

## Pupil Premium Strategy 2022-2023

Vision				
<p>At NBIS we have high expectations of every child, without exception, to ensure all achieve. Positive relationships with our children and families create a strong foundation for learning. Our established culture of nurture and resilience alongside our commitment to offer memorable experiences for every child enables us to overcome barriers of disadvantage and foster success for learners. Every child has a different starting point and engagement with learning, consequently, we are committed to creating a personalised learning journey for every child supporting them to achieve their individual ambitions.</p>				
<p><b>Challenges</b></p> <ol style="list-style-type: none"> <li>1. Children eligible for PP need to make accelerated academic progress.</li> <li>2. Children and families eligible for PP are not always ready to learn.</li> <li>3. Children and families eligible for PP can have limited enrichment opportunities.</li> </ol>				
<p><b>Intended Outcomes</b></p> <ul style="list-style-type: none"> <li>• Children make accelerated progress</li> <li>• The gap between disadvantaged and non-disadvantaged children is reduced</li> <li>• Gaps in learning are identified quickly and interventions are responsive</li> <li>• Children will have good attendance meaning they have increased access to education</li> <li>• Families will access support to improve their wellbeing, supporting children in being ready to learn</li> <li>• School maintains a nurturing, aspirational culture</li> <li>• Children access a range of tailored enrichment opportunities</li> </ul>		<p><b>Success Criteria</b> (how will we measure?)</p> <ul style="list-style-type: none"> <li>• Ambitious targets on PP profiles, feedback from pupil progress meetings</li> <li>• Intervention records</li> <li>• Attendance records</li> <li>• Registers of workshop attendance from parents, CPOMS and teacher/parent feedback</li> <li>• Written outcomes of pupil progress reviews</li> <li>• Phonic assessments and screening checks</li> <li>• Spelling test scores and transcription outcomes</li> <li>• Attainment data</li> <li>• Enrichment/memorable experiences offered tracked using new system</li> </ul>		
<p><b>Activities</b> (what will we do?)</p>				
<b>1.</b>		<b>2.</b>		<b>3.</b>
<ul style="list-style-type: none"> <li>○ HQT</li> <li>○ CPD (INSET, workshops, books)</li> <li>○ Regular moderation</li> <li>○ Updated tracking tool</li> <li>○ Spelling system and tracking</li> </ul>	<ul style="list-style-type: none"> <li>○ New pupil progress approach</li> <li>○ Data analysis from a range of subject leaders</li> <li>○ Little Wandle</li> <li>○ Volunteer reading scheme</li> </ul>	<ul style="list-style-type: none"> <li>○ Purchasing resources to support delivery of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>○ Offer range of parenting classes</li> <li>○ Careers day</li> <li>○ Treetops offered including holiday clubs</li> <li>○ Daily pastoral support where needed eg breakfast, uniform</li> <li>○ Safe spaces in each classroom</li> <li>○ Wellbeing coaches</li> <li>○ Maintain attendance procedure</li> <li>○ Pastoral support (ESLA, TALA, Nurture)</li> <li>○ Improve provision offered during lunch times</li> </ul>	<ul style="list-style-type: none"> <li>○ System for tracking memorable experiences/enrichment</li> <li>○ Run clubs (term time, after school, holiday)</li> <li>○ Forest school</li> <li>○ Family survey</li> </ul>

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