

Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium) 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	Fred Nicholson School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	56.5% (108 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Jane Hayman
Pupil premium lead	Cat Elsom
Governor / Trustee lead	Jill Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,745
Recovery premium funding allocation this academic year	£ 41,198
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	£176,943

PART A: PUPIL PREMIUM STRATEGY PLAN

Statement of Intent

The school has always sought to provide the best possible support for its pupils through a comprehensive offer of provision. As the school develops further to meet the needs of a changing cohort, it will ensure that its offer also changes to meet this need, implementing evidence-informed practice.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. The introduction of a phonics programme that can be embedded across the school will ensure that those more disadvantaged pupils, as well as others, are able to receive the building blocks required to give them the best chance of reading, a skill fundamental to independence and potential future social mobility.

Every pupil at Fred Nicholson School has a complex profile of need. The school is committed to providing evidence informed practice to meet all of these needs. By doing so, staff will understand better the often complex considerations behind behaviours, for example, shown by pupils and thereby scaffold the support required. By reviewing decisions made about interventions in the light of evidence of their effectiveness the school will seek to ensure the best outcomes possible for its pupils.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	<i>Consistency of approach to the teaching of reading and in particular, phonics</i>
2	<i>The recruitment and retention of Quality First Teachers</i>
3	<i>Ensuring that the changing needs of pupils are matched to evidence-informed provision.</i>
4	<i>Supporting pupils' social, emotional and behavioural needs and attendance to enable them to engage fully with learning.</i>

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
FNS will adopt a uniform approach to teaching phonics across all classes and key stages. (If a CYP cannot learn to read using a phonics approach, the school will have resources to identify best approach)	<p>Standards in reading will improve, as evidenced in the end of key stage school reading assessments.</p> <p>All pupils will have made good or outstanding progress in reading across each year of the strategy.</p> <p>All classroom staff will have received relevant training, and the uniform phonics approach will be embedded in all classes.</p>
Pupils in the school will continue to access quality teaching, supported by teaching assistants who are trained in meeting needs.	<p>The school will maintain quality first teaching in each class, and the retention of both teaching and learning support staff will not decrease from current levels, despite the further identified risks.</p> <p>All staff members report annually that their wellbeing needs are considered carefully.</p> <p>The WellBee Initiative will be embedded across the school.</p> <p>A Succession Planning need analysis will be completed, and implemented, resulting in smooth handover of jobs</p>
The additional needs of pupils in the school will be met fully and progress towards Key Stage EHCP targets will be good or outstanding. Additional needs profile of the school links to the CPD programme.	<p>Progress towards pupil specific targets, linked to EHCPs, will be good or outstanding.</p> <p>All staff members have a clear understanding of the additional needs profiles of pupils across school / in Key Stages / individual classes. This information is used to ensure CPD programme and provision is appropriate to need.</p>
All pupils on roll have needs met equitably, including those accessing Alternative Provision	A CYP on role at the school, but who is taught elsewhere (Alternative Provision), has his / her needs met according to the school's provision map wherever possible
No pupil is disadvantaged due to financial circumstance	There will be no difference in engagement in activities and attendance between those pupils eligible for FSM and those ineligible for FSMs.
All CYP are supported by evidence-informed SEMH practice, so that they are not disadvantaged compared to peers without SEMH needs.	Pupils who have SEMH needs will have the same outcomes as those who do not. CYP will make progress with their social, emotional and behavioural outcomes.
Attendance at school will return to pre pandemic levels	Attendance records will demonstrate that attendance will increase back to 93.0% attendance.

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)

Targeted Area of Spend - Phonics	Cost
<i>Twinkl Whole school phonics programme</i>	£ 4,350
<i>Additional Phonics Training for trainee teachers</i>	£ 450
Targeted Area of Spend - Staff CPD, Recruitment and Retention	Cost
<i>Lead Practitioner role supporting staff CPD, retention and wellbeing (50% of total cost)</i>	£36,602
Total Budgeted Spend	£41,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Twinkl Phonics programme</i>	<i>This Phonics programme is supported by the DfE due to its evidence base of effectiveness.</i>	1
<i>Additional Phonics Training for trainee teachers</i>	<i>Consistency of phonics teaching & learning</i>	1, 2
<i>Lead Practitioner role leading on staff CPD, retention and wellbeing</i>	<i>Quality First teaching</i>	1, 2, 3

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

Targeted Area of Spend - <u>Academic Support</u>	Cost
<i>Contribution to salaries of Whole School Intervention Teams, including Trauma Informed Practitioners, Communication and Interaction Team and Physical and Sensory Team</i>	£25,000
<i>Alternative Provision - Nudge, based on pupils in receipt of PP</i>	£25,000
<i>Trauma Informed Practice - Diplomas x 4</i>	£ 5,600
<i>Trauma Informed Practice - SLT Training x 2</i>	£ 200
<i>CEPP - Whole School Training</i>	£ 1,760
Total Budgeted Spend	£57,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole School Intervention Team</i>	<i>Improved core offer for all pupils Wider staff knowledge and improved consistency of practice.</i>	3, 4
<i>Alternative Provision - Nudge Education</i>	<i>Engagement with learning of pupils unable to access the school environment.</i>	3, 4
<i>Trauma Informed Diplomas to support intervention work and wider school ethos</i>	<i>Decrease in behaviour incidents Increased engagement in learning Increased social and emotional learning Progress data</i>	3, 4
<i>Trauma Informed SLT Training</i>	<i>Greater understanding and knowledge at a strategic level</i>	3, 4
<i>CEPP Whole School Inset Training - Emotional Regulation, Attachment and Sensory Processing</i>	<i>Wider staff knowledge and improved consistency of practice.</i>	3,4

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

Targeted Area of Spend - <u>Wider Strategies</u>	Cost
<i>WelBee Initiative</i>	£ 476
<i>Counselling Service</i>	£17,500
<i>Learning Support incl Behaviour Lead (50% of total cost)</i>	£43,696
<i>Norfolk Steps Tutor Training and Refreshers</i>	£ 1,190
<i>NCC Attendance Support Service</i>	£ 570
<i>Pastoral Support Assistant to support Safeguarding & Pastoral Lead with attendance, FSM, signposting (50% of total cost)</i>	£17,230
Total Budgeted Spend	£105,662

Activity	Evidence that supports this approach	Challenge no addressed
<i>Attendance Package & Training</i>	<i>Greater understanding of legal responsibilities and requirements to address absence issues.</i>	4
<i>Learning Support Team</i>	<i>Whole school impact on behaviour management</i>	3, 4
<i>Norfolk Steps Tutors</i>	<i>Whole school training and ongoing input impacts on behaviour management</i>	2, 3, 4

<i>Counselling Service</i>	<i>Supports high number of pupils with SEMH needs, high ACE scores - supporting regulation and behaviour.</i>	3, 4
<i>Pastoral Support Asst</i>	<i>Increased parental support Increased workload of S & Pastoral Lead</i>	4
<i>Staff Wellbeing Support Package</i>	<i>Staff resilience levels and staff retention</i>	2

Summary

TOTAL SPEND	COST
Targeted Area of Spend - <u>Phonics</u>	£ 41,402
Targeted Area of Spend - <u>Academic Support</u>	£ 57,560
Targeted Area of Spend - <u>Wider Strategies</u>	£ 80,662
TOTAL BUDGETED SPEND 2023 - 2024	£179,624
Total budget for this academic year	£176,943
Proposed c/f from 2023 - 24 to 2024 - 25	£ 0

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 2022 to 2023 academic year.

Data Outcomes

During the academic year 2022 - 2023, 12 pupils who were eligible for pupil premium were non-attending or had significantly low attendance (below 65%). The tables below show the comparison data for all pupils eligible for pupil premium, the pupils eligible for pupil premium whose attendance was greater than 65%, and all pupils not eligible for pupil premium. The tables include our core, foundation and independence frameworks.

Whole Year 2022-2023		English						Maths						Science			
Group	Progress	Writing	Reading Comprehension	Word Reading	Speaking	Listening	Fractions, Decimals and Percentages	Statistics	Geometry	Measurement	Operations	Number/ Algebra	Physics	Chemistry	Biology	Working Scientifically	
PP (102)	<2%	7%	9%	14%	12%	13%	64%	19%	6%	10%	16%	11%	14%	44%	15%	22%	
	2-5%	5%	5%	7%	5%	10%	10%	4%	3%	3%	5%	12%	13%	12%	11%	25%	
	5%	5%	11%	4%	6%	6%	2%	11%	14%	5%	11%	9%	24%	6%	12%	3%	
	>5%	83%	75%	75%	77%	72%	25%	67%	77%	82%	69%	69%	50%	38%	63%	50%	
PP low attenders removed (90)	<2%	3%	3%	8%	7%	8%	62%	14%	1%	4%	11%	6%	8%	41%	9%	17%	
	2-5%	3%	4%	8%	6%	11%	11%	4%	2%	3%	6%	12%	14%	12%	11%	27%	
	5%	6%	12%	4%	7%	7%	2%	12%	14%	6%	12%	10%	24%	7%	12%	3%	
	>5%	88%	80%	80%	81%	74%	24%	69%	82%	87%	71%	72%	53%	40%	68%	53%	
Non PP (71)	<2%	0%	1%	1%	0%	1%	56%	11%	1%	1%	13%	7%	10%	42%	11%	18%	
	2-5%	1%	4%	8%	3%	4%	6%	4%	1%	3%	7%	7%	11%	10%	11%	17%	
	5%	7%	13%	7%	4%	6%	4%	6%	8%	7%	10%	11%	14%	7%	10%	13%	
	>5%	92%	82%	83%	93%	89%	34%	79%	89%	89%	70%	75%	65%	41%	68%	52%	

Whole Year 2022-2023		Foundation										Independence		
Group	Progress	ART	COMPUTING	DESIGN & TECHNOLOGY	GEOGRAPHY	HISTORY	MFL	MUSIC	PE	PSED & RSHE	RELIGIOUS EDUCATION	INDEPENDENCE	FOREST SCHOOLS	READY TO GO
PP (102)	<2%	12%	6%	17%	8%	8%	10%	13%	5%	9%	16%	14%	19%	44%
	2-5%	6%	18%	6%	6%	25%	10%	5%	6%	25%	24%	19%	10%	19%
	5%	2%	4%	5%	2%	6%	4%	2%	6%	12%	8%	12%	4%	2%
	>5%	80%	73%	73%	84%	62%	76%	80%	83%	55%	53%	55%	67%	34%
PP low attenders removed (90)	<2%	4%	1%	11%	2%	3%	3%	6%	0%	6%	11%	7%	11%	40%
	2-5%	6%	19%	6%	7%	26%	10%	6%	6%	24%	27%	19%	10%	20%
	5%	2%	3%	6%	2%	7%	3%	2%	7%	13%	8%	14%	3%	2%
	>5%	88%	77%	78%	89%	64%	83%	87%	88%	57%	54%	60%	74%	38%
Non PP (71)	<2%	6%	0%	11%	3%	6%	0%	8%	1%	1%	11%	13%	31%	37%
	2-5%	8%	23%	4%	4%	17%	11%	1%	11%	30%	23%	19%	6%	18%
	5%	1%	6%	14%	4%	7%	6%	6%	4%	7%	7%	15%	9%	1%
	>5%	85%	72%	70%	89%	70%	83%	85%	83%	62%	59%	53%	54%	44%

In English, Maths and Science, a greater proportion of non-pupil premium pupils achieved expected or exceeding progress than pupil premium pupils. This trend was not impacted by the removal of pupil premium pupils with lower than 65% attendance.

Within the Foundation and Independence frameworks, when the pupil premium pupils with lower than 65% attendance are removed, there is less difference between the two groups. A greater proportion of pupil premium pupils achieved expected or exceeding progress than non-pupil premium pupils in 7 subjects or strands.

This highlights two key priorities for the school:

- Improve the attainment of pupils eligible for pupil premium in all core subjects, including English, Maths and Science
- Improve the attendance and engagement levels of pupils eligible for pupil premium

Review of Objectives

Objectives for 2022-2023 <i>1st yr of current</i> <i>Pupil Premium Strategy Plan</i>	Outcome
<p>FNS will adopt a uniform approach to teaching phonics across all classes and key stages. (If a CYP cannot learn to read using a phonics approach, the school will have resources to identify best approach)</p>	<p>School purchased Twinkl Phonics (ongoing) which is a DfE approved phonics scheme. This is used across the school in all Key Stages. School purchased relevant book schemes to align with the phonics scheme, including Big Cat and Rapid Reading books. Staff have received internal training, guidance and resources to build confidence in teaching and delivering phonics. Phonics assessment tracker is in place to monitor pupil progress (no comparison data from this yet). Next step is to move this to the Earwig assessment tool in line with other assessments. Further work is needed in identifying alternative resources where a CYP cannot learn to read using a phonics approach.</p>
<p>Pupils in the school will continue to access quality teaching, supported by teaching assistants who are trained in meeting needs.</p>	<p>School have developed the CPD and induction programme available to staff to support staff development and retention. Training provided in the 22/23 academic year includes Trauma Informed, EYFS, Active Learning, Engagement Model, Communication approaches and Sensory processing. School have produced a 'Learning at FNS' document which outlines the core provision in place in each Key Stage and Pathway to ensure consistency in best teaching practice across the school. School purchased a Welbee subscription which generates surveys and data on staff wellbeing and provides a platform for collating staff voice. The outcomes of the 22/23 survey were used to generate an action plan and inform steps to improve wellbeing, this has included a review of staff workload deadlines, meeting times and the introduction of additional key stage meetings for September 2023.</p>
<p>The additional needs of pupils in the school will be met fully and progress towards Key Stage EHCP targets will be good or outstanding. Additional needs profile of the school links to the CPD programme.</p>	<p>Curriculum pathways have been established to accommodate varying profiles of need within our cohort, this includes a bespoke pathway curriculum which may involve the use of Alternative Provision. Extended curriculum offer has been enhanced through the introduction of a lunch time clubs programme and increased engagement with offsite trips and visits since Covid-19. Internal Communication and Interaction team and Physical and Sensory team identified to improve core offer within school. Alternative Provision policies have been reviewed and implemented in line with Local Authority guidance to ensure pupils accessing Alternative Provision are not disadvantaged. All 4 pupil premium pupils who accessed Alternative Provision increased their engagement in learning and/or attendance in school, two of which have gone</p>

	<p>on to successfully access Post-16 provision as a result. A needs audit tool is in development to better refine the schools core, intervention and extension offer over the next academic year.</p>
<p>All pupils on roll have needs met equitably, including those accessing Alternative Provision</p>	<p>All pupils (eligible and non-eligible pupil premium pupils) have access to our core, intervention and external over. To ensure equitability, data outcomes highlight two key priorities for the school:</p> <ul style="list-style-type: none"> - Improve the attainment of pupils eligible for pupil premium in all core subjects, including English, Maths and Science - Improve the attendance and engagement levels of pupils eligible for pupil premium
<p>No pupil is disadvantaged due to financial circumstance</p>	<p>As above.</p>
<p>All CYP are supported by evidence-informed SEMH practice, so that they are not disadvantaged compared to peers without SEMH needs.</p>	<p>Apple Class was introduced (SEMH, trauma informed class) for pupils who were unable to consistently access the classroom environment. 4 of the 5 pupils in Apple were eligible for pupil premium. School purchased whole school Trauma Informed training for all staff, along with additional Trauma Informed practitioner training. Next step is to increase the offer of Trauma Informed interventions for pupils and continue to work towards Trauma Informed Schools Award. Continued services purchased with CEPP and independent counselling service, this includes Educational Psychologist consultations and full assessments, and weekly or fortnightly sessions for pupils to access a school counsellor. Continued Learning Support Team, including Norfolk Steps Tutors to support behaviour management.</p>
<p>Attendance at school will return to pre pandemic levels</p>	<p>Pupil attendance for the academic year 2022 - 2023 was 89.4% (increased from 87% the previous year). The role of Parent Support Advisor has supported the Safeguarding, Pastoral and Attendance Manager to monitor and improve attendance in school, issuing expectations and support to parents as appropriate. Extended curriculum offer, including lunch time clubs programme, increased offsite trips and visits and the use of Alternative Provision have been used to improve engagement and attendance in school. All 4 pupil premium pupils who accessed Alternative Provision increased their engagement in learning and/or attendance in school, two of which have gone on to successfully access Post-16 provision as a result.</p>

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
Trauma Informed Practice	Christine Davies