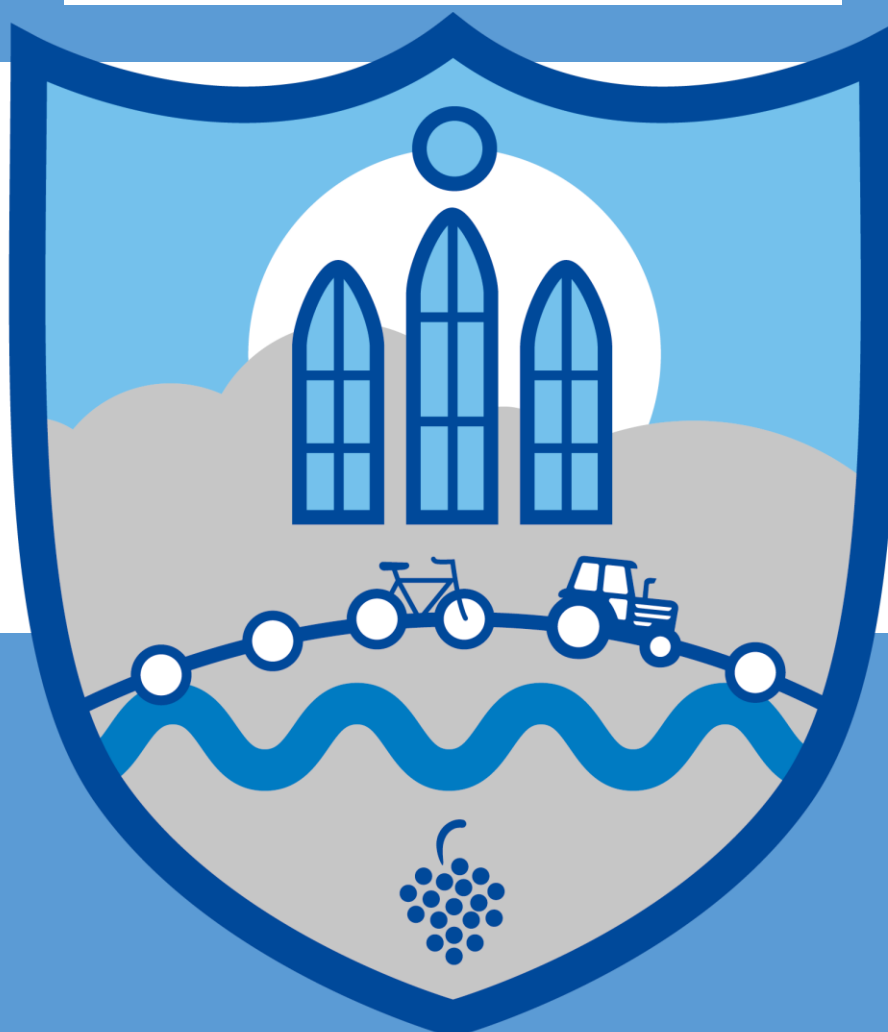


**Pupil Premium Strategy
2021-24**



NANSTALLON SCHOOL

AD VITAM PARAMUS

Pupil Premium Strategy Plan

School Overview

Detail	Data
Number of pupils in school	116
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	01 August 2021
Date on which it will be reviewed	01 July 2022 11 July 2023 09 July 2024
Statement authorised by	Sheena Morton
Pupil premium lead	Ben Stephenson
Governor / Trustee lead	Dan Nattle

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£15'235
Recovery premium funding allocation this academic year	£2'000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£17'235

Statement of Intent

Our intention is that:

- Disadvantaged pupils will display high levels of interdependence, organisation, resilience, perseverance and metacognition skills.
- Disadvantaged pupils' breadth of spoken and written vocabulary, and confidence and articulation in speaking and listening will be as good as non-disadvantaged pupils

We will achieve this for our children because:

- Our current pupil premium strategy plan is designed to ensure all staff have well-developed skills based on evidence-informed approaches to
 - speaking, listening and language for communication
 - trauma-informed practice
 - sensory integrated strategies
 - early reading and synthetic phonics teaching and learning
 - metacognitive and self-regulation strategies

The key principles of the strategy plan:

- High-quality learning and teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Challenges

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

Challenge number	Detail of challenge
1	Over 50% of children in socially deprived areas may start school with delayed speech, language and communication skills. On average children from the poorest 20% of the population are over 17 months behind a child in the highest income group in language development at age three. This disadvantages phonological awareness, knowledge and understanding and hinders the development of early reading and maths skills
2	Linguistic skills including participation, self-expression and command of Standard English
3	Issues associated with mental health and disadvantage. Social literacy including social and emotional skills and personal behaviour. To provide an environment and learning provision that meets the learning needs of all children supporting trauma recovery and SEND
4	Metacognition and self-regulation

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 speech, language, reading and communication skills for disadvantaged children	<p>All staff (including newly inducted staff) have received paid-for training to deliver the phonics / early reading / talk through stories strategies effectively and consistently</p> <p>Clear assessment tools ensure intervention is applied using evidence-informed 1:1 tuition strategies</p> <p>Parents will feel fully supported during their child's early reading journey from EYFS to Y1</p>
Disadvantaged children are empowered by the structured development of linguistic skills including critical thinking, vocabulary, participation, self-expression and command of Standard English so that confidence levels of children in public speaking is increased	<p>Pupil talk is a high priority in all learning activities</p> <p>Children's' feedback reflects positive engagement and enjoyment in all learning</p> <p>Opportunities to develop an understanding of and to use high quality vocabulary is evident across the curriculum</p> <p>Feedback and questioning is used effectively across the curriculum to provide challenge and deepen thinking</p>
Sensory integrated environment and provision and trauma informed practice is implemented, developed, refined and sustained to support the wellbeing and mental health of disadvantaged children	<p>Learning environment design and structure is informed by collaborative practice with occupational therapists</p> <p>All staff (including newly inducted staff) have received trauma and recovery training</p> <p>Assessment of all children accurately identifies and provides emotional and therapeutic support to them and families</p> <p>Pupil voice shows that pupils are happy to attend school, feel safe and ready to learn.</p> <p>Sensory integration supports all children to be ready to learn, are able to manage the cognitive demands of the curriculum and achieve their potential</p> <p>Pupils are ready to learn</p> <p>Sustained high attendance (97%)</p>
The acquisition and development of metacognitive speaking and listening strategies and dialogic talk increase self-awareness and interdependent learning approaches	<p>Children demonstrate clarity and confidence in spoken language that shows awareness of others' opinions and ideas</p> <p>Children are able to collaborate and learn interdependently showing high levels of negotiation, decision making and self-evaluation</p> <p>Children can correctly perceive feelings in themselves and can articulate and define these with increasing complexity to aid their discussions of own experience and decision making</p>

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: £ 3'531

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality learning, teaching, assessment and a curriculum which responds to the needs of pupils</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. • Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers. 	<p>1, 2, 3, 4</p>
<p>Professional development on evidence-based approaches</p>	<p>The EEF Toolkit and guidance reports.</p> <p>The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD.</p> <p>The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design'</p>	<p>1 2 3 4</p>
<p><i>Professional development on evidence-based approaches</i></p> <ul style="list-style-type: none"> • early reading and phonics 	<p>The EEF's guidance reports evidences that:</p> <ol style="list-style-type: none"> 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 	<p>1</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>3. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>4. Phonics improves the accuracy of the child’s reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p>	
<p><i>Professional development on evidence-based approaches</i></p> <ul style="list-style-type: none"> supporting development of dialogic classrooms by fully implementing strand 5 of the EEF Metacognition recommendations including explicit teaching of metacognitive talk 	<p>Evidence shows that the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils.</p> <p>The EEF’s guidance reports evidences that, self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Developing pupils’ metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes.</p>	2, 3, 4
<p><i>Professional development on evidence-based approaches</i></p> <ul style="list-style-type: none"> supporting language to promote mental health 	<p>A report from the Department of Health and Social care found that Speech, language and Communication skills are a primary indicator of child wellbeing.</p> <p><i>Children with a mental health difficulty are 5 times more likely to have difficulties with speech and language. 81% of children with SEMH have language difficulties.</i></p>	2, 3
<p><i>Professional development on evidence-based approaches</i></p> <ul style="list-style-type: none"> continuous provision and child-led learning 	<p>There is a body of research that makes it clear when pupils have agency over their learning, they better understand the learning process itself, and therefore are being given the tools that will support them to continue in a life-long and long-term journey of learning.</p> <p>Dr Naomi Fisher ‘Changing Our Minds: How children take control of their own learning’, Dr Ian Cunningham ‘Self-Managed Learning and the New Educational Paradigm’, John Holt ‘How Children Learn’ ‘Learning all the time’, Professor Peter Gray ‘Free to Learn’, Geraldine Rowe ‘It’s our School, It’s our Time: A Companion Guide to Whole-School Collaborative Decision-Making’</p>	3, 4

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

Budgeted cost: £ 16'204

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> - The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. - The EEF has dedicated web pages on effective approaches to support literacy and numeracy. 	1
Teaching assistant deployment and interventions	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> - The EEF guidance report on 'Making the Best Use of Teaching Assistants' includes 6 recommendations, including adopting evidence based interventions to support small group and one to one instruction. - The EEF Toolkit has a strand on teaching assistant interventions. 	1

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

Budgeted cost: £ 1'872

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement, develop and sustain a sensory integrated environment and trauma informed practice</p>	<div data-bbox="550 436 1029 907" data-label="Diagram"> <p>The diagram is a pyramid titled 'PYRAMID of LEARNING'. At the base is the 'Central Nervous System'. Above it are four boxes: 'Tactile', 'Vestibular', 'Proprioception', and 'Custatory'. The next level up is 'Sensory', with boxes for 'Olfactory', 'Visual', 'Auditory', and 'Motor Planning'. Above that is 'Sensory Motor', with 'Postural Security', 'Awareness of Two Sides of Body', and 'Motor Planning'. The next level is 'Perceptual Motor', with 'Body Scheme', 'Reflex Maturity', and 'Ability to Screen Input'. Above that is 'Development', with 'Eye-hand Coordination', 'Ocular Motor Control', and 'Postural Adjustment'. The next level is 'Development', with 'Auditory Language Skills', 'Visual-Spatial Perception', and 'Attention Centre Functions'. Above that is 'Cognition', with 'Daily Living Activities' and 'Behaviour'. At the top is 'Academic Learning' and 'Intellect'.</p> </div> <p>The Pyramid of Learning is a tool used by Occupational Therapists. Sensory Integration is the ability to process, interpret and use appropriately, information received through the senses – tactile, auditory, visual, olfactory, gustatory, vestibular and proprioception. Processing is via the central nervous system and organised by the brain. Sensory integration – a balanced nervous system - develops through the normal childhood activities and experiences; it is the foundation for later more complex learning and behaviour. A sensory integrated curriculum approach is essential to support self-regulated learning.</p>	<p>1, 2, 3, 4</p>

Total Budgeted Cost: £ 21'607

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of 2021-22 and why the next steps of the above strategies has continued or amended with new actions

- The initial strategy plan 21-24 for 2021-2022 highlighted and identified the need to sustain improvements in phonics, early reading, number knowledge and recall, pupil talk, and to facilitate the development of self-regulation strategies through the implementation of a sensory integrated environment. The strategy is supporting continued high quality professional development as well as training for new staff members. Disadvantaged pupils made as good progress and achieved in early reading and phonics as well as non-disadvantaged.
- Daily practice (number bonds, x tables, etc) were key areas of concern following lockdown. Teachers identified strategies and implemented effectively. 67% scoring 18/25 or higher. Only 16% scoring below 15. Half of whole school PP is in this cohort, so strong achievement. SEND and PP children scored at the top end.
- Positive and impactful work has been achieved over the academic year. There is a clear curriculum planning model in place designed collaboratively with support from LA curriculum advisor. The model is bespoke using the QI skills as End Point benchmarks; Subject leaders have ownership over design, use and implementation. Further targeted work is required for leaders to ensure that evidence-informed metacognitive pedagogies: pupil talk, vocabulary and enquiry learning is trialled, carefully monitored and evaluated within subject disciplines so that disadvantaged pupils have improved agency and self-awareness as learners
- Pupil engagement with the curriculum is exceptional, and during reviews have been able to talk confidently to external colleagues about their learning across the curriculum. They also talked knowledgeably and confidently about how the QI skills are supporting them to make decisions and further their learning. Further targeted work is required for leaders to ensure that this is embedded and sustained for pupils as they move through school
- There are many examples of pupils at all ages making strong autonomous learning choices, and showing high levels of independent and collaborative learning skills. Further targeted work is required for leaders to ensure that there is curriculum coverage and breadth of learning and that the environments for learning continue to support interdependence. Leaders also need to ensure that evidence-informed metacognitive pedagogies within subject disciplines sustains gains in learning, agency and self-awareness for disadvantaged pupils
- Initial and ongoing quizzes are providing evidence of a growing body of knowledge. Continue and sustain approach over time for pupils, so that knowledge recall for disadvantaged pupils further narrows with non-disadvantaged

- Phonics is providing evidence that recall is strong when learning and teaching is highly focussed and overlearning opportunities are employed. Leaders need to ensure that evidence-informed pedagogies are sustained for pupils; rigorous assessment and monitoring procedures are sustained to identify intervention and 1:1 tuition at the point of learning; and misconceptions, gaps and barriers are addressed quickly for disadvantaged pupils