

Pupil premium strategy statement



This statement details Nine Mile Ride Primary 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	Nine Mile Ride Primary School
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	6.83%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	08/11/2021
Date on which it will be reviewed	08/11/2022
Statement authorised by	Mrs A Brown
Pupil Premium Lead	Mrs C Demblon
Advisor/ Trustee Lead	Dr. Daisy Powell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,280
Recovery premium funding allocation this academic year	£3,480
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	£39,760

Part A: Pupil premium strategy plan

Statement of intent

At Nine Mile Ride Primary School we take pride in developing outstanding young people, regardless of their background and the challenges they may face, by having the highest expectations of all our students and knowing each child well. We challenge our students to strive for academic, creative, emotional, sporting and personal success within a broad, vibrant and enriched curriculum.

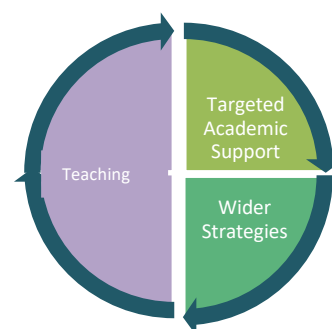
Our vision is for all students to leave Nine Mile Ride as independent learners with the knowledge, concepts, skills and attitudes to prepare them for the next stages in their education and to contribute positively to society.

Our values of being respectful, resilient, resourceful and reflective enable students to develop a personal ethic and a moral attitude that positively affects their behaviour and equips them with the skills needed for successful lives both now and in the future.

Our pupil premium strategy is designed to support the most vulnerable pupils within our community and is integral to our wider school development plans for educational recovery following COVID-19. We aim to achieve this through targeted support, rooted in robust diagnostic development and aim for our staff to be experts in our pupils that than using a label to make assumptions as to what disadvantaged children may face.

We follow evidence-based research ([EEF](#)) and as a result. our key principles of this strategy are to ensure:

- We ensure that quality first teaching and learning opportunities meet the needs of all of our pupils.
- We ensure that appropriate additional provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.



Challenges

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

Challenge number	Detail of challenge
1	Some pupils may not have the basic skills in Maths and English to meet age related expectations. At our last assessment point (July 2021), 75% of pupil premium children had the potential to meet expected level in reading, 80% in writing and 75% in maths (70% combined). Achievement of potential to achieve greater depth within relevant year group standards was 30% for reading, 25% for writing and 30% for maths (20% combined).
2	Through speech and language screening of the children within our school, we have identified 9.8% of our school population is currently needed additional speech and language support. These are predominantly within our Reception and Key Stage 1 cohorts and in general, is more prevalent among our disadvantaged pupils.
3	Our Thrive assessments, observations and discussions with families indicate that there is an increase social and emotional issues related to school closures, lack of social contact and lack of enrichment opportunities. These challenge particularly affect disadvantaged pupils, including their attainment.
4	Our attendance data indicates that attendance and punctuality of our disadvantaged pupils is lower than the non-disadvantaged pupils. Attendance is 0.11% lower and lateness is 0.62% lower. During this academic year (since September 2021), 16% (3 families) of our disadvantaged pupils have been persistently late, meaning that children are missing out on average 1.5 hours of learning time per week.
5	Remote learning resulted in many of our children, particularly those who are disadvantaged, disengage from the process of learning without the support of teachers and are unable to plan, monitor and evaluate their learning independently. Metacognition came out low on an ImpactEd survey of all pupils in KS2 in academic year 2020-21.
6	In some cases, disadvantaged pupils lack regular learning routines at home, including reading with an adult, completing homework, practising spelling and times tables. In some cases, disadvantaged pupils do not have adequate equipment to complete home learning, or to being into school.

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 attainment in English and maths among disadvantaged pupils.	<ul style="list-style-type: none"> - KS2 outcomes in reading, writing and maths in 2023/4 is above the national average for disadvantaged. - Every child will access and experience success in their learning - Teaching and learning is high quality with high engagement - Online learning is of a high quality with high engagement - All children make at least appropriate progress based on prior attainment data with an expectation that 20% of disadvantaged children make better than expected progress - Moderation and assessment is robust, reliable and accurate - Support and evidence-based interventions in place for all pupils
To improve speech and language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> - Assessments and observations indicate significantly improved oracy among disadvantaged pupils - SALT sessions are planned and delivered by ELKLAN qualified staff within our school - High-quality and diverse texts are utilised (using Lexile scores) which expose children to a range of vocabulary and experiences which are explored through VIPERS discussions. - Knowledge organisers clearly identify appropriate vocabulary that will be taught explicitly through whole class teaching
Disadvantaged pupils are equipped and empowered to thrive in the 21 st century	<ul style="list-style-type: none"> - All children feel safe and happy to come to school and attendance is at least 98% - Disadvantaged children can enrich their learning through trips, visitors and virtual opportunities along with their peers - Mental wellbeing, growth mindset & character education are promoted - Pupils take ownership of & responsibility for their learning (metacognition) - Pupils are curious, communicate well and rise to challenges - All children understand the potential dangers of the real and virtual world and have strategies to manage risk

<p>Opportunities are created for everyone, particularly our disadvantaged pupils, to shine and feel valued.</p>	<ul style="list-style-type: none">- 100% of disadvantaged children are given the opportunity to represent the school in the wider community- Thrive assessments indicate an improvement in children's emotional wellbeing- Pupil voice indicates that disadvantaged pupils are happy and feel valued within our school community- Nurture assistants provide ad hoc support and lunch-time drop-in sessions to those children who need it.
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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: £ 29,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
PiXL methodology of diagnosis, therapy, testing being used across Years 1-6	<p>PiXL supports primary schools across the country and the methodology of diagnosis, therapy, testing has had a positive impact across all PiXL schools</p> <p>Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers</p> <p>Pupils need a sound understanding of number to successfully apply more complicated maths operations.</p> <p>Daniel Willingham (Psychologist at the University of Virginia) states automatic retrieval of maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them)</p>	1
<p>Talk for Writing</p> <p>Guided Reading</p> <p>Mastery Teaching of Maths</p> <p>Growth Mindset</p>	<p>T4W enables children to imitate the language they need for a topic orally before reading, analysing it and then writing their own version.</p> <p>GR-EEF validated research shows guided out loud reading has beneficial impact on fluency and comprehension skills</p> <p>NCETM is a national research-based community that enhances and strengthens maths teaching</p> <p>July 2017-DfE Standards for Teachers professional development state that 'Professional Development must be prioritised by school leadership.'</p> <p>Growth Mindset-Research in neuroscience by Carol Dweck https://www.mindsetworks.com/science/ has shown that the brain is more malleable than first thought and has shown how connectivity between neurons can change with experience. Dr. Dweck coined the terms fixed mindset and growth mindset to describe the underlying beliefs people have about learning and intelligence. When students believe they can get smarter, they understand that effort makes them stronger.</p>	1, 2, 3, 5, 6

<p>Maximising the quality of teaching through the effective development and deployment of teachers and teaching assistants</p>	<p>EEF's Making Best Use of Teaching Assistants guidance report presents the best available evidence regarding the deployment and development of teaching assistants. The report makes seven evidence-based recommendations to help schools maximise the impact of teaching assistants. EEF's School Partnership Programme (click here) Walk Thru-Evidence-based teaching techniques (click here)</p>	<p>1, 2, 3, 5</p>
<p>To develop opportunities for oracy across the school through sharing of Picture News</p>	<p>Research has shown that there can be a significant difference in vocabulary of different groups. The Early Catastrophe Paper (Hart and Riseley, 2003) reports:</p> <p>Vocabulary (at age 3) of a child from a disadvantaged family: 500 words</p> <p>Vocabulary (at age 3) of a child from a professional family: 1100 words</p> <p>It is important to develop and increase all pupils vocabularies.</p> <p>Voice 21 project-a campaign to raise the status of oracy in schools across the UK & get talking in class</p>	<p>1, 2, 5</p>
<p>Accelerated reader is introduced to promote reading and track progress for children in year 2 upwards to develop a culture of reading</p>	<p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well, read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum</p>	<p>1, 6</p>
<p>Resilience and perseverance is developed through Growth Mindset</p>	<p>It is based on research (Carol Dweck-Theory of Motivation) that shows that pupils who have a growth mindset – the belief that intelligence is malleable – try harder, persist for longer, seek out feedback and set themselves more challenging goals.</p>	<p>3, 5, 6</p>

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

Budgeted cost: £4,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-based tuition for identified vulnerable pupils	EEF guidance.	1, 6
Use of PiXL methodology for laser sharp interventions, delivered by high quality teachers and teaching staff	National PiXL data has shown that the diagnosis, therapy, testing methodology has had positive impact across all PiXL primary schools	1, 6
1:1 targeted work supported by SALT (Speech and Language Therapist)	'What Works': Interventions for children and young people with speech, language and communication needs-Research Report DFE RR247-BCRP10	2
Teaching of metacognition strategies	<p>EEF guidance states that Metacognition has the most impact for improving pupil's attainment. Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Self-regulated learning can be broken into three essential components:</p> <p>cognition - the mental process involved in knowing, understanding, and learning;</p> <p>metacognition - often defined as 'learning to learn'; and</p> <p>motivation - willingness to engage our metacognitive and cognitive skills</p>	5
Thrive Approach Targeted, measured, early intervention that supports social & emotional well-being in children Pupil Champions	Schools that have adopted Thrive are achieving nearly double the UK average in performance improvement results (Fronting the Challenge Projects 2015)	3, 6

Lunchtime Nurture sessions and post box system Playground Friends		
Catch Up literacy programme- a structured one-to-one literacy intervention	1:1 intervention with qualified member of staff (Education Endowment Fund Toolkit) Small group interventions with trained staff have been shown to be effective (EEF Toolkit)	1, 2, 3
Introduce Little Wandle Letters and Sounds Revised SSP within KS1, and Keep Up Package within KS2 for those who did not pass the PSC in KS1	Small group interventions with trained staff have been shown to be effective (EEF Toolkit) Phonics EEF toolkit can be accessed here .	1, 2, 6

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

Budgeted cost: £5,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Colour coded system for attendance on end of term reports	<p>Parental involvement is consistently associated with pupils' success at school. Two recent meta-analyses from the USA suggest that increasing parental involvement in primary schools has on average 2-3 months positive impact (EEF Toolkit).</p> <p>Addressing any attendance concerns is a key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring. By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and preempt possible attendance issue.</p>	4
Giving disadvantaged children opportunities to participate in extra-curricular activities	<p>that primary schools that offer a free and nutritious meal before school, can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year. Adventure learning interventions consistently show positive benefits on academic learning</p>	3, 6

Total budgeted cost: £ 39,760

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.

Many of our planned strategies for the academic year 2020-2021 were not fully implemented due to COVID -19 restrictions and partial school closures. Resources were often diverted to support acute and unplanned needs arising from the pandemic.

Upon return to school in September 2020, our KS2 pupils embarked on ImpactED research led by the Universities of Bristol and York to measure the impact of COVID-19 on pupils. We focussed on the areas of wellbeing, meta-cognition and response to COVID-19 learning. Our initial results and prior assessment data were used as a tool to assist us in identifying vulnerable pupils who would benefit from additional support in both academic attainment and emotional well-being.

Although disadvantaged pupils were prioritised, ImpactED data highlighted other pupils who may have become vulnerable during the COVID-19 lockdowns. We then allocated catch-up funding to deliver remote provision during Spring 2021, and face-to-face tuition during Summer 2021.

The school provided laptops to ten families, including disadvantaged families, who were unable to access remote learning, meaning that engagement of our children for remote learning was at 98%.

Disadvantaged pupils were prioritised for communication through the lockdown, with weekly phone calls home to parents and cards and emails sent directly to the 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
PrimaryWise	PiXL
Mathletics	3P
White Rose Premium	White Rose Maths Hub
Power Maths	RM Active
Speech and Language Link	SpeechLink Multimedia Ltd
Thrive	Thrive Approach