

Pupil premium strategy statement

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

	Data
School name	Navigation
Number of pupils in school	441 + 22 nursery 36 PP (2 EYFS PP)
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023, but part of a 3-year plan amended annually
Date this statement was published	30/11/22
Date on which it will be reviewed	30/11/23
Statement authorised by	Mr Bonsall & Governing Body
Pupil premium lead	Mr Bonsall
Governor / Trustee lead	Mr Laverick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,292
Recovery premium funding allocation this academic year	£3260
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,517
School supplemented this funding with the covid-led school tutoring fund	£3112
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	£69,281

Part A: Pupil premium strategy plan

Statement of intent

Navigation Primary School is a popular, exciting and inclusive school dedicated to a broad curriculum and to achieving high standards with every pupil. The children are at the forefront of everything planned in school as we look to support their development socially, emotionally and morally as well as academically.

The primary goal and focus of our strategy is academic success:

- To reduce the attainment gap between disadvantaged pupils and their peers.
- To raise the attainment of all pupils to close the gap created by Covid-19 school closures.
- To support the well-being and mental health of all our pupils following this disrupted period in their lives.

During Covid, we made special provision for vulnerable and disadvantaged children, inviting them to keep a place in school. For those who had to remain at home, we provided electronic devices to allow them access to online learning. Despite this provision, many children have still had a very disrupted education and we are determined that this should not hinder their long-term prospects. Nationally, pupil premium children achieve less well relative to their peers and we have a number of strategies in place in school in order to address this disparity.

We are committed to evidence-informed practice and will base all decisions relating to pupil premium upon robust evidence and professional expertise. We will be utilising the EEF's recommended tiered planning model to target recovery provision in the following areas:

- Quality first teaching – enhancing the quality of teaching through: high impact staff professional development; curriculum prioritisation and embedding whole class, well-evidenced high impact teaching approaches.
- Targeted academic support – accurately targeted use of well-evidenced high impact interventions, based on high quality assessments, to support pupils in 'catching up'. Interventions will be explicitly linked to classroom learning and will use systems for effective feedback to ensure a coherent learning experience.
- Wider support – these strategies will focus upon: mental health and emotional well-being; mentoring; attendance and punctuality.

Our first principles for education dictate that every child should receive quality-first teaching in their class. To that end, there is a rich professional development offer in school to aid staff in delivering this, a supportive staff culture and strong accountability measures – all of which help ensure children receive a great education.

We also acknowledge that many children require additional support. All pupil premium children receive additional support in school; however, not all children are the same. Therefore, we tailor our interventions to meet the needs of the children. Our provision and intervention maps track the extra support each pupil premium child receives and this is regularly reviewed. Many of these interventions are possible due to the presence of teaching assistants who deliver them and are funded via the Pupil Premium Grant.

Finally, we provide some extra-curricular support and wider opportunities, including those focused on mental and emotional health.

We are assiduous in gathering data and monitoring the gap between pupil premium children and their peers, thereby allowing us to review our approaches and provide extra support in a timely manner.

Our pupil premium strategy aligns with our whole school development plan; Covid recovery strategy; sports premium strategy they have been designed to complement one another and work together in a cohesive and meaningful manner.

Challenges

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

Challenge number	Detail of challenge
1	Reading – to bring them closer to achieving in line with their peers
2	Writing – to bring them closer to achieving in line with their peers
3	Maths– to bring them closer to achieving in line with their peers
4	Sticky knowledge in foundation subjects – aiding retention
5	Emotional health and wellbeing
6	Attendance

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
To improve reading outcomes	Our internal data tracking will show that pupils have made improvements in their progress and attainment. This will also be evident when triangulated with other sources of evidence including: engagement in lessons shown by learning walks and observations, book scrutiny and ongoing formative assessment.
To improve writing outcomes	Our internal data tracking will show that pupils have made improvements in their progress and attainment. This will also be evident when triangulated with other sources of evidence including: engagement in lessons shown by learning walks and observations, book scrutiny and ongoing formative assessment.
To improve maths outcomes	Our internal data tracking will show that pupils have made improvements in their progress and attainment. This will also be evident when triangulated with other sources of evidence including: engagement in lessons shown by learning walks and observations, book scrutiny and ongoing formative assessment.
To improve the children's 'sticky knowledge' in foundation subjects	This will be evident by triangulating various sources of evidence including: engagement in lessons show by learning walks and lesson observations, pupil voice, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from student voice and teacher observations and feedback from staff delivering wellbeing and SEMH support.

Activity in this academic year

This details how we intend to spend our pupil premium fund (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD courses - £5000	EEF states that, 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.'	1, 2, 3, 4, 5

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

Budgeted cost: £ 53,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA support – 31,675</i>	Metacognition and self-regulation of emotions in group work – zones of regulation (EEF +7) and social emotional learning EEF +4) Reading comprehension strategies (EEF +6) Teaching assistant interventions (EEF +4)	1, 2, 3, 4,
<i>Tutoring for PP children £22,225</i>	Small group tuition (EEF +4)	1, 2, 3, 4,

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

Budgeted cost: £ 10,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular enrichment activities £5400	Social emotional learning (EEF +4)	5
Paying for pupil premium children's school trips £3000	Social emotional learning (EEF +4)	1, 2, 4, 5, 6
TA 4 afternoon to support social and emotional support £2000	Social emotional learning (EEF +4) Mentoring (EEF +2)	5, 6

Total budgeted cost: £ 54,100

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 to 2022 academic year.

Our internal assessments during 2021-2022 suggested that, as in line with the national and Trafford data, the performance of pupil premium pupils was lower than that of their peers.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, as they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by White Rose Maths, Oak National Academy, Google Classroom and Seesaw. In addition to this, many disadvantaged pupils were offered a place in school in order to minimise the disruption to their education as much as possible; where a place could not be offered or taken up help was given to ensure pupils could access online learning e.g. loan of electronic devices, provision of internet access and coaching on how to use access home learning.

Overall attendance in 2021/22 was significantly disrupted, particularly around the Christmas period with the omicron wave of covid. The overall pupil attendance was 96.9% and the national figure was 93%. The last data set was lower than this, so the improvement is most welcome. On the FFT (Fisher Family Trust) attendance analysis showed that the attendance of pupil premium children which was slightly lower but remained 0.9% above national average of other pupil premium children. This has been hit particularly badly by 3 children. All of these children have had intensive pastoral support, particularly one family who have 2 of the children. The other child has had repeated bouts illness. It should also be noted that the attendance from the previous year has improved for pupil premium children.

Our assessments and observations indicated that attainment and progress, wellbeing and mental health have been significantly impacted in recent years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. However, in the last academic year, we have been able to run more social and emotional support groups for these pupils. We used pupil premium funding to provide

wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
N.A. – all programs used in school are not funded via the pupil premium grant.	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This paid for the children to have a wider range of experiences and clubs.
What was the impact of that spending on service pupil premium eligible pupils?	It enabled them to take part in extra curricular activities and wider activities, providing them with opportunities to develop their social, emotional and mental as well as physical health.

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 using our Sports Premium Grant. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Continuing to focus on developing mental health across the school more. The training we have selected will focus further training for the mental health lead in order to help us develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing and support more effective collaboration with parents in this area.
- offering a wider range of high-quality extracurricular activities and enhancements e.g. school trips and visitors in a 'post-Covid' climate in order to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- embedding more effective practice around using our catch-up funding directly to benefit our pupil premium and disadvantaged pupils.

Planning, implementation, and evaluation

When planning our new pupil premium strategy, we evaluated why activities undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers 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 studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly looking at specific pupil needs and working out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place and will adjust our plan over time to secure better outcomes for pupils.