

# 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	Nansloe Academy
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	30.09.21
Date on which it will be reviewed	38.02.22
Statement authorised by	Jo Osborne - Strategic Partner
Pupil premium lead	Lucy Swiggs - Assistant Head of School
Governor / Trustee lead	Aspire Trust Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,985
Recovery premium funding allocation this academic year	£6525
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	£89,510

# Part A: Pupil premium strategy plan

## Statement of intent

At Nansloe Academy, we want every pupil to achieve their very best and recognise the important role we play in this. All children deserve the opportunity to succeed and be the best versions of themselves, academically, socially and emotionally. We focus on developing the whole child and equipping them with the skills they need for lifelong learning and to become an active citizen for the future.

As a school, we are committed to raising the attainment for our disadvantaged pupils and understand that many of these pupils must make accelerated progress compared to non-Pupil Premium pupils to achieve this. The gap between these pupils has been further exacerbated as a result of the COVID-19 pandemic.

Our strategy, in line with our teaching and learning principles, is based on the following:

- Children must be supported academically, socially and emotionally in order to achieve their full potential. Support must also be given to their parents in order for the greatest difference to be made.
- Learning experiences must meet the needs of all pupils whilst exciting them and motivating them to succeed.
- Early identification of need is vital in making the biggest difference to children's progress.

## Challenges

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

Challenge number	Detail of challenge
1	Misconceptions and gaps in learning have been identified and made worse as a result school closure
2	Identified pupils require further support with their SEMH needs in order to make progress emotionally, socially and academically.
3	Low communication and understanding skills when entering Nursery and Reception mean children are unable to articulate their needs and/or their knowledge and understanding
4	Identified children do not have access to broad life experiences and therefore have low aspirations and motivation for school and learning
5	The attendance and punctuality of key pupils is below national expectations and means they are missing further chunks of key 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
Pupil misconceptions in learning will be identified and addressed, enabling learners to make progress from their starting points and make links in their learning so that they know more and remember more.	<ul style="list-style-type: none"> <li>• Gaps in knowledge and understanding to be identified and learning targets set.</li> <li>• Identified children to make rapid progress, closing the gap in attainment for Pupil Premium children compared to Non-Pupil Premium children</li> <li>• Timetable of additional support and tuition is in place, based on the needs of individuals or groups</li> <li>• Teachers to ensure the curriculum for all subjects is planned in a sequential way so that misconceptions are overcome</li> <li>• Pupils can demonstrate consolidation of revised knowledge and skills and apply these to new learning</li> </ul>
Children's social and emotional needs are met and children have been supported to remain regulated and ready to learn.	<ul style="list-style-type: none"> <li>• Children's behaviour has improved and there are fewer incident logs completed for key children</li> <li>• Children are able to access their classroom learning and make progress at their individual levels</li> <li>• Children can notice when and signal when they're becoming dysregulated so that support can be put into place quickly and disruptions to learning are minimal</li> <li>• TIS staff are deployed effectively to support SEMH development during 1:1 and small group sessions</li> <li>• The Hub lunchtime space is operational for identified children to further support their need for emotional regulation during unstructured times</li> <li>• Whole school learning and PSHE assemblies support the development of the whole child</li> </ul>
Early identification and support in place to make greater progress in early communication skills (speech and language).	<ul style="list-style-type: none"> <li>• Ensure all children in Nursery and Reception are screened for language development and intervention organised as required, including Nuffield Early Language Intervention in Reception</li> <li>• Provide Speech and Language Therapy for those children who do not meet the high NHS thresholds for service -</li> </ul>

	<p>employ an independent Speech and Language Therapist</p> <ul style="list-style-type: none"> <li>• Provide deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum to equip pupils with skills for life</li> <li>• Provide deliberate teaching of vocabulary across the curriculum for all pupils</li> <li>• Parents are involved in discussions about their child's needs and supported to better help with these needs at home</li> </ul>
<p>All children have access to wider life experiences, have high aspirations and are motivated to learn and achieve.</p>	<ul style="list-style-type: none"> <li>• Children will have been exposed to greater life experiences in the form of: school trips, external school visitors, external sport competitions, quality golden time provision, an exciting and relevant curriculum</li> <li>• Children can talk confidently about what they're learning and how they're learning with a deeper knowledge of metacognition</li> <li>• Children will know about the opportunities that are available to them and what they need to do to achieve their goals</li> <li>• The curriculum is well planned and developed to be motivating, engaging, broad and varied</li> <li>• Staff will track which children have had access to wider school and life experiences to ensure no child is left out</li> </ul>
<p>Attendance rates will be the same for Pupil Premium and Non-Pupil Premium pupils.</p>	<ul style="list-style-type: none"> <li>• Attendance rates have improved for identified families and are inline with Non-Pupil Premium pupils</li> <li>• School to work in collaboration with EWO to provide support for families where attendance is lower than expected (specific cases)</li> <li>• School-based support, such as access to wrap-around care in place for identified families</li> </ul>

## 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: £50,277

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plymouth Argyle Sports Coaches used to release class teachers to target individuals and groups for 12 weeks (Autumn Term)	Class teachers are best placed to know their children, their misconceptions and their gaps in learning to be able to provide quality first teaching to enable rapid progress.  <i>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils (EEF - Teaching Assistant Interventions)</i>	1 & 3
Classroom TAs to be used flexibly by the class teacher to enable the class teacher to work with individuals or groups.	Class teachers are best placed to know their children, their misconceptions and their gaps in learning to be able to provide quality first teaching to enable rapid progress.  <i>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils (EEF - Teaching Assistant Interventions)</i>	1 & 3
Teacher and TA training around our whole school ethos and metacognitive approaches. To ensure all children are being taught metacognitive strategies in their classrooms.	Teaching metacognition and self-regulation approaches to all children is one of the most effective ways to raise attainment and progress within the classroom. The EEF research suggests that it can improve progress by +7 months.	1,2,3 & 4
A whole school trauma informed approach and staff training in this field	Children cannot learn when their brains are dysregulated and disconnected. Children need to be taught self-regulation strategies in order to learn effectively. The EEF research suggests that this can improve progress by +7 months.	1,2,3 & 4

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

Budgeted cost: £21,807

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher employed 4 days a week to deliver 1:1 and small group tuition to target children 12 weeks (Spring Term)	One to one tutoring with a trained teacher is proven to improve pupil progress by up to 5 months (EEF).  Small group tuition with a trained teacher is proven to improve pupil progress by up to 4 months (EEF).	1
Teacher Assistant employed for 2 mornings a week to deliver learning interventions with individuals and small groups Directed and led by class teachers' assessment information	Quality intervention led by a teaching assistant is proven to improve pupil progress by up to 4 months (EEF)	1 & 3
Reception class teacher, EYFS TAs and SEN TA trained to deliver the 'Nuffield Early Language Intervention'	The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. The EEF suggest that early oral language interventions can improve progress by up to 6 months.	1,2 & 3
Trauma Informed 1:1 sessions and access to the Hub at lunchtimes for calming and regulating experiences.	Children cannot learn when their brains are dysregulated and disconnected. Children need to be taught self-regulation strategies in order to learn effectively. The EEF research suggests that this can improve progress by +7 months.	1,2,3 & 4

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

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging parents and children in the issue of attendance and the importance of being in school on time, every day.</p> <p>Meetings with the EWO to support families of persistent lateness or absence.</p> <p>To support families with wrap around care where needed.</p>	<p>There's a clear link between poor attendance and lower academic achievement. DfE research (2012) on improving attendance at school found that: Of pupils with absence over 50%, only <b>3% manage</b> to achieve 5 or more GCSEs at grades A*-C including maths and English</p>	5
<p>Widening pupils experiences and access to specific provision for identified pupils.</p>	<p>The best SEMH schools will be working with a range of external providers to cater for the needs of a very diverse set of students. Access to a range of therapies is vital including, but not limited to, on site counsellors. Connections to charities and voluntary groups can also provide opportunities for the children to access support and experiences that may meet their needs to an even greater extent. (SEMH Schools Website)</p>	2 & 4
<p>Ensuring Pupil Premium pupils have the same access to school trips by supporting financial costs where needed.</p>	<p>The best SEMH schools will be working with a range of external providers to cater for the needs of a very diverse set of students. (SEMH Schools Website)</p>	2 & 4

**Total budgeted cost: £87,584**

## 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.

Challenges addressed in last year's Pupil Premium Strategy were as follows:

Challenge number	Detail of challenge
1	Identified pupils require further support with their SEMH needs in order to make progress emotionally, socially and academically.
2	Low communication and understanding skills when entering Nursery and Reception mean children are unable to articulate their needs and/or their knowledge and understanding
3	Identified children do not have access to broad life experiences and therefore have low aspirations and motivation for school and learning
4	The attendance and punctuality of key pupils is below national expectations and means they are missing further chunks of key learning

Progress made against these targets:

1 - Timetabling arrangements reviewed to allow TIS Practitioner more time for 1:1 sessions. Sessions were carried out virtually for children with trained counsellors e.g. CHALK so that support could remain throughout the pandemic. TIS lead returned from maternity leave and an action plan for 2021/22 year was created.

2 - Alison Webb was employed as an independent speech and language therapist which provided us with faster action to support than the general NHS route. Alison has worked with our Speech and Language TA to upskill her and increase the quality of intervention provided for identified pupils

**Progress and evidence against these challenges is limited due to the impact of COVID-19 pandemic. Lock-down and the need to operate in 'bubbles' made some of these activities difficult to carry out consistently. This remains a priority for this academic year.**