

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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

Detail	Data
School name	St Nicolas Junior School
Number of pupils in school	247
Proportion (%) of pupil premium eligible pupils	9.31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Keith Harvey
Pupil premium lead	Nicola Bailey
Governor / Trustee lead	Rachel Bowey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31900
Recovery premium funding allocation this academic year	£3335
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	£35,235

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1.	Lower attendance levels within our disadvantaged children
2	Levels of vocabulary within our disadvantaged children are lower than the rest of the cohort
3	Early identification of the barriers that our disadvantaged children have to their learning
4	Teachers having the training to understand how to support the barriers some children may face
5	Ensuring that all stakeholders, parents, children and staff have high expectations for vulnerable children.

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
Attendance of all PPG children to be monitored and attendance plans put into place if required.	Attendance for all PPG to be 98% or above by the end of the year.
For teachers CPD to be linked to the barriers of the PPG children they are working with	Teachers to be confident in their approaches – evidence seen through appraisal process and observations

For early identification of barriers for PPG children with plans then developed to overcome these	Plans to have been developed for each PPG child highlighting barriers and targets put into place
All staff to have increased awareness of PPG children and how they are able to support them and to increase expectations	All staff to understand their role in supporting disadvantaged children. Training to have been rolled out across the school
All staff to have continued training on Oracy.	Oracy to be used across the curriculum in all classes.

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: £ 1700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy training for all staff	Evidence shows that disadvantaged children have reduced vocabulary. This training increases, the use of Oracy across all subjects for all children.	2
CPD for staff to be reviewed and decided within appraisals. All staff to be offered appropriate training	High quality teaching is the best way to support all our children especially our disadvantaged.	4/5

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

Budgeted cost: £ 28,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Number Sense structured intervention for Maths with a teacher	Evidence shows that targeted academic support if in place to address a particular barrier, monitored and reviewed can help children to progress. Number sense is basic number knowledge to fill gaps in understanding. One to one intervention can have +5 months impact.	3
Reading interventions to be given through trained teachers and support staff	Evidence shows that reading comprehension strategies can have + 6 months impact.	3

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

Budgeted cost: £ 5,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture group to be reinstated across the school to work with identified children	Social and emotional learning helps children interact with others and deal with their emotions, this can also increase their confidence in school and help peer to peer relationships.	1
Therapeutic attendance to continue to be rolled out across the school.	High attendance at school is key for all children, the more time they are in school the easier it is for them to learn	1

Total budgeted cost: £ 35,200

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.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Number Sense	Clare Christie

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?	Targeted tuition, support for online learning
What was the impact of that spending on service pupil premium eligible pupils?	Expected attainment

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.