

Pupil premium strategy statement NSN

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	Northfield St Nicholas Primary Academy
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	07/11/23
Date on which it will be reviewed	1/11/24
Statement authorised by	Nicola Richards (DDoE)
Pupil premium lead	Julie Catchpole (DHT)
Governor / Trustee lead	Catharine Earl (CofG)

Funding overview

Detail 2023/24	Amount
Pupil premium funding allocation this academic year	£229,405 (22/23: £243,297)
Recovery premium funding allocation this academic year	£23,780 (22/23: £26,680)
National Tutoring Programme allocation this academic year	£10,530 (22/23: £28,836)
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	£263,715 (22/23: £298,813)

Part A: Pupil premium strategy plan

Statement of intent

Northfield St. Nicholas Primary Academy is a larger-than-average sized primary school which serves an area of high deprivation with the proportion of pupils in receipt of pupil premium significantly above the national average. The local deprivation indicator places the school in the highest quintile, the top 20% nationally. At NSN, 2022 data shows 57.4% of pupils are in Decile 1 of the Income Deprivation Affecting Children Index (IDACI). In our Suffolk cluster this is 40.5%, our locality = 20.3%, and the LA = 5.7%. Pupils coming from Decile 3 or less is 77.7%, which is significantly more income deprived than national. The majority of the pupils are of White British heritage although there are an increasing number who have English as an additional language (24 pupils = 7%). Lowestoft is a highly challenging area to recruit due to being a secluded coastal town with very limited infrastructure. The closest city is Norwich which is 30 miles away (50 minutes plus by car), which also has the closest University. Local transport infrastructure is poor. These challenges make it increasingly hard to recruit and retain high quality teaching staff.

Our Statement of Intent is 'Working together to achieve excellence for all.' This means that that we are striving to achieve excellence for all: children, staff and the wider community, in all that we do. For our children, we aim to achieve this in a number of ways including removing barriers which may otherwise prevent them from achieving their potential. By doing this we aim for the children to be academically, socially and emotionally able to continue to the next stage of their education.

To supplement this, the frequent reminders: 'Look Smart, Think Smart, Be Smart' and 'Think Kind Thoughts, Have Kind Behaviour, Say Kind Words' can often be heard around the school and help to set sturdy foundations to achieve these aims. We recognise that a successful academic education through a broad and balanced curriculum, combined with raising aspirations and self-belief are the key components of future success for the children of Northfield St Nicholas. Basic skills in reading, writing and maths underpin our curriculum since the acquisition of these skills is fundamental to children being able to excel in other subjects, be well equipped for the next stages of their education and eventually gain fulfilling employment.

Our pupil premium strategy tackles key challenges using a tiered approach, which permeates all actions, development plans and practice within our school. We focus on 3 areas: improving the quality of teaching; targeted intervention and catch-up support; wider strategies to support social and emotional wellbeing.

Our key principles follow educational research and evidence into successful practice, both locally working with our colleagues and local services and nationally utilising the EEF research. For our disadvantaged pupils we ensure that:

- All staff members know who our pupil premium children are
- All pupil premium children experience high quality teaching
- All pupil premium children receive high quality feedback, guided support and challenge to move their learning on
- Pupil premium children are targeted for additional interventions and targeted catch up support
- Pupil premium children's families are effectively supported to ensure barriers to learning are removed so that pupils can access their education, with their basic needs met.

Our main goal is to ensure that pupil premium children's achievements are in line with their non-pupil premium peers and where they are not, we are seeking to actively close that gap.

Challenges

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

Challenge number	Detail of challenge
1	Low baseline on entry to EYFS in all areas of development
2	High rates of families/children known to external agencies
3	High rates of social deprivation (IDACI 44%1, 40% 2), low social mobility & JAM families
4	Low aspiration
5	Poor diet & health combined with a lack of active physical play outside of school impacts negatively on children's health and attendance.
6	Lockdowns of 2020 and 2021 meant that some children were unable to access some aspect of the curriculum, even when supported by school, this has created some gaps in learning.

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
1. Children to be Y1 ready	<ul style="list-style-type: none"> 72% GLD
2. Children & families receive high level of support. Improved attendance.	<ul style="list-style-type: none"> Children can successfully access mainstream provision and engage with their learning & feel safe. Attendance figures in line with national
3. Children are ready for the next stage of their education	<ul style="list-style-type: none"> Children perform in line with their peers at end of KS testing
4. Children engage with the curriculum and enrichment opportunities	<ul style="list-style-type: none"> Evidenced in pupil voice
5. Children's diet and health, wellbeing and motivation are improved leading to increased attendance.	<ul style="list-style-type: none"> Increased attendance. Increased engagement in lessons & at play. Evidence in pupil voice that children show awareness of and engagement with healthy lifestyles.
6. Disadvantaged gap diminishes across all year groups.	<ul style="list-style-type: none"> Disadvantaged pupils' attainment is in line with or better than their peer

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: **£ 77,903k**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Recruitment and retention of experienced high-quality EYFS staff with the appropriate skill set to address the gaps identified in the Baseline assessments through high quality provision and interventions.</i></p>	<p>EEF EY Toolkit</p> <p>Communication & Language approaches: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>Early literacy approaches: Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months’ progress, with the most effective approaches improving learning by as much as six months.</p> <p>Early numeracy approaches: On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months’ progress for early mathematics outcomes.</p> <p>Parental engagement:</p> <p>Parental engagement in early years education is consistently associated with children’s subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months’ progress over the course of a year. At NSN we have found that using social media and Tapestry are tools that are helping with parental engagement as well as having staff on hand at the start and end of the day to chat to parents and help with any questions/concerns.</p> <p>Play based learning: On average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately five additional months. However, there is substantial variation in effects, suggesting that additional, high-quality research is needed in this area. Though it is challenging to compare findings across different types of play-based learning approaches, a number of features do appear to be associated with higher learning outcomes. Tentative recommendations include ensuring that learning environments for play are literacy-rich (for example, by providing writing materials or written props for role play activities), and balancing more structured, adult-directed activities with opportunities for child-initiated play. The research suggests that this approach can have variable results however due to experienced and highly skilled staff at NSN this approach yields strong outcomes.</p> <p>Physical develop approaches: Though the overall picture is positive, the evidence base is not well-developed, and findings are inconsistent. Evidence relating to the general positive impact of physical activity on cognitive outcomes is currently stronger than that related to specific programmes. There are some indications that physical activity, including outdoor play, can support children’s learning. At NSN we know that many of our children experience a lack of active physical play outside</p>	<p>1</p>

	<p>of school which impacts negatively on their health and attendance.</p> <p>Self-regulation strategies: The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress. A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence.</p> <p>There are some indications that children from disadvantaged backgrounds are more likely to begin nursery or reception with weaker self-regulation skills than their peers. As a result, embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.</p> <p>Social and emotional learning strategies: Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children make around three additional months' progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers. Improvements seem more likely when approaches are embedded regularly into activities, and when the introduction of SEL approaches is linked to professional development to support and explain the strategies to staff.</p>	
<p><i>Recruitment and retention of additional support staff to enable PPG children to receive increased and prioritised high-quality feedback</i></p> <p>Investment in CUSP curriculum £12 k</p> <p>CPD focused on Adaptive teaching strategies</p>	<p>EEF Toolkit</p> <p>Feedback: Providing feedback is a well-evidenced and has a high impact on learning outcomes. Research shows that effective feedback results in children making an additional 7 months progress.</p>	<p>2, 3</p>
<p><i>Recruitment and retention of additional support staff to engage pupils in the curriculum</i></p> <p><i>After school club has Arts focus (dinner hall)</i></p> <p><i>LC 'Rainbows' club for EYFS</i></p> <p><i>Lunchtime provision, including sports shed activities/ coaching</i></p>	<p>EEF Toolkit</p> <p>Arts participation: Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p>	<p>4</p>

	Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Feedback: As above	
<p><i>Access to high quality Sports Coaches via PE Shed (shared funded with Sports Premium Grant) to enable PPG children to receive additional high-quality provision and extra-curricular opportunities to enhance their physical development and wellbeing.</i></p> <p><i>Deployment of experienced support staff at lunchtimes to provide focussed clubs and provision.</i></p>	<p>EEF Toolkit</p> <p>Physical participation: The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</p> <p>The variability in effects suggests that the quality of the programme and the emphasis on, or connection with, academic learning may make more difference than the specific type of approach or sporting activities involved. Participating in sports and physical activity is likely to have wider health and social benefits.</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p>	5

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

Budgeted cost: **£ 117,476k**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To recruit and retain additional support staff to support learning in class; to deliver, or to release the teacher to deliver, targeted interventions work.</p> <p>To deliver additional interventions after school in order to address gaps in learning.</p>	<p>EEF T&L Toolkit</p> <p>Small group tuition: Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Feedback: as above</p>	3, 6

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

Budgeted cost: £ 68,336k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruit and retain increased Pastoral Team support to deliver and support:</p> <ul style="list-style-type: none"> -Restorative Practice ethos & strategies -Family Liaison -Safeguarding -Engagement with external agencies -Attendance strategies 	<p>EEF T&L Toolkit</p> <p>Social and emotional learning: The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>The context at NSN is that many of our children struggle to regulate and understand their emotions so these approaches develop vital skills to enable the children to access learning but also to be successful as they move onto the next stage of education and into adulthood.</p> <p>Behaviour interventions: Both targeted interventions and universal approaches have positive overall effects (+ 4 months). There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>Metacognition and self-regulation: The average impact of metacognition and self-regulation strategies is an additional eight months' progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>Parental engagement: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>2</p>

	Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.	
Recruit and retain additional support staff to engage pupils in extra curricula activities at lunchtimes and after school clubs	EEF Toolkit Physical participation: see above Arts participation: see above	4, 5, 6
Family Liaison work to tackle food poverty/budgeting/safeguarding strategies/CAF interventions	EEF EY Toolkit Parental Engagement: Approaches that focus on developing parents' own skills, for example by providing structured training, can have a moderate positive impact on learning. In general, more intensive approaches, which target particular families or outcomes, are associated with higher learning gains.	5

Total budgeted cost: £263,715

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.

Monitoring and evaluation of teaching demonstrate that teaching is at least good across the school and the majority of children are making good progress from their starting points. Some gaps in learning still remain as a result of the Covid pandemic and closing these gaps will continue to be a focus in 2022/23. **Detailed data outcomes are shared & discussed with Governors.**

In 2023/24, leaders will continue to prioritise attainment and progress for disadvantaged children.

Attainment

EYFS GLD 2022/23

- 47% of disadvantaged children achieved a Good Level of Development (non PPG 63%)

End of KS1 2022/23

- 41% of disadvantaged children achieved the expected standard in reading (81% non PPG)
- 33% of disadvantaged children achieved the expected standard in writing (81% non PPG)
- 37% of disadvantaged children achieved the expected standard in maths (81% non PPG)

Phonics Screening Check 2022/3

- 87% of disadvantaged children passed the phonics screening check (87% non PPG)

End of KS2 2022/3

- 50% of disadvantaged children achieved the expected standard in reading (59% NON PPG)
- 72% of disadvantaged children achieved the expected standard in writing (82% non ppg)
- 63% of disadvantaged children achieved the expected standard in maths (88%non ppg)
- 44% of disadvantaged children achieved the expected standard in RWM combined (59% NON PPG)

Pastoral support and Attendance

A high level of pastoral support is offered to all children and families who need it. During 2022/23, this included a wide range of support, for example, listening ear, mentoring sessions, Young Carers support, Thrive, food bank, school uniform. Pupil voice demonstrates that pupils feel valued, safe and listened to as detailed in our Ofsted Report July 22 'Pupils trust school staff, feeling listened to and valued.'

The Attendance Lead and Senior Leaders carefully track and monitor attendance. They ensure that early help is in place to support regular attendance and punctuality, this includes provision of Breakfast Club, letters, meetings, attendance cards, working closely with the EWO service. In 2022/23 attendance for disadvantaged pupils was 92.2% with persistent absence at 25.65%.

In 2022-23, we will continue to prioritise pastoral support, attendance and punctuality for disadvantaged pupils.

High engagement in the curriculum and Enrichment opportunities

Pupil voice and monitoring of teaching and learning demonstrates high engagement in the curriculum which has been carefully designed to develop high aspirations. Again this was recognised in our recent Ofsted Inspection (July 22). A number of trips, experiences and visitors to

school were arranged to enhance the curriculum provision across the school. And provide opportunities that pupils may not otherwise experience.

During 2022/23 a wide and varied range of extra-curricular clubs were on offer and all disadvantaged pupils took part in at least one extra-curricular club.

In 2023/24 we will continue to focus on providing a curriculum that is highly engaging and offers a wide range of experiences and opportunities. We aim to increase the participation of disadvantaged pupils in residential trips. We will also continue with a wide and varied range of extra-curricular clubs with priority given to disadvantaged pupils.

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
N/A	N/A

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