

Nelson Primary School Pupil Premium Strategy Statement

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	261
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 23
Date on which it will be reviewed	December 24
Statement authorised by	Sian Ward
Pupil premium lead	Sian Ward
Governor / Trustee lead	Katie Harlow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,660
Recovery premium funding allocation this academic year	£7,323
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£82,983

Part A: Pupil premium strategy plan

Statement of intent

At Nelson Primary School, our Pupil Premium vision is to ensure all children, however financially disadvantaged, will have the support to be successful learners, achieve high expectations and leave primary school prepared for the next steps of their education and the future. We believe that the focus is on the needs of pupils, not labels and that each child should be supported as an individual. We focus on the improvement of learners over time through the emphasis on excellent teaching and learning, strong pastoral care and our PPG strategy being aligned with our school development plan.

We strongly believe that high quality first teaching is essential to the achievement of all pupils. Our approach works alongside the recommendations from the Education Endowment Foundation in that it promotes:

- Quality first teaching strategies and best practice
- Additional time and support to allow all children to achieve and succeed
- Wider strategies including a range of extended learning opportunities so that children can participate, achieve and enjoy their education and all that school can offer

As a school we recognise that each child who is entitled to the pupil premium grant is an individual and a one size fits all model cannot be used. Each child is unique in their needs and abilities and therefore the support provided by the school needs to be bespoke and appropriate for the child. Our overall aim in using the pupil premium grant is to narrow the attainment gap with their non-disadvantaged peers nationally and to extend their opportunities and experiences.

Challenges

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

Challenge number	Detail of challenge
1	Many of our pupils start Nelson with underdeveloped oral language skills and vocabulary gaps. This is mainly due to a high proportion of these children having English as an additional language but also through lack of exposure.
2	Assessments and observations have suggested our pupil premium children have greater difficulties with phonics than their peers, which negatively impacts their development as readers

3	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing. This is primarily due to writing being a more challenging subject to teach remotely, where writing stamina has been less developed and the ability to work alongside peers to develop ideas. We have only seen this subject area decline as a direct impact of COVID.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably anxiety and social interaction skills. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1-2% lower than for non-disadvantaged pupils.</p> <p>Our assessment tracking has identified that a large number of our disadvantaged pupils have been 'persistently absent' during this period.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils	<p>Observations show significantly improved use and understanding of vocabulary</p> <p>Children are retaining tier 2 and 3 vocabulary and this is evident in pupil voice and book scrutinies.</p> <p>Pupils' verbal skills and use of vocabulary will improve and this will be evidenced in opportunities to discuss, speak, present and perform.</p> <p>Reading results improve as a result of improved access to vocabulary and comprehension.</p>

Improved phonics and reading outcomes among disadvantaged pupils	<p>KS1 phonics outcomes in 2024/25 will show that more than 90% of disadvantaged pupils met the expected standard</p> <p>KS2 reading outcomes in 2024/25 will show that more than 75% of disadvantaged pupils met the expected standard</p>
Improved writing attainment for disadvantaged pupils at the end of KS2	KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard
To achieve and sustain improved well being for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • An increase in participation in enrichment activities, particularly among disadvantaged pupils <p>The school to achieve the Attachment Aware School Award</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged including our number of persistent absentees	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Attendance for disadvantaged pupils to be at least in line with national average for all pupils • Attendance for disadvantaged pupils to be line with their peers • The percentage of persistent absentees to decrease and fall below national average

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: £ 49,254

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching assistants deployed as additional teaching and wellbeing support	<i>Given that SEN pupils and low-attaining pupils are more likely to claim Free School Meals (FSM)¹. TAs also work more closely with pupils from low-income backgrounds.</i> At Nelson, we use the skillset of our TAs to specifically support the right year group, meeting the needs of the children and providing targeted individual support.	1,2,3,4
<i>Purchase of a DFE validated Systematic phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.</i>	<i>'Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</i> EEF Strong phonics approaches indicate a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	1, 2
<i>Whole staff CPD on the teaching of reading</i>	As stated in the EEF guidance report for literacy, reading comprehension and strategies need to be explicitly taught and modelled. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2, 3
CPD on writing	Further writing CPD to build on the planning, drafting, revising, editing and publishing process. English lead will also provide further support for the modelling of writing composition strategies and ensuring this is of the highest quality. The English Lead will work	3

	<p>alongside borough advisor for English to provide training to staff and planning support.</p> <p>EEF guidance report on improving literacy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
QFT training – CPD over the next 2 years to develop high quality teaching using Rosenshine’s principles	<p>Quality first teaching is essential for the progress and attainment of all pupils including the disadvantaged. At Nelson, we want to spend the next 2 years upskilling our teachers to ensure our teaching is of the highest standard and based on research evidence. Therefore, the school will be developing a training programme for staff using Rosenshine’s principles to further improve and enhance teaching. This will be delivered by our Teaching and Learning Lead.</p>	1,2,3
Whole school vocabulary approach including staff training	<p><i>‘Language provides the foundation of thinking and learning and should be prioritised’ – EEF</i></p> <p><i>‘There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.’</i></p> <p>Therefore, it is highly important, particularly for the context of our school, that vocabulary and language is developed appropriately across the school.</p>	1
<p><i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</i></p> <p><i>Maths mastery and White Rose</i></p>	<p><i>To truly break this link between family income and educational attainment, we have to start early and make sure that all young people—regardless of background—have access to great maths teaching in primary and secondary school. ‘Sir Kevan Collins – EEF’</i></p> <p><i>The EEF guidance is based on a range of the best available evidence;</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Whole staff CPD on maths mastery and the CPA approach. All staff to be trained to use this approach and White Rose resources to be fully embedded. Maths lead to work alongside maths hub and borough advisor to train staff, provide subject knowledge and to support the planning and teaching process.</p> <p><i>For academic year 23-24 we will be working alongside the Maths Hub/NCETM on targeted support to develop our approach to fluency.</i></p>	1, 3

A new school assessment system	<p>The creation of a new whole school assessment system will allow teachers and SLT to use assessment more effectively and monitor progress more efficiently for all students.</p> <p><i>In order for all our teachers to effectively monitor progress, analyse it and target academic support to improve the outcomes of disadvantaged pupils, it is important they have the most effective tools to use in terms of assessment and monitoring.</i></p> <p><i>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending – Education Endowment Foundation</i></p>	1, 2, 3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 22,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 'keep up' phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p><i>'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.'</i></p> <p><i>EEF</i></p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils. Our daily timetabled 'keep up' sessions are matched to the gaps in children's knowledge, to ensure no child falls behind.</p>	1, 2
Reading groups/catch up	All KS2 classes have timetabled daily reading. In this time, children have additional reading group sessions to develop prosody, fluency and comprehension or they may have 1:1 reading sessions.	1, 2

	<p><i>Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding - EEF</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
Targeted interventions using A.I system Century for KS2	<p><i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective PPG strategy – Education Endowment Foundation</i></p>	1,2 3
School led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition that has been specifically targeted based on gaps in knowledge following the pandemic.</p> <p>Impact is most effective one to one or small groups.</p> <p>Nelson are also using known school staff, that have the skills and expertise in the subjects they are tutoring in.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,2,3
EAL support for our newer to English children	<p>We employ an EAL teacher to deliver EAL targeted interventions bespoke to the needs of our children, especially those newer to English. Our EAL teachers also runs training and delivers additional support to class teachers.</p>	1, 2 ,3

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

Budgeted cost: £ 11,549

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving school attendance advice.	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
ELSA	<p><i>'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life' EEF</i></p> <p>We have a trained member of staff who provides ELSA sessions across the school. This is essential to supporting some of the complex issues our children are facing and has increased due to the pandemic.</p>	1, 2, 3, 4, 5
Play/Art Therapy	<p><i>'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life' EEF</i></p> <p>We have 2 art and 2 play therapists delivering a combination of group and 1:1 interventions with children across the school.</p>	1, 2, 3, 4, 5
Mental health first aiders	<p><i>'Research evidence shows that education and health are closely linked. 1,2 So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes.'</i> Public Health England – The link between pupil health and wellbeing and attainment</p>	1, 2, 3, 4, 5

	We have a trained member of staff who is now a Senior Mental Health Lead. As stated above, the mental wellbeing of our pupils links with how well they attain at school but also links to our whole school approach of developing children holistically, ensuring they are ready for their next stage in learning, academically and socially/emotionally.	
Leader of Emotional Wellbeing	We have employed a leader of emotional wellbeing to support our children and families, especially since seeing an increase in need regarding emotional wellbeing and mental health.	1, 2, 3, 4, 5
Clubs and residential support	We aim to provide all pupil premium children with a space at an extracurricular club as we recognise that learning goes beyond the walls of the classroom. We also want to provide opportunities they may not receive outside of school. We have a wide range of free clubs so allow all children, regardless of parental income, to take part. We aim to support payments for residential trips so that all children have the opportunity to develop their team building skills, social skills, resilience, problem solving and have high quality outdoor learning opportunities.	1, 2, 3, 4, 5
Breakfast club	To support parents and families, and help attendance and punctuality, we offer funded spaces at Breakfast Club This ensures they can arrive at school and have a healthy breakfast followed by extra-curricular activities. This means that pupils are feeling physically and emotionally prepared for learning.	1, 2, 3, 4, 5
Parental engagement	<i>'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with academic outcomes.'</i> EEF We are aiming to develop our approach to parental engagement. This includes providing learning support workshops, coffee mornings, SENDco time, involvement with our Emotional Wellbeing Lead and working with professionals in the borough to meet the needs of our families.	1, 2, 3, 4, 5
Contingency for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	1, 2, 3, 4, 5

Total budgeted cost: £ /£82,983

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Underdeveloped oral language skills and vocabulary gaps.

Staff have received training on the priority and use of tier two and three vocabulary. This can be seen in the knowledge organisers that are used throughout the school for history, geography and science. These have helped the teachers to prioritise subject specific language used in lessons. In whole class reading lessons, vocabulary is established, taught and referenced during the lesson. The teachers used a range of strategies to practise the identified vocabulary such as choral and echo reading.

In the EYFS, the text used as a stimulus has been very carefully chosen to develop vocabulary and close the language acquisition gap. The text might develop specific vocabulary, expose the pupils to repetitive refrains or offer complex syntax. In EYFS, 72% of all pupils achieved GLD. 67% of disadvantaged children achieved GLD this year (up 17% from last academic year), the main barrier being PSED and Communication & Language. We will continue to prioritise closing this gap.

By following the Little Wandle phonics and early reading programme, each child receives daily phonics and three reading sessions a week in Reception, Year 1 and Year 2. This ensures the children are exposed to age appropriate vocabulary regularly and systematically.

Learning walks, subject specific monitoring and book looks support this development.

Phonics

A new phonics scheme, 'Little Wandle Letters and Sounds' was implemented in 2021. All staff received training. All teaching assistants have completed the necessary training modules and phonics workshops were offered to parents. There are more sessions scheduled for this academic year.

In Year 1, 67% (4/6) of PPG children passed the phonics screening test. The remaining 2 children will continue to have targeted phonics intervention in Year 2. Daily keep up sessions are designed to ensure children do not fall behind. A robust assessment system ensures children are quickly identified and offered daily keep up.

Children in Year 3 and 4 who were not at the expected standard, received additional phonics support. An external review, monitoring and phonics trackers suggest good fidelity to the programme.

Reading is at the heart of the curriculum. High quality texts are chosen across the school and overseen by the English Lead. A new whole class reading model has been introduced and will be further embedded this academic year. In 22-23 KS1 reading, 67% of PPG met the expected standard and in KS2, 63% of PPG children met the expected standard.

Writing

To improve writing stamina, we focussed on developing fluent handwriting. A whole school system was put in place to teach correct pencil grip, sitting position and book position before the children started writing. This set the expectations for all lessons. An order of teaching the joins was created and teachers now teach weekly handwriting lessons. The English Lead has started a series of CPD to train teachers in the writing process, using a boxed-up success criteria model that focuses on audience and purpose.

Social and emotional barriers

Our Emotional Wellbeing Lead has worked alongside families to provide support and guidance and oversees the deployment of resources for our most vulnerable children. This year, we completed The Attachment Aware Schools Award and have built it into our Emotional Health

School Strategy. We identify key members of staff to support and build relationships with our PPG children who may require additional emotional support. We identify children who may benefit from additional pupil responsibilities to support them socially and emotionally and their sense of belonging in school. We have calm zones throughout the school that children can use as a safe and calm space and 'feeling friends' that can be used to share worries. We have used the 'three houses' tool to identify trends and needs for our PPG group. This year we have accessed external support from art and play therapists, a systemic practitioner - who has worked with children and parents and an Emotional Well-being practitioner (EWP) – who has run parent/children workshops and 1:1 support for parents. We are continuing to train additional members of staff around mental health and supporting our children.

Extracurricular activities- we have continued to provide a large menu of clubs and we offer funded spaces for our PPG children. We have had a 69% attendance rate for our PPG children (with whole school being 70%) and aim to increase this over the next academic year as well as the range of clubs and experiences we provide.

Attendance

Whole school attendance is in line with national average but is lower than pre-Covid years (mainly due to illness). Where we have cases of persistent absenteeism, we work closely with the family and involvement of EWO and monitor reasons for absence. We put in support plans for key families to improve attendance. Post COVID, as a school, we have had an increase in families going abroad for extended periods of time often to visit unwell family members. Attendance remains a key overarching priority for this strategy, where we want to focus on educating parents on the importance of children being in school and the impact on learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Little Wandle Phonics Revised	Little Wandle Letters and Sounds
Timestable Rockstars	Maths Circle
Century	Century-Tech