

## Pupil premium strategy / self-evaluation

1. Summary information					
<b>School</b>	Navenby Church of England Primary School				
<b>Academic Year</b>	2023-24	<b>Total PP budget</b>	£67,690	<b>Date of most recent PP Review</b>	July 23
<b>Total number of pupils</b>	193	<b>Number of pupils eligible for PP</b>	26	<b>Date for next internal review of this strategy</b>	April 24

2. Current attainment			
26 pupils in school receive PP funding. 6 Y6 pupils will leave the school in July 2024.		<i>Pupils eligible for PP (your school as at March 2022)</i>	<i>All pupils Y6 SATs (national average)</i>
<b>% achieving expected standard or above in reading</b>		<b>38% (10 children)</b>	73%
<b>% achieving expected standard or above in writing</b>		<b>19% (5 children)</b>	71%
<b>% achieving expected standard or above in maths</b>		<b>19% (5 children)</b>	73%
<b>% achieving expected standard or above in reading, writing &amp; maths</b>		<b>12% (3 children)</b>	59%
<b>% making expected progress in reading (as measured in the school)</b>		<b>54% (14 children)</b>	unknown
<b>% making expected progress in writing (as measured in the school)</b>		<b>46% (12 children)</b>	unknown
<b>% making expected progress in mathematics (as measured in the school)</b>		<b>50% (13 children)</b>	unknown

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Children find retention/recollection of knowledge and key facts demanding – this is being developed through our curriculum which has a ‘spaced learning’ and concept-driven approach. In KS1 the expectation is on enjoyment, opportunities and exploration so that children are keen to learn; in Lower Key Stage 2 it is about honing and refining knowledge and skills and in upper Key Stage 2 it is about using this knowledge to have meaningful discussions based on prior knowledge and experiences which they can recall.
<b>B.</b>	The introduction of Read, Write Inc has massively helped the children’s acquisition of reading skills and the ability to decode words. We have found that fluency is the main issue which is hampering progress in early reading. Children enjoy reading throughout the school and due to the structure of reading and the opportunities to read, the reading results have remained high for children leaving our school. PP children do best in this area. Gaps continue to be an issue in writing and so we are addressing this by having it on the SDP and receiving staff CPD from an external provider.

<b>C.</b>	Emotional resilience – many of our children are some way back to where they were before the pandemic; however, this area continues to form a barrier to some children’s progress. 14 of the children have poor perseverance, stamina and drive from within; they have low expectations around academic achievement and so see themselves as people who cannot succeed even before even beginning the tasks. We are focusing on a whole school approach to well-being looking at factors which affect well-being and how this can be improved with a particular focus on these children.	
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	We have worked hard to engage all parents with school life and where there has been some success, we still feel this is a barrier to some children’s progress. We have a non-teaching SENCo and a TA with responsibility to engage parents through homework clubs and support workshops. These are well-attended and now we are looking to evolve them. Attendance on the whole is good at the school but there are about 5 persistent absentees whose attendance data remains very low. Parents do attend meetings, on the whole, but find it difficult to support with home learning activities.	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	To continue to develop links between home and school so that there is a consistent approach to rewards/sanctions, behaviours and learning. To support parents with working closely with the school to improve their ability to support their child at home and to address any anxiety/ well-being concerns.	The Parent/School Well-Being group will continue to meet regularly to develop knowledge on how children learn. Workshops will be well attended and successful, with children displaying improvements in their attitude to school and school work both at home and at school. They will be engaged in their learning and wanting to share their successes. Parents will feel a part of school life and have contact points they can call on if they need advice/support.
<b>B.</b>	To ensure that all PP children are included in all aspects of school life and that financial issues are not a constraint on their learning journey	Funding is directed to after-school provision and trips so children can attend. High proportion of children attending clubs (eg sewing) and Y6 PP pupils go on the PGL residential. Children also have milk if they choose to.
<b>C.</b>	To improve/develop the PP children’s mindset and emotional resilience so that they strive to improve and have more of an ‘I can’ attitude – they feel they belong and have ambition. To further develop independence and the knowledge that it is more important to ‘have a go’ rather than not.	Children have specific resources bought for them which are engaging. From these, adults prepare a variety of interesting tasks to motivate and address their needs, hopefully linked to the class’ topic. The resource is then given to the child following that unit of learning. A whole school focus on independence and life skills by using the Mini/Junior Duke award scheme
<b>D.</b>	To ensure children make at least satisfactory progress and to close the gaps on their peers where they are able to.	All staff working with these children have high quality training in order to work proactively together. Staff build positive relationships with the children and provide work which is engaging and well-pitched. Spaced learning becomes an embedded feature of planning for these children. Children receiving tuition are carefully selected and matched to the adult who is going to get the best out of them.

5. Review of expenditure				
Previous Academic Year		2022-2023		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To promote well-being for all throughout our curriculum and their daily experiences.	For children to feel safe and happy in their environment and that they are given the necessary knowledge and skills to manage effectively a widening array of circumstances. This will, in part, be done through the active involvement of the Joy Foundation who will come in to school to work with various classes on well-being programmes which look at taking the positive out of the pandemic	We have worked with the Joy Foundation before and so the common understanding of expectation is already embedded. The sessions were quality controlled by a member of the SLT and the Headteacher liaised with the Joy Foundation when necessary and reported on its impact to the Governing Body. Children enjoyed the sessions and the freedom they provided to talk about a range of areas with their peers.	We will continue to use the Joy Foundation in school based on what they have to offer.	£800
Due to our increased PP numbers, the range of need has risen and so we want to invest in the people who work closely with these children. It is important they have the support to develop the knowledge and skills needed to deliver quality learning for our children. Quite often TAs are over-looked when training is arranged and so this year, we want to redress that balance.	A nominated member of staff will be responsible for organising relevant, up-to-date training for the TAs. This can be done individually through Performance Management, or collectively for the group. TAs will share their learning at their termly meeting.	TA meetings were established as a regular occurrence so knowledge could be shared. Selected TAs attended a range of CPD opportunities, the most notable being ELSA where we now have two trained ELSAs. This has had a massive impact on school where we are able to provide additional hours for these two to work with a number of children across the school. We have supported children and families who have been through traumatic experiences.	Whilst ELSA is established we are always looking at ways to develop. Drawing for talking and ELKLAN are two things we are looking at for next year.	£1000
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

<p>For selected children to receive 1:1 or small group tuition from a nominated, competent member of staff (this is seen as a good learning strategy by the EEF.) This will also encourage links between home and school.</p>	<p>Tuition will give children the confidence to succeed and have a positive mind-set about work. It will help create an 'I can' attitude and will teach them some of the 'quick fix' short cuts to help them feel success. Children will be more inclined to 'have ago' at things and develop independence rather than relying on adult support. Knowledge learnt in the tuition sessions will be evident in class lessons.</p>	<p>Staff completed relevant paperwork, planned and delivered high quality sessions for pairs of children. There was close liaison with parents so they knew what was being delivered. The Bursar kept track of pay claims to ensure the right amount of tuition was delivered. Drop ins to sessions by SLT assured accountability</p>	<p>Yes, this will be used next time</p>	<p><b>£2,160</b>  <b>£2,577</b></p>
<p>To use pupil premium funding to directly target these children's learning needs and interests. To make learning meaningful for them and to inspire them to want to do their best.</p>	<p>Children learn best when they are engaged and the learning is meaningful. This can be quite restricted for PP children so we aim to buy suitable, appropriate resources from which a variety of tasks can be created. Pupil to work with TA on these tasks as part of their class lessons or on an individual basis if needed. Prior success is leading us to use this approach again this year.</p>	<p>-TAs and teachers got to really know the children -allocated budget per child was monitored by SLT and GB -TA PM based on this approach -children reported that they liked the incentives</p>	<p>Where this strategy was used there was seen to be a positive impact. Unfortunately not all children's needs were met due to some TAs not using the funding well enough.</p>	<p><b>£2,700</b></p>
<p>To provide additional evidence for children who require EHCPs. To engage with external agencies to provide guidance and support for some of our ore vulnerable children and families</p>	<p>Increasingly, additional external validation is need to help EHCPs go through the necessary process. Children, who may need assessments this year, have been highlighted and we feel this external knowledge will help provide alternative methods to overcome barriers to learning. We have bought into this service previously and find it beneficial.</p>	<p>STT worked closely with the SENCo to ensure the correct children and families were supported. SENCo advised HT on which children were going to benefit from this. All results shared with class teachers and parents.</p>	<p>Yes we will continue to use these services next year as there are already highlighted children who will need an EHCP</p>	<p><b>£2,070</b></p>
<p>To establish and develop a parent working group to support with children's behaviours, work and attitudes to school. To provide parents with a platform to share views and learn new strategies</p>	<p>Parents feel more comfortable talking to school about how to support their child's primary education. This will include good attendance, improved behaviours, ensuring siblings are supportive of each other and improved attitude to school work. Parents will be able to share similarities to reinforce the idea they are not alone. School will support through modelling, expectations and helping overcome concerns. Children will work with their parents to learn new skills.</p>	<p>This proved a massive success with high engagement from the targeted families and improvements in all of the areas we targeted. The leader of this did a great job in establishing strong relations so that parents worked with us. Homework Club and various workshops including craft and cooking gave ideal platforms for parents to share concerns but more important to see what their children were capable of given the right guidance.</p>	<p>This approach will be continued next year</p>	<p><b>£3,232</b>  <b>£1,000 (resources)</b>  <b>£3,000 (workshops)</b></p>
<p><b>iii. Other approaches</b></p>				

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To ensure all children who are entitled to a school lunch and / or milk receive them; to remind parents via the newsletter about applying for PP funding if they feel they are entitled to it.	All children have access to a nutritious lunch. Places at Breakfast Club are promoted for PP children so they receive these advantages too. Children perform better when they have eaten and drunk well during the school day. It also supports one of our key concept in PE (healthy diet)	All children entitled have received food in school. We have had a couple of new PP children due to them accessing the info we provided.	Data shows that lunch uptake continues to be good (particularly in KS1). This will be continued next year.	<b>£12,928</b>
Our curriculum is ambitious for all and so children/ families should not feel alienated due to financial restrictions. We will provide additional funding for those PP families that require it.	Trips and visitors add an additional layer to the children's understanding. It can often bring an experience to life. When they have all experienced this, it provides a common thread for discussion and learning in the classroom where we want all children to feel a part of the learning.	No child in the school did not attend any trip/visit due to financial restrictions. PP funding and donations from our FONS team helped achieve this target.	This will be continued next year as it provides inclusivity for all pupils and families.	<b>£1,193</b>

## 6. Planned expenditure

**Academic year**

**2023-2024**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Due to our PP numbers, the range of need has risen and so we want to invest in the people who work closely with these children. It is important they have the support to develop the knowledge and skills needed to deliver quality learning for our children. We want to build on the ELSA success of last year to provide other support tools for the children.	To have more staff trained to cover a variety of area of need in school. It has been identified that Drawing for talking is a strategy that would benefit our pupils and so we are hoping to have this covered. In addition, we would love to have someone ELKLAN trained to support with speech and language. Al this is supported by non-teaching SENCo and her invaluable advice and support.	We are continuing to promote mental well-being through our SDP and our curriculum in which it is one of the main drivers. It is important that children feel safe and happy in their environment and they are given the necessary knowledge and skills to manage effectively a widening array of circumstances.	Once trained, the TA will liaise with the Head to put a programme of support together. This will ensure that the correct children are receiving the intervention. TA will relay progress back to head and SENCo	JB (DtT0)  GP (Elk)	<b>£11,610</b> (SENCo salary)  <b>£300</b> DfT  <b>£350</b> (Elklan)

**Total budgeted cost    £12,260**

## ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For selected children to receive 1:1 or small group tuition from a nominated, competent member of staff (this is seen as a good learning strategy by the EEF.) This will also encourage links between home and school.	Tuition will give children the confidence to succeed and have a positive mind-set about work. It will help create an 'I can' attitude and will teach them some of the 'quick fix' short cuts to help them feel success. Children will be more inclined to 'have ago' at things and develop independence rather than relying on adult support. Knowledge learnt in the tuition sessions.	Tuition has been a positive experience for children who have had this previously and it is seen as a good learning tool by the EEF. Tuition will help to boost progress and to further develop links between home and school. Our staff are best placed to advise on next steps as opposed to external tuition.	Staff will have to complete the relevant paperwork, plan and deliver high quality sessions for the children. There will be close liaison with parents so they know what is being delivered. The Bursar will keep track of pay claims to ensure the right amount of tuition is delivered. Drop ins to sessions by SLT to assure accountability.	CE (HT)  RH (Bursar)  All staff who offer tuition	April 2024  <b>£2,160</b>

<p>To provide additional evidence for children who require EHCPs. To engage with external agencies to provide guidance and support for some of our ore vulnerable children and families</p>	<p>For EHCP requests to be successful; For expert external advice and guidance to be provided to support teachers and TAs in helping some of our more needy children.</p>	<p>Increasingly, additional external validation is need to help EHCPs go through the necessary process. Children, who may need assessments this year, have been highlighted and we feel this external knowledge will help provide alternative methods to overcome barriers to learning. We have bought into this service previously and find it beneficial.</p>	<p>STT will liaise closely with the SENCo to ensure the correct children and families are supported. SENCo to advise HT on which children are going to benefit from this. All results to be shared with class teachers and parents.</p>	<p>TP (SENCo)</p>	<p>April 2024 <b>£2,070</b></p>
<p>To continue to develop the parent working group to support with children's behaviours, work and attitudes to school. To provide parents with a platform to share views and learn new strategies.</p>	<p>Parents feel more comfortable talking to school about how to support their child's primary education. This will include good attendance, improved behaviours, ensuring siblings are supportive of each other and improved attitude to school work. Parents will be able to share similarities to reinforce the idea they are not alone. School will support through modelling, expectations and helping overcome concerns. Children will work with their parents to learn new skills so that the parents feel happy teaching their children.</p>	<p>This has been one of the best things we have done and so we are keen to continue it. The area is well led by HK and she is constantly thinking of new ways of engaging parents. The relationships between school and the parents is incredibly strong so we can continue to grow together.</p>	<p>Regular meetings between HK and CE. The terms will be planned in advance to ensure pace and agendas are clear and focused. HK to report to CE and CE to attend some of the meetings and workshops. CE to report on success to GB through Head's reports.</p>	<p>CE (HT)  HK (Leader)</p>	<p>April 2024 <b>£12,175</b> (salary) <b>£1,680</b> (resources)</p>
<p><b>Total budgeted cost</b></p>					<p><b>Total: £18,085</b></p>
<p><b>iii. Other approaches</b></p>					
<p><b>Action</b></p>	<p><b>Intended outcome</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

Our curriculum is ambitious for all and so children/ families should not feel alienated due to financial restrictions. We will provide additional funding for those PP families that require it.	Trips and visitors add an additional layer to the children's understanding. It can often bring an experience to life. When they have all experienced this, it provides a common thread for discussion and learning in the classroom where we want all children to feel a part of the learning.	Our curriculum is ambitious for all and so children/families should not feel alienated due to financial restrictions. Historically, our trips are well attended but this is due to the additional funding supporting some families. When they all attend, it provides a common thread for discussion and learning.	When trip letters are sent to parents, the admin team, Bursar and teacher will ensure PP children will receive one alerting them to the premium. Returns will be monitored so that PP children will be attending. Follow up letters may follow for further clarification on arrangements	CE (HT) SS (EVC) RH (Bursar) WW (admin)	April 2024 <b>£1,193</b>
To ensure all children who are entitled to a school lunch and / or milk receive them; to remind parents via the newsletter about applying for PP funding if they feel they are entitled to it.	All children have access to a nutritious lunch. Places at Breakfast Club are promoted for PP children so they receive these advantages too. Children perform better when they have eaten and drunk well during the school day. It also supports one of our key concept in PE (healthy diet)	Children perform better when they have eaten and drunk well during the school day. It also supports one of our key concept in PE (healthy diet)	- analyse data on the uptake and report to GB -feedback from the MDS team	RH (Bursar)	April 2024 <b>£11,993</b>
<b>Total budgeted cost</b>					<b>Total: £13,186</b>
<b>7. Additional detail</b>					<b>Total £35,531</b>
2022-2023 allocation: <b>£38,104</b> (25 x £1,345 + c/f £4,479)					
2023-2024 amount budgeted to spend: <b>£67,690</b> (31 x £1,455 + c/f £22,585)                      Amount remaining as possible carry forward for 2024/25: <b>£32,159</b>					