

# 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

Detail	Data
School name	Nightingale Primary School
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Hannah Beckett
Pupil premium lead	Claire Gosling
Governor / Trustee lead	Bob West

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,580
Recovery premium funding allocation this academic year	£24,533
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	£219,133

# Part A: Pupil premium strategy plan

## Statement of intent

Nightingale is a safe and nurturing school community where the whole child is at the heart of all that we do. As respectful and respected individuals, all those at Nightingale, will promote and set high expectations around the development of life-long learning skills such as resilience, self-belief and adaptability.

Throughout their Nightingale journey, each child, regardless of starting point, will be given the tools to succeed and the inspiration to meet every challenge head on. Our pupils will be valued, confident, recognise their own value and will be empowered to make a positive impact upon the world in which they reside.

Nightingale has 39.5% Pupil Premium of which 26.4% have a Special Educational Need. We aim for these pupils to have access to a wide range of interventions in addition to quality first teaching. At the end of last academic year, we saw a 2.25% difference in the attendance of our Pupil Premium children (94.62%) compared to their peers (96.87%) – this included a significant difference in unauthorised absences. We will concentrate the efforts of our Inclusion team to address this gap enabling them to experience the full learning experience at Nightingale.

We will focus on raising the attainment of disadvantaged pupils with the aspiration that we improve their life choices and chances. This intervention will take place at the earliest possible stage in their school career. We will place emphasis not only on their academics but their Social and emotional mental health alongside enrichment opportunities.

Our ultimate objectives are:

*Priority 1: To address school culture and expectations of Pupil Premium children.*

*Priority 2: To reduce the gap between attainment in PP and non PP children in writing in KS1.*

*Priority 3: To reduce the gap between attainment in PP and non PP children in reading in KS2.*

*Priority 4: To secure a clear understanding of metacognition and self-regulation strategies within the classroom with the aim of increasing independence.*

*Priority 5: To provide opportunities where school and families can work together to support children's learning*

## Challenges

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

Challenge number	Detail of challenge
1	Developing a cohesive Whole School Leadership approach surrounding narrowing the gap with the aim to raise awareness of all leaders and staff of Pupil Premium students and their individual needs to ensure that all children meet their full potential.
2	Low level literacy skills on entry, including limited vocabulary acquisition, impacts on their understanding, knowledge of the world and subsequently their reading and writing.
3	Outcomes and progress of the children in receipt of Pupil Premium funding is significantly affected by parental engagement in their child's education.
4	Social and emotional development and attachment needs impact on their social skills, the forming of positive relationships and their readiness to learn.
5	Over a quarter of our Pupil Premium children have a Special Educational Need placing them at a significant disadvantage.
6	The attendance of our Pupil Premium children as a group is lower than that of the whole school.

## 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
To address school culture and expectations of Pupil Premium children.	<ul style="list-style-type: none"> <li>All staff foster high attainment expectations for Pupil Premium children and feel equipped with the skills to ensure that all children meet their full potential.</li> <li>Leaders and teachers use data to identify learning needs addressing any underperformance swiftly. Every decision around meeting learning needs is driven by robust analysis of core subject domain data.</li> <li>The school is an outward looking school on a journey to self – improvement of CPD where leaders actively seek opportunities to champion best practice and engage in collaborative working.</li> <li>The School Improvement Priorities and Performance Management targets are both intrinsically linked to aspirational outcomes for all.</li> <li>Governors work strategically with school leaders to address the attainment gap. Leaders welcome outside challenge and support to ensure that the</li> </ul>

	school does everything it can to address the disadvantage gap and ensure equity for all.
To reduce the gap between attainment in PP and non PP children in writing in KS1.	<ul style="list-style-type: none"> <li>• Pupil Premium children to achieve at least in line with Pupil Premium children nationally.</li> <li>• The gap between Pupil Premium and non Pupil Premium in school is reducing compared to national</li> <li>• A tailored programme of support ensures that staff make effective use of routine opportunities of rehearsal of key skills and identified domain gaps.</li> <li>• Greater consistency will be seen in the application of key skills.</li> </ul>
To reduce the gap between attainment in PP and non PP children in reading in KS2.	<ul style="list-style-type: none"> <li>• Pupil Premium children to achieve at least in line with Pupil Premium children nationally.</li> <li>• The gap between Pupil Premium and non Pupil Premium in school is reducing compared to national</li> <li>• Teachers subject knowledge and pedagogy in reading is embedded through a targeted CPD programme of regular professional dialogue and reflection. Staff will be trained by our SENDCo, who is a qualified dyslexia assessor, to allow the best possible support for our children with more complex learning needs.</li> <li>• Children will have additional opportunities to practise reading fluency and the comprehension strands following the recruitment and training of reading volunteers.</li> <li>• The use of the Multi-dimensional Fluency Scale will ensure that barriers to reading fluency are swiftly addressed.</li> <li>• Children involved in tutoring will have made gains in reducing their gap between their peers.</li> </ul>
To secure a clear understanding of metacognition and self-regulation strategies within the classroom with the aim of increasing independence.	<ul style="list-style-type: none"> <li>• Staff's increasing understanding of metacognition will mean that children understand their own learning journeys.</li> <li>• Trained practitioners deliver therapeutic interventions to improve motivation and resilience for learning.</li> <li>• De-escalation techniques will be evident in classroom practice.</li> <li>• Children with the most complex needs have planned opportunities in and out of class which supports their metacognition and self-regulation. Regular assessments of these children, including THRIVE and the Six strands Curriculum set next steps in their emotional and social development. This is mirrored in the classroom and The Nest provision.</li> <li>• Training and communication ensures that everybody has an understanding of the reasonable adjustments that need to be made to ensure that children are successful in school.</li> <li>• Places in Breakfast club will be offered to children who require additional support with self-regulation strategies when transitioning from home to school.</li> </ul>

<p>To provide opportunities where school and families can work together to support children's learning</p>	<ul style="list-style-type: none"> <li>• The Inclusion Team support families, through systems and processes, to be better informed resulting in them being better equipped to support their children's learning.</li> <li>• There will be more opportunities for parents to engage with their children's learning with wider aspects of the curriculum other than maths and literacy.</li> <li>• Increased engagement of PP parents at school events.</li> <li>• Increased engagement of PP parents in parent's evening, including the role out of Year 6 Parent Consultations delivered by the children themselves.</li> <li>• Attendance of PP student to be in line with national average (94.4%)</li> </ul>
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## 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

Budgeted cost: £29,401

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Leadership</u></b></p> <p>Build capacity within the leadership team to enable a focussed approach to developing a cohesive a whole school approach surrounding narrowing the gap with the aim to raise awareness of all leaders and staff</p> <p>Create the post of Pupil Premium Leader to oversee the PP strategy and to implement regular meetings of the PP Strategy Group.</p> <p>Develop the Inclusion Team, led by DHT as Inclusion Lead, to target and support children and families</p> <p>EYFS Lead on “Creatively Closing the Disadvantage Gap” project</p> <p>Our SIP and all subject leader action plans will have Pupil Premium considered throughout.</p> <p>Y6 Teacher to shadow current English Lead (DHT) to build capacity – this will include time out of class.</p> <p>All staff have a Pupil Premium specific target on their Performance Management.</p>	<p>Successful schools ‘have clear, responsive leadership.’ <i>DFE ‘Supporting the Attainment of disadvantaged pupils: articulating success and good practice’</i></p> <p>EEF Implementation Guide states that ‘school leaders play a central role in improving education practices through high-quality implementation’ by ‘defining both a vision for, and standards of, desirable implementation’.</p>	<p>Challenge 1 Priority 1, 2, 3</p>

SIMs Discover Training for SLT to enable closer monitoring of vulnerable groups		
<b><u>Recruitment/Retention</u></b>		
Appointment of SENDCo	SEND Code of Practice  EEF – Special Educational Needs in Mainstream Schools	Challenge 1,3,5,6 Priority 1,2,3,5
Appointment of a Phonics Teachers for Y1+2	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils  Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	Challenge 2,3 Priority 2,3
<b><u>CPD</u></b>		
Jonathan Hannam whole staff training on metacognition (Thinking Moves) and Rosenshine's Principle of Instruction	"Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Developing pupils' metacognitive knowledge of how they learn – their knowledge of themselves as a learner, of strategies, and of tasks – is an effective way of improving pupil outcomes". 7+ months <a href="#">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a>	Challenge 4 Priority 4
CPD, including HIAS support, is ongoing for all staff in Maths and English by leaders. English, in particular, is high priority on the SIP.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	Challenge 1,2,3 Priority 2,3

<p>CPD to improve phonics teaching and reading. This includes buying RWI resources and the subscription to the RWI online training.</p> <p>Ensure all relevant staff (including new staff) have received training to deliver the RWI phonics scheme effectively.</p> <p>Purchasing and training on the Multi-dimensional fluency scale to assess reading fluency in KS2</p> <p>SENDCo to deliver weekly training sessions to support staff based on MITA guidance with the ultimate aim of promoting independence in confident learners.</p>	<p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes. Training and supporting highly qualified teachers deliver targeted support.</p> <p>The EEF reports that ‘a fluent reading style supports comprehension because pupils’ limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.’ Understanding leads to fluency which leads to further understanding.</p> <p><a href="#">New EEF Guidance Report - Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>Challenge 2,3 Priority 2,3</p> <p>Challenge 2,3 Priority 2,3</p> <p>Challenge 2,3 Priority 2,3</p> <p>Challenge 3,5 Priority 1,2,3,4</p>
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## Targeted academic support

Budgeted cost: £56,966

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Tracking the data in order to intervene early</u></b></p> <p>Data team will ensure robust tracking systems are in place so that domain level analysis can be provided to year teams ahead of Pupil Progress meetings.</p>	<p>The EEF’s guide “Putting Evidence to Work, A Guide for Implementation” (Sharples, Albers, &amp; Fraser, 2018) – highlights the importance of building teams such as “data teams” to improve leadership capacity and deliver school improvement</p>	<p>Challenge 1 Priority 1,2,3</p>

<p>Year teams will carry out regular assessments to identify underperforming students and to signpost interventions.</p> <p>Teachers and subject leaders will be released to join SLT in conducting regular Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.</p>	<p>Wider educational literature e.g. Lemov (2010) &amp; Sherrington, (2019) highlights importance of effective assessment improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning i.e..+7 months impact</p> <p>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.</p>	
<p><b><u>Tutoring</u></b> Small group (1:3) reading tuition using National Tutor Programme will target those Pupil Premium children who are not meeting their academic potential in Years 3 &amp; 4.</p> <p>Purchase of the Fresh Start Fast Track Tutoring resources to support with our lower attaining readers in years 5 &amp; 6.</p> <p>Maths tutoring after school for selected KS2 PP children.</p>	<p>EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 month</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>Challenge 2, 5 Priority 3</p>
<p><b><u>Quality First Teaching/Quality Interventions</u></b></p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will include the newly appointed phonics teacher as well as existing staff.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>Challenge 2, 5 Priority 3</p>

<p>Purchase of Nessy to support identified children who need additional support for reading, writing and spelling due to dyslexic tendencies.</p> <p>Establish small group interventions for disadvantaged pupils falling behind age-related expectations in Reading, Writing and Maths. This will include Pre-teaching same day/ specific skill based interventions as well as over learning.</p> <p>Annual purchase of dyslexia workbooks and overlays.</p> <p>Full time Speech and Language Assistant to support the development of language acquisition and our children in need of SALT intervention.</p>	<p>Nessy Learning has undertaken independent research studies to determine the efficacy of its online reading and spelling programs.</p> <p>EEF Toolkit – Oral language interventions- +6 months impact <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>Challenge 2, 5 Priority 2, 3</p> <p>Challenge 2, 5 Priority 2, 3</p> <p>Challenge 2, 5 Priority 2, 3</p>
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## Wider strategies

Budgeted cost: £133,216

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Parental engagement in learning</u></b></p> <p>Target parental engagement resulting in them being better equipped to support their children's learning.</p> <p>Inclusion team building solid relationships with families.</p> <p>Raise the profile of attending parents' evenings with our PP parents. Teachers and leaders will take a collected</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. <a href="https://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Spring term data last year showed that 80% of PP parents did not attend Parent's evening.</p>	<p>Challenge 3,5 Priority 1,5</p>

<p>responsibility for encouraging participation. Early opening of bookings, emails, phone calls to book appointments and the offerings of face-to-face on phone consultations will all be offered.</p> <p>For those that are harder to engage, teachers will be released for 20 minutes at the start of the day once a week to meet with parents at drop of on a rota basis so as to ensure all parents are spoken with at least once every half term.</p> <p>Role out of Year 6 Parent Consultations delivered by the children themselves.</p> <p>Continued use of Class Dojo/ Tapestry platforms to provide positive feedback and to provide insights into the children's learning and achievements in school.</p> <p>Subject leads will run parent workshops targeted at parents of PP children that are not at ARE which will support parents in supporting at home within core subject areas.</p>		
<p><b><u>Attendance</u></b></p> <p>We will concentrate the efforts of our Inclusion team to address the current gap in PP attendance enabling them to experience the full learning experience at Nightingale.</p> <p>Welfare Leader works closely with attendance officer, pupils below 96% are identified and protocols followed.</p> <p>Welfare Leader will pick up child from home if required.</p>	<p>At the end of last academic year, we saw a 2.25% difference in the attendance of our Pupil Premium children (94.62%) compared to their peers (96.87%) – this included a significant difference in unauthorised absences.</p> <p>Attendance of PP students nationally is 94.4%</p> <p>Pupils with the highest attendance make the most progress due to increased opportunities for overlearning and access to a personalised curriculum.</p> <p>A dedicated person who monitors attendance and who has a good relationship with parents</p>	<p>Challenge 6 Priority 5</p>

<p>Attendance is promoted and celebrated weekly with certificates and prizes given.</p> <p>If behaviour, mental health or parental concerns are identified as a barrier to attendance then referrals for PP children are prioritised.</p> <p>If punctuality or separation anxiety is a barrier then Breakfast club is offered free of charge.</p>	<p>is most effective at ensuring good pupil attendance.</p>	
<p><b><u>Ready to Learn</u></b></p> <p>Skilling up staff to support our children who struggle to access their learning due to social and emotional barriers.</p> <p>Whole staff training on de-escalation by Primary Behaviour Services which will then be evident in classroom practice.</p> <p>For some of our high needs children who are awaiting EHCPs or placements at other schools, we have set up The Nest provision. This gives our children the opportunity to learn and develop within a safe and supportive environment. We use regular assessments, including THRIVE and the 6 Strand Curriculum, in order to set children's next steps in their emotional and social development. This work is all then mirrored in the classroom.</p> <p>Training/subscription for THRIVE</p> <p>Purchase of The Zones of Regulation</p>	<p>EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning. +4 months Impact</p> <p>The EEF confirm that behaviour systems are unlikely to meet the needs of all students and that, for children with more challenging behaviour, the approach should be tailored to meet individual needs <a href="https://www.educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>Challenge 4 Priority 4</p>

Sensory Circuits		
<b><u>Therapeutic Interventions</u></b>  Improve the quality of social and emotional (SEL) learning.  ELSA  Drawing and Talking training and delivery of sessions  Play therapy  Lego Therapy	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/social-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	Challenge 4 Priority 4
<b><u>Enrichment</u></b>  Cultural capital experiences promoted in the curriculum.  Essential experiences built into the curriculum  Reduction in cost of trips for PP  Residential trip cost is greatly reduced for PP  Additional Coach Jake Motor Skills Sessions and additional swimming sessions.  Sports events promoted to PP are encouraged to attend  Outdoor learning encouraged. Forest School.  After school clubs subsidised.	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p>	Challenge 2 Priority 5
<b><u>Basic needs</u></b>  Free school jumper for every PP child at the start of each academic year  Bagels funded		

**Total budgeted cost: £219,583**

## 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.

*See previous evaluation.*

### 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
Reading via The Lightening Squad	FFT Tutoring

### Service pupil premium funding

*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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A