# Pupil premium strategy statement – Nightingale Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| School name | Nightingale Primary School  |
| Number of pupils in school  | 219 |
| Proportion (%) of pupil premium eligible pupils | 42.92% (94 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 22/2323/2424/25 |
| Date this statement was published | 30/11/2022 |
| Date on which it will be reviewed | October 2023 |
| 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 | £130,190 |
| Recovery premium funding allocation this academic year | £13,630 |
| 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 | £143,820 |

# 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 irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. 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 regulation which lead them to exhibit distressed 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 |
| Disadvantaged 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 show that disadvantaged 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.  |
| A 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-interventionshttps://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 Tutor provides 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 2021 to 2022 academic year.

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| Teaching (for example, CPD, recruitment and retention)Allocation of funds to ensure Read Write Inc (RWI) is taught effectively by well-trained staff. **Impact - Our Year 1 Phonics Check results saw 73% of children achieve the pass mark**. **It also showed that 67% of disadvantaged pupils met the same threshold. Our Year 2 Phonics Re-Take results saw 83% of children achieve the pass mark**.Mastery Teaching for Mathematics, including the use of diagnostic questioning and targeted intervention. **Impact - Our end of Key Stage Two National Tests in mathematics showed 96% of our children achieved age expectation which was significantly above both National and local averages. It also showed that 94% of disadvantaged pupils met the expected standard.**Ensure that throughout KS2 the teaching of reading using challenging texts supports and discussion of books develops pupils’ vocabulary and reading skills (Destination Reader). **Impact - Our end of Key Stage Two National Tests in reading showed 93% of our children achieved age expectation respectively which was significantly above both National and local averages. It also showed that 88% of disadvantaged pupils met the expected standard.**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). **Impact - Used for improving and sharing good practice, in-house, in person and on-line training and opportunities. It assisted teachers in keeping pace with the current standards, best practices and approaches to teaching. It helped to keep our staffs’ knowledge and skills current so they could develop better lessons that impact positively on pupils.****Targeted academic support (for example, tutoring, one-to-one support structured interventions)** Graduate Tutors provide targeted intervention for Years 1-6. **Impact - Our end of Key Stage Two National Tests in mathematics and reading showed 96% and 93% of our children achieved age expectation respectively. Our teacher assessment for writing showed that 75% of our children reached age expected. The total percentage of children reaching age expected combined reading, writing and mathematics was 71%. All were all significantly above both National and local averages.****69% of disadvantaged children achieved the expected standard in reading, writing and maths combined, compared with 78% of non-disadvantaged children across the borough.  There is a small in-school gap of 6% between the attainment of these children and those not receiving pupil premium, whilst within the borough this is 17%.****Our Key Stage One teachers’ assessment found that 68% of children reached age expected for reading; 64% for Math and 64% for writing.** **Wider strategies (for example, related to attendance, behaviour, wellbeing)**Develop children’s emotional regulation and social skills through the use of Learning in Natural Environments (LiNE). **Impact - Low levels of behaviour concerns amongst disadvantaged children and no exclusions.** Residential trips and visits (free for PPG Pupils) in KS2. **Impact - Opportunity for all pupils, including disadvantaged pupils, to experience being in a rural environment and build cultural capital.  Also, building resilience for Year 6 as part of a transition project preparing them to face the challenge of moving to secondary school.**Free enrichment opportunities across sports, arts and music for PPG Pupils. **Impact - All disadvantaged pupils build cultural capital through participation in musicals and performance.   Twenty-two children disadvantaged children participated in a free club per term last year.** Jigsaw – The Mindful approach to PSHE. **Impact - Low levels of bullying, low behaviour referrals and no exclusions among all pupils including disadvantaged.**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**. Impact – At home, pupils, including disadvantaged, became independent learners and would access work in their own time. See KS2 results above.** |

## 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  |