

Nailsea School

**Pupil Premium Strategy
Statement
2024-25**





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Pupil Premium Strategy Statement 2024-5

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 (Y7-11)	969
Proportion (%) of pupil premium eligible pupils	14.4%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	Nov 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	Dee Elliot, Headteacher
Pupil premium lead	Sophie Ruddy, Assistant Headteacher
Governor / Trustee lead	Joy Tague

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024-25)	£162,750 (PP) £25,700 (PP+)
Recovery premium funding allocation this academic year (2024-25)	£0.00
Services Pupil Premium (2024-25)	£2,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£55,000
Total budget for this academic year (2024-25) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£243,450 (not including SPP)

The school will not be utilising the 'School Led Tuition' funding this academic year.



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 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 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- Over the last 3 years the figures indicate that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. 2021-22 6% difference. 2022-23 6.6% difference. 2023-24 4.7% difference.



	Assessments show that absenteeism is negatively impacting disadvantaged pupils' progress across all key stages. This is also a challenge for pupils joining the school mid-way through the year who have gaps in their education.
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>Whilst significant progress has been made since 2019, we aim to narrow this gap further so that attainment is equally strong across all groups.</p>
3	<p>Wellbeing and emotional self-regulation skills</p> <p>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.</p> <p>This continues to be a core reason for persistent absenteeism.</p>
4	<p>Financial Equality & Enrichment</p> <p>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, well-being and sense of belonging.</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>Year upon year, we will see:</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 below 4%
To reduce the gap in attainment at KS4 between PP and non-PP students.	<p>Year upon year, 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). <p>Due to the pandemic, and lack of prior attainment data, 2025 & 2026 GCSE attainment measurements will be based on Attainment 8.</p>



<p>To reduce the gap in attainment between PP and non-PP students across all year groups.</p>	<p>For all disadvantaged students to make progress in line with, or above, their academic targets.</p> <p>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.</p>
<p>Improve the emotional self-regulation skills of our disadvantaged pupils.</p>	<p>Observations and student attainment will show that:</p> <ul style="list-style-type: none"> • All students will develop a greater awareness of their learning and their personal strengths and weaknesses with a particular process. • Students feel more able to regularly attend school and engage with learning. • 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.
<p>To provide PP students with the financial support to take a full and active role in school life.</p>	<p>To increase participation in enrichment activities both in and out of school.</p> <p>For all 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.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 122,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To continue to develop high quality teaching, assessment and a curriculum which responds to the needs of students.</i></p> <p>CPD:</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	<p>1, 2, 3</p>



<ul style="list-style-type: none"> • 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. <p>PDP groups (2024-25):</p> <ol style="list-style-type: none"> 1. EAL 2. AI 3. Educational research 4. Reading 5. Adaptive Teaching <p>Resourcing: for groups/teachers.</p>	<p>Teacher professional development at Nailsea (led by L Creswick) continues to be framed around the mechanisms of effective CPD:</p> <ul style="list-style-type: none"> • Building knowledge and sharing good practice • Motivating teachers • Developing teacher techniques • Embedding practice <p>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)</p>	
<p>Supporting students' well-being, self regulation skills, sense of belonging and emotional resilience.</p> <p>THRIVE CPD.</p> <ul style="list-style-type: none"> • Thrive Licensed (adolescence) Practitioner training for two members of the pastoral team. • 'Leading an Emotionally Healthy School' training for PP Lead. • Whole school training for teaching staff. <p>Programme:</p> <p>a web-based profiling, action-planning and progress monitoring tool is used to ensure the best outcome for each child or group.</p>	<p>https://www.thriveapproach.com/impact-and-research/impact-report</p> <p>Student impact:</p> <ul style="list-style-type: none"> • Secure sense of belonging • Improved emotional resilience • Better access to and engagement in learning • Improved mental health <p>Staff impact:</p> <ul style="list-style-type: none"> • Improved relationships • Personnel and skills development • Improved strategies and systems in place to support, develop and strengthen behaviours for learning • More effective specialist provision 	1, 2, 3, 4



<p>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.</p>		
<p>Supporting whole school reading strategy.</p> <ul style="list-style-type: none"> • Reading comprehension strategies (through use of NGRT Reading assessments & recommended reading strategies) will be shared with teaching staff. <ol style="list-style-type: none"> 1. Reduce the cognitive load of texts <ul style="list-style-type: none"> • Activating prior knowledge • Using images • Pre-teaching vocabulary • Using retrieval practice for vocabulary 2. Teaching Reading Independence 3. Resourcing Y7 fortnightly 'Reading for Learning lessons' 	<p>Reading comprehension strategies</p> <p>Very high impact for low cost based on EEF evidence (6+months impact)</p> <p>Teachers to adapt teaching to support students who have reading challenges</p> <p>West Somerset Research School</p>	<p>1, 2</p>
<p>Technology to support high quality teaching and learning.</p>	<p>With 30% of our disadvantaged co-cohort also being on our SEN register, it is imperative that we have ICT devices that can be used to support their day-to-day learning.</p> <p>Updated laptops will also be used to support home learning for students and families who do not have reliable access to this at home.</p>	<p>2, 4</p>
<p>Supporting the purchase & implementation of Edukey software to track, monitor and review the impact of interventions (academic and pastoral). Information will allow groups to be targeted for activities & interventions.</p>	<p>Provision Map case studies Happy customers, better schools</p> <p>Multiple case studies support the view that software can support schools to improve behaviour & attainment through tracking and monitoring of provisions.</p>	<p>2, 3, 4</p>



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

Budgeted cost: 62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mentoring – bespoke interventions.</p> <ul style="list-style-type: none"> • resilience • metacognition • exam skills. • revision groups. • targeted academic programmes – subject specific. • Study space – supported independent learning/homework completion. <p>3 dedicated members of staff (straddling pastoral and academic support).</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1, 2, 3</p>
<p>Targeted Reading interventions. 20% of Y7-9 to access specific reading interventions to support progress.</p> <ul style="list-style-type: none"> • Lexia – Power Up Literacy https://www.lexialearning.com/ • 6th Form Reading mentors. • Dedicated reading lesson once per fortnight. • Weekly reading session in tutor time. 	<p>https://www.lexialearning.com/why-lexia/case-studies</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</p> <p>Targeted, bespoke literacy interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> <p>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</p>	<p>2</p>
<p>Targeted interventions and resources to meet specific needs.</p>	<p>Y9 students invited to take part in programme that:</p>	<p>3, 4</p>



	<ul style="list-style-type: none"> • develops their essential skills through designing, developing, and delivering a social action project, • builds their confidence through working collaboratively and overcoming obstacles • Deepens their understanding of effective social action and how to be a responsible citizen <p>Envision: https://envision.org.uk/what-we-do/our-programmes/</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance improvement strategy:</p> <ul style="list-style-type: none"> • Clear graduated response to support regular attendance. • Tutor calls, parental meetings, targeted letters. • Regular 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. • PFSA role to be established to forge strong links between families and school. Targeted support given to families whose children are 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance</p>	<p>1, 2</p>



<p>Parental engagement (initiatives led by mentors and PFSA).</p> <p>Establishment of 'Your Space' – Sessions run based on parental requests. External speakers and school staff to be involved, depending on topic.</p> <p>Administrative support for booking school events – parents evening, information evenings.</p> <p>Thrive practitioners to undertake training that focuses on parents and carers, and their understanding of the teenage brain.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning, well-being and engagement with school activities.</p>	<p>1,2, 3</p>
<p>Well-being & self-confidence.</p> <ul style="list-style-type: none"> • Safeguarding team • Pastoral mentors • ELSA & Thrive practitioner • Exam support (GCSE) • Homework clubs (Study Space) • Prioritised careers support and guidance through impartial company 'FutureSmart Careers' • Careers and employability – Unifrog subscription. • Unifrog 'drop-in' sessions for Y9 & 10 students. 	<p>https://researchschool.org.uk/charlesdickens/news/how-to-be-evidence-informed-whilest-developing-a-mentally-healthy-school?utm_source=durrington&utm_medium=search&utm_campaign=site_search&search_term=wellbeing</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Increasing the capacity of our safeguarding team (2 mentors- level 2 safeguarding trained).</p> <p>Supporting continued professional development for ELSA and Thrive practitioner (both mentors).</p> <p>Careers education EEF (educationendowmentfoundation.org.uk)</p> <p>Appointment of careers and employability administrator to monitor and track student engagement in school's career's programme.</p>	<p>2, 3, 4</p>



	<p>FutureSmart Careers – employed to conduct 1:1 personal guidance interviews (prioritising Y10 & 11)</p> <p>https://cdn.unifrog.org/downloads/Disadvantage-gap-report.pdf</p>	
<p>Financial support to fully engage in community, enrichment & school activities.</p>	<p>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.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3 & 4
<p>Extended School Time.</p>	<p>Study Space 3 x per week for Y7-11 to complete homework and independent study.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Transition ‘Summer School’ for nominated Y6 students. This supports engagement in learning as well as providing well-being support as the students transition to secondary school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	2

Total budgeted cost: £

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 **2023-34** academic year.

The focus on Teaching and Learning, CPD opportunities as well as more robust and consistent assessment processes are now embedded. We continue to focus on how teaching can be adapted to ensure the progress of all learners. Whilst the ‘gap’ between GCSE attainment remains, we are confident that our continued focus on staff CPD, adaptive teaching as well as enhanced pastoral support will address this.

Robust and carefully researched teaching and learning strategies have been successfully implemented and we are now in a period of sustaining their impact. 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.

Whilst whole school attendance sits in line with the National average, missing school will put students at a disadvantage and therefore must continue to be a key part of this strategy. We compare favourably against local trends; however, these gaps are larger than we would like and continue to disadvantage those students impacted. Attendance continues to be a focus of our current plan.

We have worked to try and remove 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. As more activities and enrichment opportunities are introduced, we will continue to focus on supporting all students to access these.