Pupil Premium Strategy Statement 2022-23

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	Nailsea
Number of pupils in school	936
Proportion (%) of pupil premium eligible pupils	16.5%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Dee Elliot, Headteacher
Pupil premium lead	Sophie Rutty, Assistant Headteacher
Governor / Trustee lead	Antonia Bush

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2022-23)	£131,230
Recovery premium funding allocation this academic year (2022-23)	£41,696 (13,350 toward school led tuition)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,462
Total budget for this academic year (2022-2023) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£183,388

School Led Tuition Funding allocation this academic year (2022-23) - £20,025 – to be reported on separately.

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to support all our students, including those who are disadvantaged, to make excellent academic progress across the curriculum throughout their time at Nailsea School. We are also committed to ensuring that all our students feel included in all aspects of school life and our school community.

We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

The focus of our strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the unique challenges faced by vulnerable pupils and carefully monitor strategies to ensure that we are supporting our students to overcome these challenges.

Our intentions are:

- To ensure that all students receive quality first teaching. High-quality 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.
- To close the attainment gap between disadvantaged students and their peers. The approach used will be be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.
- To provide targeted academic and pastoral support for students who are not making the expected progress. We will ensure that the impact is monitored and reviewed.
- To address non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital.
- To ensure that the Pupil Premium Grant reaches the pupils who need it most.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance-** Whole school absence and persistence absence has been in the lowest 20% of all schools. Over the last 3 years the figures indicate that attendance among disadvantaged pupils has been between 5 - 2.6% lower than for non-disadvantaged pupils. In 2021-22, it was 5.9%. Assessments show that absenteeism is negatively impacting disadvantaged pupils' progress.

2	**Academic Progress –**
	Assessments, observations and discussion with students indicate that disadvantaged students generally make less academic progress than their peers by the end of KS4.
	Whilst progress has been made since 2019, we aim to narrow this gap further in the next two academic years so that attainment is equally strong across all groups.
3	**Wellbeing and emotional self-regulation skills (added 2022)**
	Our assessments, discussions and observations have identified that a disproportionate amount of our disadvantaged pupils require support with emotional self–regulation. This provides a challenge when it comes to planning, monitoring and evaluating their learning. This is particularly apparent since the pandemic, resulting in a much higher safeguarding need.
4	**Financial Equality& Enrichment**
	Our observations and monitoring suggest many lower attaining disadvantaged students lack opportunities to take part in enrichment activities. This financial inequality has been heightened by the pandemic and could impact on self-esteem and well-being.

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
Increase the average attendance of PP students.	By the end of our current plan in 2023-24, we will see: • the overall absence rate for **all students** being at least in line with national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to within 2%
To reduce the gap in attainment at KS4 between PP and non-PP students.	By the end of our current plan in 2023-24, our disadvantaged cohort will: • score an average Attainment 8 in the top 20% of all schools. • gain a neutral or positive P8 score (minimum of 75% of cohort).
To reduce the gap in attainment between PP and non-PP students across all year groups.	For all disadvantaged students to make progress in line with, or above, their academic targets. Regular assessment in all subject areas will demonstrate improved attainment and sustained progress for our disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.

Improve the emotional self-regulation skills of our disadvantaged pupils.	Observations and student attainment will show that: • All students will develop a greater awareness of their learning and their personal strengths and weaknesses with a particular process. • Students will be aware of how they plan, monitor and evaluate their own learning, across all subjects. • They are fewer incidents of staff support being called or students leaving lessons.
To provide PP students with the financial support to take a full and active role in school life.	To increase participation in enrichment activities both in and out of school. For 75% of our disadvantaged co-hort to have accessed in school enrichment provision or have been supported to engage in extra-curricular activities such as Duke of Edinburgh. Alternatively, for 16% of attendance at all enrichment activities to be from our disadvantaged co-hort.

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: £54,584

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to develop high quality teaching, assessment and a curriculum which responds to the needs of students. *CPD:* • Research school blogs, courses & membership to subject specific associations. • Subscription to The National College for all staff - https://thenationalcollege.co.uk/ • Broad and balanced curriculum • Whole school CPD model & PDP groups.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf Teacher professional development at Nailsea (led by L Creswick) is framed around the mechanisms of effective CPD: • Building knowledge and sharing good practice • Motivating teachers • Developing teacher techniques • Embedding practice The professional development groups (and teaching and learning strategies that are being focused on) are evidenced based (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2, 3

PDP groups: 1. Speech, language and communication (SLC) 2. Questioning and modelling 3. Retrieval 4. Research informed practice 5. Mode B 6. Dual Coding Resourcing: for groups/teachers: • Magic whiteboards. • Mini whiteboards & visualisers. • Subscription to Chartered College of Teachers. • ICT		
Improving self-regulation skills: • Explicitly teaching students how to plan, monitor and evaluate their learning. • Teachers using metacognitive questioning. • Teachers support self-efficacy • development with successes and vicarious experiences. • Students being taught how to use resources to revise by themselves: Revision strategies workshops. • Study Space	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation • The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. • These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content. • Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives. • Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.	1, 2, 3
THRIVE CPD. Thrive Licensed (adolescence) Practitioner training for two members of the pastoral team.	https://www.thriveapproach.com/impact-and-research/impact-report Student impact: • Secure sense of belonging	1, 2, 3, 4

Programme: a web-based profiling, action-planning and progress monitoring tool is used to ensure the best outcome for each child or group. Activities and strategies are then put in place and monitored to help support the student access learning, monitor their own emotions and develop their resilience.	• Improved emotional resilience • Better access to and engagement in learning • Improved mental health Staff impact: • Improved relationships • Personnel and skills development • Improved strategies and systems in place to support, develop and strengthen behaviours for learning • More effective specialist provision	
Supporting whole school reading strategy. • Purchase of standardised diagnostic assessments. • Reading comprehension strategies (through use of NGRT Reading assessments & recommended reading strategies) will be shared with teaching staff. 1. Reduce the cognitive load of texts • Activating prior knowledge • Using images • Pre-teaching vocabulary • Using retrieval practice for vocabulary 2. Teaching Reading Independence • 6th Form reading mentors. • Dedicated reading lesson, once per fortnight.	Reading comprehension strategies Very high impact for low cost based on EEF evidence (6+months impact) Teachers to adapt teaching to support students who have reading challenges West Somerset Research School	1, 2

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

Budgeted cost: £65,712

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring – bespoke interventions. • resilience • metacognition • exam skills. • revision groups. • targeted academic programmes – subject specific. • Study space Dedicated members of staff (straddling pastoral and academic support).	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 2, 3
My Tutor (**using School Led Tuition).** Reported separately, also utilising the Recovery Premium. • Y7-11 students. • 12-week programme of small group online tuition, focusing on Maths and English.	Predominantly funded through School Led Tuition, 40% to be funded from Recovery Premium. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition MyTutor: https://www.mytutor.co.uk/schools/impact-report/ Small group, online tuition in either Maths, English or Science.	2
Supporting the purchase & implementation of Edukey software in order to track, monitor and review the impact of interventions (academic and pastoral). Information will allow groups to be targeted for activities &interventions.	Provision Map case studies | Happy customers, better schools Multiple case studies support the view that software can support schools to improve behaviour & attainment through tracking and monitoring of provisions.	2, 3, 4
Reading interventions. • Lexia – Power Up Literacy https://www.lexialearning.com/ • 6th Form Reading mentors.	https://www.lexialearning.com/why-lexia/case-studies Targeted, bespoke literacy interventions.	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Dedicated reading lesson once per fortnight. - Weekly reading session in tutor time.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring fixed role, cross-ability tutoring in which one learner, who is often older, takes the tutoring role and is paired with a tutee or tutees, who are often younger	

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

Budgeted cost: £63,091

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance improvement strategy: - Tutor calls, parental meetings, targeted letters. - Regular SchoolComms reminders regarding importance of attendance. - Most improved attendance to be recognised and rewarded. - Named staff to liaise (daily) with families to prevent/tackle persistent absence.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Embedding principles of good practice set out in DfE's Improving School Attendance	1, 2
Parental engagement (initiatives led by mentor) Support for booking school events – parents evening, information evenings. Parent coffee morning/drop-in session.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning and engagement with school activities.	
Developing Engagement in Nature (DEN)	Social and emotional learning	EEF (educationendowmentfoundation.org.uk) Aims: Provide a safe environment where there is opportunity to discuss personal issues	1, 2, 3 & 4

	Advice on how to deal with issues / signpost to others • Explore non-academic skills, and expand knowledge of career opportunities • Nurture self esteem • Promote physical and good mental health • Help students to reflect on their progress • Encourage involvement with the community • Improve engagement and enjoyment of school • Provide many opportunities to succeed • Encourage perseverance and patience • Empower students to make positive choices	
Well-being & self-confidence. • Safeguarding team • Pastoral mentors • ELSA • Year 8 and 9 Support group • Exam support (GCSE) • Homework clubs (Study Space) • Prioritised careers support and guidance • Careers – Unifrog subscription. • Unifrog 'drop-in' sessions for Y9 & 10 students. • Envision programme for Y9 & 10 students.	https://researchschool.org.uk/charlesdickens/news/how-to-be-evidence-informed-whilst-developing-a-mentally-healthy-school?utm_source=durrington&utm_medium=search&utm_campaign=site_search&search_term=wellbeing Increasing the capacity of our safeguarding team (2 pastoral mentors- level 2 safeguarding trained). Careers education	EEF (educationendowmentfoundation.org.uk) Appointment of full-time careers and employability co-ordinator to support student engagement in school's career's programme. https://cdn.unifrog.org/downloads/Disadvantage-gap-report.pdf	2, 3, 4
Financial support to fully engage in community, enrichment & school activities.	Removing practical barriers such as the cost of specialist equipment or club subs so that all students develop a sense of belonging to our school and wider community. To include: sports participation, arts participation, Duke of Edinburgh & Music Tuition. Physical activity	EEF (educationendowmentfoundation.org.uk) Arts participation	EEF (educationendowmentfoundation.org.uk)	1, 2, 3 & 4

Total budgeted cost: £183,388

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 **2021-22** academic year.

Despite barriers to engagement due to Covid, interventions aimed at supporting our disadvantaged students continued to be a focus of 2021-22.

A whole school priority around improving the consistency of teaching and learning, as well as a more uniform approach to the tracking and monitoring of assessments and subsequent interventions, has led to a greatly improved Progress 8 score for our disadvantaged student (based on 2019 GCSE outcomes and internal data tracking).

The teaching and learning strategies have been successfully implemented, understood by all staff and positive impact on the outcomes for some of our students is being seen. New software empowers staff with information and a range of strategies to support the individual student. The embedding of these strategies as well as a continued focus on building positive relationships with our students has to the continuation of the teaching approach of the strategy.

We will now focus on this success continuing with our younger students by ensuring interventions are happening at an earlier stage. This will include a renewed focus on reading. This will make sure the gap between disadvantaged students and their peers continues to narrow.

Attendance continues to be a challenge and the amendments to our strategy, moving forward, reflects the need to support the emotional and well-being factors behind a student's low attendance.