

Pupil Premium Strategy Statement

This statement details our 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	Nailsea
Number of pupils in school	880 (Y7-Y11)
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2021/22 to 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Dee Elliot, Headteacher
Pupil premium lead	Sophie Ritty, Assistant Headteacher
Governor / Trustee lead	Antonia Bush

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,720
Recovery premium funding allocation this academic year	£18,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,950
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	£150,795

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to support all of student, including those who are disadvantaged, to make excellent academic progress across the curriculum throughout their time at Nailsea School.

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 challenges faced by vulnerable pupils and carefully monitor strategies to ensure that we 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 responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.
- To provide targeted academic support for students who are not making the expected progress (with a particular focus on the school's wider plans for targeted support for those who have been worst affected over the past two academic years). 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 figures indicate that attendance among

	<p>disadvantaged pupils has been between 4.5 - 2.6% lower than for non-disadvantaged pupils.</p> <p>Assessments show that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Academic Progress –</p> <p>Assessments, observations and discussion with students indicate that disadvantaged students generally make less academic progress than their peers by the end of KS4.</p> <p>For disadvantaged pupils, Overall Attainment 8 (26.9) was in the lowest 20% of all schools in 2019. The English element of Attainment 8 (6.1) was in the lowest 20% of all schools in 2019. The EBacc element of Attainment 8 (7.8) was in the lowest 20% of all schools in 2019.</p> <p>Whilst the assessment process in 2020 & 2021 shows that the attainment gap between disadvantaged students and their peers has narrowed, the gap is still significant.</p>
3	<p>Our data indicates that over the past three academic years, there has been an increase in the percentage of fixed term and internal exclusions for disadvantaged students when compared to their peers. Considering the school's overall percentage of disadvantaged students (16% average), this needs to be addressed.</p>
4	<p>Financial Equality & Enrichment –</p> <p>Our observations suggest many lower attaining disadvantaged students lack opportunities to take part in enrichment activities. This financial inequality has been heightened by the pandemic.</p>

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.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> 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.	<p>By the end of our current plan in 2024/25, our disadvantaged cohort will:</p> <ul style="list-style-type: none"> 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.
Reduce number of FTE/internal exclusions for students classed as disadvantaged.	By 2023-24, year on year, the number of incidents of disadvantaged students being fixed term or internally excluded will decrease so that they are in line with, or below, the number of their peers.
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.

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: £41,387

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – metacognition and self-regulation training offered to all staff.	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Metacognition & self-regulation Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:	1, 2

	Very high impact for low cost based on EEF evidence (7+months impact)	
<p>Developing teaching and learning strategies across all staff.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>QFT for all students with a focus on PP students and their learning - through meaningful CPD experiences.</p> <p>To ensure that all staff take responsibility for the progress of this group of students in all areas.</p>	<p>WALKTHRUs</p> <p>Teaching and Learning Toolkit</p> <p>Metacognition and self-regulation</p> <p>EEF / Hattie et al state that it is what happens in the classroom that will have the largest gains on this group of students.</p>	1, 2
<p>Purchase of standardised diagnostic assessments. Reading comprehension strategies (through use of NGRT Reading assessments & recommended reading strategies).</p>	<p>Reading comprehension strategies</p> <p>Very high impact for low cost based on EEF evidence (6+months impact)</p>	2

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

Budgeted cost: £54,668

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic mentoring – bespoke interventions.</p> <p>Two dedicated members of staff.</p>	<p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Low impact for moderate cost, however, this increases the staffing capacity to offer bespoke support and guidance.</p>	1, 2 & 3
<p>1:1 and small group tutoring – through external providers as well as ‘school led’ approaches.</p> <p>School Led Tutoring Premium to reported on separately.</p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition</p> <p>And in small groups: Small Group Tuition</p>	2

tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be dis-advantaged, including those who are high attainers.		
Supporting the purchase & implementation of Edukey software in order to track, monitor and review the impact of interventions (academic and pastoral)	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.	1, 2 & 3

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

Budgeted cost: £54,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
Named staff to liaise (daily) with families to prevent/tackle persistent absence. Embedding principles of good practice set out in DfE's Improving School Attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1, 2
Developing Engagement in Nature (DEN)	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3 & 4
Prioritised Career Support and Guidance.	Careers education EEF (educationendowmentfoundation.org.uk) Marc Rowland - Social capital of PP students can be affected by low income.	1, 2 & 3
Financial support	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: £ 150,580

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.

Attainment 2021: Progress for this group of students in Year 11 according to SISRA collaboration data and based on our internal assessments during 2020/21 and TAGs suggested that the performance of disadvantaged students was higher than in the previous 2 years. However, attainment was below where we had aimed for it to be.

Our assessment of the reasons for these outcomes points primarily to the impact of the pandemic, which disrupted all of our subject areas to varying degrees. Partial school closure was most detrimental to our disadvantaged pupils, as evidenced across the entire country, as students were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by a co-ordinated and carefully delivered programme of online learning and pastoral support. The success of this programme was noted by our 'School Improvement Partner' visit from June 2021. It was noted that:

Leaders have prepared detailed strategic plans for the effective use of funding in addressing barriers to learning and identified gaps in students' knowledge, understanding and skills. The school is applying much of the best practice in managing this important development, including the appointment of additional support staff where this has been seen to have a significant impact. In addition, whole-school initiatives including 'mastering knowledge' and 'do now tasks' are helping to identify gaps so that these can be addressed.

Changes to our whole school **quality assurance** processes have improved the robustness of ensuring quality strategies in the classroom are in place.

Academic Mentor appointed during 2020/21 showed proven impact with caseload of PP students. School Improvement Partner commented on the effectiveness shown during the period of lockdown. Her contract has been extended to continue this work.

Meeting with **Careers Advisor** for all students in years 11 and 13 and targeted support for years 10 and 12 (Terms 3 -5 0.5 FTE – remainder PP focus). In September 2021, no NEET students. This supports students in their successful progression on to the next stage of education, employment or training.

Although overall attendance in 2020/21 was similar than in the preceding, it continued to be lower than the national average. There also continues to be a 3-4% gap between our disadvantaged student and their peers. These gaps are larger than we would like, which is why attendance is a focus of our current plan.

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
3:1 English Tuition	MyTutor

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around **feedback**. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Continued focus on the development of **Teaching and Learning** through a broad and varied range of CPD for teaching staff.
- offering a wide range of high-quality **extracurricular activities** to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.