



The Nar Valley Federation of Church Academies

“Let Your Light Shine”

Pupil Premium Strategy
2023/24 – 2026/27



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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (Sept 23)	Castle Acre – 57 Narborough – 82 Sporle - 62
Proportion (%) of pupil premium eligible pupils	CA – $15 / 57 = 26\%$ Nar– $19/82 = 23\%$ Sp – $23/62 = 37\%$
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/24 – 2026/27
Date this statement was published	5th December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Bruce Gordon
Pupil premium lead	Anne Neary
Governor / Trustee lead	Bruce Gordon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,390
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£9,135
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£93,525 Castle Acre £24,735 PP £2,755 Recovery

	<p>Narborough £21,825 PP £2,465 Recovery</p> <p>Sporle £37,830 PP £3,915 Recovery</p>
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Part A: Pupil premium strategy plan

Statement of intent

Our belief is that all of our children deserve the highest quality education, tailored to their needs. Children deserve the challenges they face to be overcome by the staff that work with them in order for them to make good progress and achieve well. Our Pupil Premium strategy is designed to ensure that every child is supported in order to make that progress and achieve at the highest level.

There are also children who are vulnerable, whether or not they are entitled to receive the Pupil Premium. Our strategy is designed to support ALL children with learning or other vulnerabilities in order that they achieve well.

Our Nar Valley Pedagogy outlines what our approach to Quality Teaching is, and our planning enables our staff to ensure that our vulnerable children get their 'first and best' provision so that the disadvantaged attainment gap can be positively impacted on. Our Single Change Plan clearly focuses on ensuring all staff take responsibility for the most vulnerable learners in their classes.

Our Pupil Premium Strategy is designed to build upon our already successful practice which is resulting in all children attaining and achieving, and everything that we do is intended to benefit all children.

Our strategy is also linked to our plans to respond to the impact on our children of the pandemic, and to use the Education Endowment Fund's research centred around one to one support and small group support to ensure the best possible outcomes.

Our curriculum development work enables all children to be immersed in a rich, stimulating and well-sequenced curriculum that builds upon their knowledge over time and is designed to support and enhance the experiences that disadvantaged children have, equipping them with knowledge to learn, progress and achieve well.

Our approach is developed based on our rigorous assessment and knowledge of our children's needs, at early and regular points; we quickly assess and focus on children's knowledge gaps. We make our decisions from diagnostic assessments and our approach is rigorously revisited in order to ensure progress and across the length of the strategy, develop excellence for all children.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary or sentence structure gaps among many disadvantaged pupils. These are particularly evident in those children who did not have pre-school experience, in Y3-5 and in Sporle, very much present in our Y6 children, as well as a significant proportion of the school. In Castle Acre, our most vulnerable year groups are Y2, where a large proportion did not attend any pre-school setting and are working significantly behind their peers, and Y4 Y6 particularly. In Narborough, our most vulnerable cohorts are Y4 and Y3.</p> <p>Across the Federation, our disadvantaged children generally have a larger language deficit than their peers, particularly centering around spelling, grammar and sentence structure. Previous work on phonics and early reading is making this much less wide-spread than before.</p> <p>Disadvantaged children who also have additional needs are more vulnerable.</p>
2	<p>Internal and external assessments indicate that maths and English attainment among disadvantaged pupils is below that of non-disadvantaged pupils in Sporle and Castle Acre and Narborough. The profile of Narborough is changing, with the bulk of our 19 disadvantaged children being in Key stage one.</p>
3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps, especially in maths. Arithmetic, despite much work on this, seems to be a local, Trust wide issue for children both in school and coming into school.</p>
4	<p>Overall, our attendance data is strong at Castle Acre and Narborough and inline with national average at Sporle and improving.</p> <p>Analysis shows that of our children with disadvantages at Narborough, there are five whose attendance is below that of their peers.</p> <p>Castle Acre - 8 children across the school below 96%</p> <p>Narborough - Y5, 3 children, Y3 1 child and one child in Rec.</p> <p>Sporle - 15 children across the school below 96%</p>

As part of this strategy we will continue to review specifically the attendance of these children, but our evidence demonstrates that our approach (see policy) is working and therefore we do not need to designate specific pupil premium funding for this. We will continue to review this, as there is a need for pastoral and therapeutic support and attendance of these children could become part of that role should it be able to be provided in the future.

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
<p>1 Improved oral language, phonics/spelling skills and vocabulary/grammar among disadvantaged pupils (and those with SEND).</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book audits and ongoing formative assessment such as AGEF (Academy Group Executive Principal) visits</p> <p>Phonics outcomes have continued to rise strongly in Sporle and Narborough. The catchment at Castle Acre has changed and outcomes have dropped but current data indicates strong progress of the children who did not pass last year (who were the children who had not had pre-school experience)</p> <p>Spelling and Grammar attainment is still uneven across the Federation but continues to improve. The new spelling scheme - Jane Considine spelling - implemented Autumn 23 should support and increase the improvement.</p> <p>We expect our phonics outcomes to be above national in all three schools this year. We expect the percentage of our Y1s who did not pass but pass the Y2 resit to be inline with or above national.</p> <p>We expect our internal progress data (Termly PixL summaries) to demonstrate that spelling and grammar outcomes are demonstrating improvement as follows:</p>

<p>2. Improved maths and English attainment for disadvantaged pupils (and those with SEND) at the end of KS2.</p>	<p>22/23 KS2 outcomes show:</p> <p>Castle Acre: 0% of the children with disadvantages achieved combined, in comparison to 57% of their non-disadvantaged peers.</p> <p>Narborough: 100% of children with disadvantages achieved combined, outperforming non-disadvantages peers (57%)</p> <p>Sporle: 25% of children with disadvantages achieved combined in comparison with 50% of non-disadvantaged peers.</p> <p>22/23 KS1 outcomes show:</p> <p><u>Phonics:</u></p> <p>Castle Acre:</p> <p>75% of children with disadvantages achieved a pass, outperforming their non-disadvantaged peers (56%)</p> <p>Narborough:</p> <p>100% of children with disadvantages achieved a pass, outperforming their non-disadvantaged peers (67%)</p> <p>Sporle:</p> <p>33% of children with disadvantages achieved a pass, (3 children, 1 arrived in week of check, otherwise 50%)</p> <p>in comparison with 100% of non-disadvantaged peers.</p> <p><u>KS1: (writing issue, so reading and maths measured used)</u></p> <p>Castle Acre:</p> <p>Reading:</p> <p>100% of children with disadvantages achieved expected, outperforming their non-disadvantaged peers (86%)</p>
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	<p>Maths: 100% of children with disadvantages achieved expected, outperforming their non-disadvantaged peers (72%)</p> <p>Narborough: Reading: 40% of children with disadvantages achieved combined in comparison with 46% of non-disadvantaged peers.</p> <p>Maths 40% of children with disadvantages achieved expected, outperforming their non-disadvantaged peers (36%)</p> <p>Sporle: Reading: Both Children with disadvantages and non-disadvantaged children achieved 67%</p> <p>Maths: 67% ($\frac{2}{3}$) of children with disadvantages achieved combined in comparison with ($\frac{5}{6}$)83% of non-disadvantaged peers</p> <p>GLD Castle Acre: No PP children Narborough: 60% (3 of 5) children with disadvantages achieved combined in comparison with 67% of (6 out of 9) non-disadvantaged peers Sporle: 25% (1 out of 4) of children with disadvantages achieved combined in comparison with (6 out of 11)55% of non-disadvantaged peers</p> <p>Our intended outcomes are that we perform inline with or above national outcomes, and that the gap between peers is reduced.</p>
<p>3 To develop knowledge through the implementation of our curriculum across all subjects, for all pupils in our school,</p>	<p>High levels of subject knowledge in each area of the curriculum by 2024/25, demonstrated by:</p>

particularly our disadvantaged pupils (and those with SEND).	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • book audits • Less dependence on worksheets in Castle Acre books • Staff CPD in Foundation subjects <p>external visits such as AGEF visits</p>
4 To ensure strong attendance (96%+) for all our disadvantaged pupils (and particularly those also with SEND).	<p>Sustained high attendance from current picture 23/24 demonstrated by:</p> <ul style="list-style-type: none"> • the absence rate for each disadvantaged pupil being no more than 4% (and for each pupil regardless of disadvantage)

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: £4050

Activity	Evidence that supports this approach	Challenge number(s) addressed
PixL DTTT £3,000	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Focus this year: Ensure DTTT process – Diagnostic, (following test), therapy, test and re-test after a few weeks to check retention.	1,2,3
Writing development across the Federation for all staff	Moderation and associated CPD clearly supports increased knowledge and understanding of how to teach the writing curriculum. Writing is the weakest of the reading, writing and maths nationally	1,2

	and across our schools. Ensuring more children achieve a stronger standard in writing will impact on the attainment of disadvantaged children.	
Continuing to pay into RWI to continue to secure strong phonics teaching for all pupils. £1050	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. RWI has increased attainment in phonics and we will continue to use this, focusing on individual children into KS2 who have not had this approach and ensuring catch up for those pupils who have not yet acquired the phonic knowledge they need to be successful readers.	1,2,3

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention from class staff for English and Maths, including CPD for those staff for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>We have retained Teaching Assistants in order to achieve tuition, small group work who have had RWI and PixL CPD and continue to receive this through Development days and coaching and support, as well as Trust Pixl Open Days.</p> <p><u>One to one tuition EEF</u> (educationendowmentfoundation.org.uk)</p> <p>And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p> <p>Tuition is through PixL therapies, RWI group work and other necessary interventions and support.</p>	1,2,3

Total cost £100,000		

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring that all children entitled to the pupil premium access all trips, visitors, opportunities, wrap around and after school clubs	Enabling children to access trips, experiences and visitors can support pupils in non-cognitive skills such as resilience, self-confidence and motivation, as well as broadening cultural capital and providing technical vocabulary to increase curricular understanding.	1 and 3

Total budgeted cost: £106,050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

It should be noted that cohorts across the Federation are extremely small, often less than 10.

22/23 KS2 outcomes (as above) demonstrate that there is still much work to be done in improving outcomes for children with disadvantage at Castle Acre and Sporle. At Narborough, children with disadvantages outperformed their non-disadvantaged peers, but internal data indicates this is likely to be less secure further down the school.

Castle Acre: 0% of the children with disadvantages achieved combined, in comparison to 57% of their non-disadvantaged peers.

Narborough: 100% of children with disadvantages achieved combined, outperforming non-disadvantages peers (57%)

Sporle: 25% of children with disadvantages achieved combined in comparison with 50% of non-disadvantaged peers.

22/23 KS1 outcomes show:

Phonics:

Castle Acre:

75% of children with disadvantages achieved a pass, outperforming their non-disadvantaged peers (56%)

Narborough:

100% of children with disadvantages achieved a pass, outperforming their non-disadvantaged peers (67%)

Sporle:

33% of children with disadvantages achieved a pass, (3 children, 1 arrived in week of check, otherwise 50%)

in comparison with 100% of non-disadvantaged peers.

Whilst there are still individual challenges the internal RWI data suggests that this approach is working and both Narborough and Sporle have improved phonics outcomes year on year for three years. Castle Acre's cohort and catchment have changed greatly in recent years, coupled with a teaching issue last year, but again internal data indicates good progress in phonics, with this current cohort of 6 children targeting everyone to pass but with one child who may be close. Of the Y1 children who did not pass last year (5, at their Autumn phonics screen check, 3 are close to passing and 2 have made more progress).

KS1: (specific writing issue, so reading and maths measured used)

Castle Acre:

Reading:

100% of children with disadvantages achieved expected, outperforming their non-disadvantaged peers (86%)

Maths:

100% of children with disadvantages achieved expected, outperforming their non-disadvantaged peers (72%)

Narborough:

Reading:

40% of children with disadvantages achieved combined in comparison with 46% of non-disadvantaged peers.

Maths

40% of children with disadvantages achieved expected, outperforming their non-disadvantaged peers (36%)

Sporle:

Reading:

Both Children with disadvantages and non-disadvantaged children achieved 67%

Maths:

67% ($\frac{2}{3}$) of children with disadvantages achieved combined in comparison with ($\frac{5}{6}$)83% of non-disadvantaged peers

This data suggest that our strategy of focusing on individual gaps and small group tuition is working with performance at KS1 being similar between the two groups.

GLD

Castle Acre: No PP children

Narborough: 60% (3 of 5) children with disadvantages achieved combined in comparison with 67% of (6 out of 9) non-disadvantaged peers

Sporle:

25% (1 out of 4) of children with disadvantages achieved combined in comparison with (6 out of 11)55% of non-disadvantaged peers

Trainee teacher with the class to support further development.

Attendance of all children has risen and the attendance of many of our children with disadvantages has also risen. Individual children with disadvantages still to reach 96% are as follows:

Castle Acre - 8 children across the school below 96% (last year 12)

Narborough - 5 children across the school below 96%. (last year 10)

Sporle - 15 children across the school below 96% (last year 25)

Last year we used a proportion of our Pupil Premium money to support individual tuition in English or Maths for children with disadvantages through local Kumon tutors. Kumon data showed significant improvement, but in school analysis did not show a corresponding improvement in either attainment or PixL banding. However, it will certainly have supported the children's learning. Given the lack of impact on either summative or formative attainment, we decided not to continue with this and to invest the money spent, which was £13,787, in our staff who know the children well and their day to day learning, as the time out of the classroom was not felt to be beneficial by staff.

The success of this strategy will lie in the ability of each Head of School to focus their Teaching Assistants' time on tuition and small group interventions and in the strategic focus of the Executive Head on investing in the ongoing CPD of TAs.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Kumon Maths and English	Local Kumon Franchisee, all teachers

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
We receive Service pupil premium for one child. This child accesses RWI sessions.
The impact of that spending on service pupil premium eligible pupils
This child met their GLD in Reception and is on track in Y1.

Further information (optional)

We also use the services of a mentoring company who provide good role models for some children at each school. We also use our Sports Premium to provide a coach to work with a group of children who include those who are disadvantaged for half a day each week and also are engaging an additional company to provide a wider range and number of clubs, who then also work in the classroom for one afternoon a week, thus enabling the Teaching Assistant to focus on therapies rather than pastoral support.