

Pupil premium strategy statement 2022/23

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.

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School overview

Detail	Data
School name	The Florence Nightingale Academy
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	114 32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022- 2025
Date this statement was published	December 22
Date on which it will be reviewed	September 23
Statement authorised by	Lucy Baxter
Pupil premium lead	Lucy Baxter
Governor / Trustee lead	Michael Bradley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,125
Recovery premium funding allocation this academic year	£18,705
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	£191,830

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed • In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Weak communication and language skills
2	Low attainment on entry to the Early years Foundation stage
3	Attendance and punctuality issues

4	Chaotic home lives and social care involvement
5	Behaviour difficulties – SEMH needs

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 reduce the gap in reading and writing	Data will show that the gap between disadvantaged pupils and non-disadvantaged pupils is closing in reading, writing and maths. Outcomes at the end of Key Stage 2 will demonstrate that disadvantaged pupils achieve the expected standard or above in reading and writing
Attainment in phonics improves	Staff are sufficiently trained to deliver high quality teaching in phonics. Monitoring and observations will show the quality of teaching is at least good. Outcomes are at least same as national for phonics screening check.
Enrichment activities of the curriculum	Disadvantaged pupils access a variety of trips and residential as part of our school pledges. Pupils engage in trips and visits to enrich learning, raise aspirations, and gain new experiences.
Attendance will improve	The average percentage attendance data for disadvantaged students is, at least, 96%. The number of disadvantaged students classed as being persistently absent is below 5%.
To provide nurture and wellbeing support	High quality CPD for all staff so they are able to identify and support vulnerable pupils. Nurture sessions are provided for all children who require additional emotional support.

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: £86,941

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All children to be screened for Speech and language support/ bespoke plans by EY teacher</p> <p>NELI intervention</p>	<p>Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception.</p> <p>In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently Higher than average numbers of children access SALT in Reception –support or 1:1 bespoke support from the NELI TA</p> <p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p>	1,2
<p><i>Experienced TA appointed to provide communication and language support</i></p> <p><i>Extra TA support across EY</i></p>	<p>On entry to Reception, most children have low Language and Communication skills – 90% of disadvantaged children are working in the low 30-50/ 22-36 month age band. Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that ‘typical’ Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p>	1,2
<p><i>Apprentice TA’s x2</i></p>	<p>Reading and phonics interventions KS1 Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2
<p><i>Staff CPD</i></p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the White Hill’s Park Trust. All staff to lead effectively are released once a half term.</p>	1,2,3,4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
<i>Sounds write</i>	Training and resources including non-fiction books. Phonics EEF (educationendowmentfoundation.org.uk)	1,2

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

Budgeted cost: £ 42,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra reading MDS daily sessions provided for KS1 children and bottom 20% Y3 children	The 'headline' attainment measure at KS1 (percentage of children achieving at least the expected standard in Reading, Writing & Maths) could indicate that COVID-related disruption has had a considerable impact on outcomes, especially in 2021. Only 38% of	1,2
NTP Y6 Y3 Y2	One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2
<i>Times table rockstars</i> <i>Y4 intervention</i>	All children from Y2 onwards to access, both at home and school. Data shows effectiveness and supports learning and engagement. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2

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

Budgeted cost: £ 62,319

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour/Attendance lead to prevent any issues occurring	Behaviour lead MC to intervene and spot triggers which affect learning low level behaviour and provide support for children and parents. MC/ to support teachers with poor attenders and lead meetings/action plans .Attend training delivered to staff. Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	3, 5
<i>Nurture base (The Den) led by SENDCO</i>	To support children with SEMH needs identified by class teachers. 1 TA to be ELSA trained. Play therapy training/trauma and attachment bespoke programmes delivered. Sensory based interventions. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	5
<i>Residentials</i>	It is essential that children have time away for their wellbeing, they need to build up life experiences that they in turn can write about.	1,2,3,4,5
<i>Music provision for children to learn an instrument</i>	Children to learn the ukulele and guitar	1,2,3,4,5

Total budgeted cost: £ 191,830

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.

2021 – 2022 KS2 Data

	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<i>Disadvantaged</i>	49%	37%	56%
<i>Non Disadvantaged</i>	50%	43%	54%

Last years data shows that the gap between disadvantaged and non-disadvantaged was small, although overall our results dipped as a direct result of the Covid 19 pandemic. 56% of the year group were identified as Disadvantaged. However, these figures have been heavily impacted by the fact that 39% of the Disadvantaged children in this cohort also had SEN.

Internal assessments during the year suggested disadvantaged children performance was lower than previous years, and the Year 6 cohort were impacted by the effects of covid and gaps in learning. Our plan for 22/23 will continue to target learning gaps so that these diminish. These children will be tracked closely and monitored throughout the year.

Attendance

This year attendance has proved to be a challenge, as we experience disruption from Covid 19. School monitored attendance weekly and worked with children and parents. This will continue into the next academic year, after reviewing our attendance policy.

End of year attendance was 93% for all children compared to 91% for PP children.

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
Times Table rockstars	Maths circle

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.