit every half term (at least). |
| The teaching of early reading is highly effective and ensures that every child learns to decode effectively. | Year 1 phonics scores reflect that almost all children can decode text effectively by the end of KS1. Those that cannot continue to receive personalised pathways as they move to Year 3 and are supported effectively.  Across the whole school every child is given access to a high quality library session every week. |
| Graduate tutors allow the school to offer 1:1 and small group tuition to children whose learning has been affected by covid school closures. | Effective tuition takes places with high frequency across both KS1 and KS2 (and EYFS for phonics). |

## 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: £ 49,405

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Allocation of funds to ensure Read Write Inc (RWI) is taught effectively by well-trained staff | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 4 |
| Mastery Teaching for Mathematics, including the use of diagnostic questioning and targeted intervention. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning | 5 |
| Ensure that throughout KS2 the teaching of reading using challenging texts supports and discussion of books develops pupils’ vocabulary and reading skills (Destination Reader) | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 4 |
| High Quality CPD opportunities provided for teachers at every level.  (Hackney Teaching Schools Alliance, Hackney Education CPD package, Ruth Miskin Training, Literacy Company Bespoke training) | https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ | 4/5 |

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

Budgeted cost: £ 33,020

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Graduate Tutors provide targeted intervention for Years 1-6. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | 6 |

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

Budgeted cost: £ 53,691

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Develop children’s emotional regulation and social skills through the use of Learning in Natural Environments (LiNE)  Residential trips and visits (free for PPG Pupils) in KS2 | https://www.ncl.ac.uk/media/wwwnclacuk/  socialjustice/files/forest-school-for-wellbeing.pdf | 2 |
| Free enrichment opportunities across sports, arts and music for PPG Pupils | https://educationendowmentfoundation.org.uk/  education-evidence/teaching-learning-toolkit/arts-participation | 3 |
| Jigsaw – The Mindful approach to PSHE | https://www.jigsawpshe.com/does-jigsaw-work/ | 2 |
| Allocation of funds to provide chromebooks for all KS2 children to use in school and at home to enhance independent learning and engagement with homework. | https://educationendowmentfoundation.org.uk  /education-evidence/teaching-learning-toolkit/homework | 5 |

**Total budgeted cost: £** 136,116

# 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.

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| Last year marked the end of our previous pupil premium strategy and the move to a 3-Year plan. Broadly the intentions remain the same; high quality teaching improved by effective CPD, a curriculum enhanced through LiNE, trips and visits and support for emotional regulation. Post-pandemic, the major addition has been tutoring.  The implementation of a structured reading programme in all Key Stages has been a particular success, with the percentage of children able to read at age related expectations in all year groups increasing significantly (evidence of this can be seen in phonics screening check scores and Reading Stars standardised assessments). |

## 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*

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| Programme | Provider |
| Read Write Inc | Ruth Miskin |
| Destination Reader | Hackney Education |
| Pathways to Write | The Literacy Company |
| Jigsaw PSHE | Jan Lever Group |