

Northstead Community Primary School

Pupil Premium Expenditure Report and Strategy Statement

September 2019 – July 2022



Summary Information												
School						Northstead Community Primary School						
Academic Year: Sep 2019- Aug 2022				Total PP Allocation: Approx 220,000 (annually in April)				Date of most recent PP review: July 2019				
Number on Roll: 630				Eligible for PP: Approx 175-190				Date of next PP Review: July 2020				
End of Key Stage Two Attainment and Progress 2017-2018												
Expected Standard (A scaled score of 100+)	Pupils eligible for PP (Northstead)				All pupils (Northstead)				All pupils (National)			
	17/18	18/19	19/20	20/21	17/18	18/19	19/20	20/21	17/18	18/19	19/20	20/21
% achieving expected standard in reading, writing and maths	27%	47%			58%	61%			64%	65%		
% achieving expected standard in reading	58%	47%			69%	68%			75%	73%		
% achieving expected standard in writing	58%	63%			73%	74%			78%	78%		
% achieving expected standard in maths	58%	60%			72%	74%			76%	79%		
Greater Depth / Higher Standard (A scaled score of 110+)												
% achieving greater depth in reading, writing and maths	0%	3%			4%	3%			10%	11%		
% achieving greater depth in reading	0%	20%			13%	18%			28%	27%		
% achieving greater depth in writing	0%	3%			13%	16%			20%	20%		
% achieving greater depth in maths	0%	17%			11%	28%			24%	27%		
Average Scaled Score												
Reading	100	99			103	102			105	104		
Maths	100	100			102	103			104	105		
Progress Measures												
Average progress in reading	-4	-4.7			-3.9	-4.3			0	0		
Average progress in writing	-3.1	-3.2			-3.1	-2.9			0	0		
Average progress in maths	-4.5	-4.2			-3.6	-3.2			0	0		

Barriers to Future Attainment/Progress				
Month	Free School Meals	Pupil Premium	SEN Support	Education and Health Care Plan
July 2019	18%	28%	15%	1%
July 2020				
July 2021				
July 2022				

At Northstead Community Primary School, we have high aspirations for all the children and families who attend our school and are determined to ensure we leave no child and their family behind. We are determined to ensure all children and their families are given as many opportunities as possible to realise their potential, ensuring the highest expectations for all. At Northstead

Community Primary School, pupil premium funding represents around 1/15 of our overall spending budget and so we are committed to ensuring it is used effectively and to ensure it is used to maximum effect.

Through high quality teaching and learning, additional experiences in and out of school, plus well researched interventions, we are working to ensure all children in school make as much progress as possible academically, socially and personally so they are ready for their secondary school journey.

Many children begin their schooling at Northstead with low attainment on entry (as evidenced in the EYFS baseline assessment) and our aim is to support these children and their families to ensure progress is accelerated so by the time they leave us they are able to reach age related expectations or even higher. A system of well-researched and effective interventions are in place across the school, which are evaluated for effectiveness at regular intervals.

There is no such thing as a 'typical' pupil premium child, but some possible barriers to learning are shown below...

- Speech and language difficulties on entry
- Low aspirations
- Low attainment on entry
- Attendance and punctuality issues
- Lack of emotional support
- Low self-esteem and resilience
- Lack of early reading opportunities
- Cultural and social deprivation
- Lack of basic skills
- Child protection / low pastoral support from home

#### In School barriers

1. Quality of teaching across the school for all children, including the support from teaching assistants in class and during interventions.
2. Curriculum not meeting their needs as a learner (specifically SEND and PP children)
3. Speech and Language difficulties.
4. Lack of emotional resilience, self-respect and self-esteem that can impact on 'readiness' to learn.

#### External Barriers

5. Lack of social understanding and cultural experiences – can often lead to lack of writing skills and personal skills
6. Attendance Rates – Children entitled to PP funding have an attendance rate of \_\_\_\_\_ - All children's rate is...
7. Lack of early reading / communication skills taking place prior to starting school

Outcomes		
	Desired Outcomes and how they will be measured	Success Criteria
1.	Quality of teaching across the school for all children, including the support from teaching assistants is highly effective.	<ul style="list-style-type: none"> <li>• Pupils will make expected or accelerated progress in key areas.</li> <li>• Monitoring of teaching and learning will show that all teaching is good or better across the school.</li> <li>• Monitoring of teaching assistants shows that their support is highly effective and impacts on outcomes for children.</li> <li>• CPD for teachers is personalised, well planned, delivered and impacts on quality of teaching.</li> <li>• CPD for teaching assistants is well planned and delivered and impacts on quality of support given to children.</li> <li>• Provision for disadvantaged children will be prioritised in performance management and in day to day teaching and learning.</li> <li>• Disadvantaged children make the same or better progress than the average.</li> <li>• All children will have access to an age appropriate curriculum which excites, engages and motivates children to want to be learners at Northstead in the full range of subjects.</li> </ul>
2.	Increased use / understanding of language for all pupils developed through real-life experiences. Speech link assessment and intervention used to measure progress.	<ul style="list-style-type: none"> <li>• Rapid progress in speech and language which leads to pupils across school making significant progress in the speech link programme, which in turn leads to progress across the curriculum, specifically in reading, writing and oracy.</li> <li>• Rapid progress in our 'learning to read' program (Read Write Inc) leads to excellent progress in reading.</li> <li>• Children experience a wide range of experiences in every year group through a well-planned and delivered curriculum which includes an array of school visits/visitors to assist in the development of and understanding of language for all pupils,</li> <li>• A strong focus on oracy and vocabulary development in all classrooms which leads to increased communication skills and development of spoken and written language.</li> </ul>
3.	Increased aspirations for all	<ul style="list-style-type: none"> <li>• All children are aware of all the opportunities afforded to them at school and in the community that they could become involved in.</li> <li>• The vast majority of PP children are involved in extra-curricular clubs in school, including sport, the arts and any other.</li> <li>• All after schools clubs run by school are free to attend for any children - this leads to more participation from all children.</li> <li>• All children in years 5 and 6 actively encouraged to take part in Children's University to expand their own life experiences and graduate.</li> <li>➤ Parents involved in school in as many ways as possible:</li> <li>➤ Stay and learn mornings.</li> <li>➤ EYFS – Regular reading sessions for parents/carers to attend.</li> <li>➤ School social media channels and class dojo used to share success and demonstrate learning in the classroom.</li> <li>➤ Family learning sessions</li> <li>➤ Opportunities to attend adult learning sessions.</li> <li>➤ FONS family activities e.g. family quiz night etc</li> <li>• All children make good progress and this is the expectation for all.</li> </ul>
4.	Children able to access learning independently and are more aware of how to develop themselves as people and as learners through PSHE sessions in the classrooms, assemblies and sessions with the learning mentor, SEMH team when appropriate.	<ul style="list-style-type: none"> <li>• More positive attitude to learning and to themselves, which will lead to faster progress in their learning.</li> <li>• Good progress made across the curriculum and in their personal skills.</li> <li>• Structured PSHE programme (including ReflectED) throughout school supported by assemblies is effective in enabling children to understand themselves as people and as learners.</li> <li>• SEMH team and learning mentor provide pre-emptive learning sessions with identified children, which leads to better learning in the classroom.</li> </ul>

5.	<p>PP Children experience a wide range of cultural visits / visitors throughout the year.</p> <p>PSHE sessions / assemblies focus on social skills, as well as personal skills.</p> <p>ELSF Funding targets PP families for activities which aim to alleviate cultural deprivation.</p>	<ul style="list-style-type: none"> <li>• Increased cultural and social awareness.</li> <li>• Increased awareness of and development of personal skills and social skills both in and out of the classroom.</li> <li>• More developed general knowledge of the world around them.</li> <li>• Experiences for disadvantaged children impacts positively on the quality of reading, writing and curriculum experiences for them.</li> </ul>
6.	<p>Increased attendance rates, persistent absence of PP children is acted upon swiftly.</p>	<ul style="list-style-type: none"> <li>• Attendance team work with families to increase attendance and assist in developing links with breakfast club and other agencies.</li> <li>• Breakfast club (including nurture club) help to raise attendance for vulnerable learners.</li> <li>• Increased range of extra-curricular activities for children on a morning and after school for all children.</li> <li>• Attendance for PP children is in line with attendance of all children.</li> </ul>
7.	<p>Effective implementation of speech links programme, highly effective use of RWI to enhance early reading.</p> <p>Children keen to read and reading the key component across the curriculum for all children.</p>	<ul style="list-style-type: none"> <li>• Reading levels of PP children are accelerated through the year.</li> <li>• Parental workshops / videos on how to help your child to read.</li> <li>• Talk homework / EYFS weekly task linked to a story / nursery rhyme.</li> <li>• Ongoing coaching and development for all teachers of Read Write Inc to increase effectiveness – this will lead to faster progress in read/write inc for all children.</li> <li>• Children eager to read across the curriculum from EYFS to Y6.</li> <li>• Number of children reading at the expected level is raised year on year.</li> <li>• Reading a key element of the curriculum in every single learning session in every classroom in the school.</li> <li>• Effective delivery of speech links programme leads to oracy development which in turn will assist in the development of reading and writing.</li> </ul>

Planned Expenditure 2019-2022					
Quality of teaching for all:					
Desired Outcome	Actions to be taken	Evidence / Rationale	How we will ensure it is implemented well	Staff Lead	Review Date
<p>Quality of teaching across the school for all children, including the support from teaching assistants is highly effective.</p> <p>To use CPD to ensure teaching is of a highly effective standard.</p>	<p>Well planned, highly effective internal CPD takes place regularly in different subject and pedagogical areas.</p> <p>CPD for teaching assistants takes place every two weeks and is linked to the standards for teaching, as well as teaching assistants.</p> <p>A relevant, interesting and engaging curriculum for all children based on their own interests and needs with links between curriculum areas an essential ingredient of our approach.</p> <p>Embedding high-quality, effective assessment for learning and tracking.</p> <p>Ongoing monitoring to ensure high-quality teaching is taking place consistently.</p> <p>Appropriate external CPD takes place where it is of benefit to the school or to teaching and learning.</p>	<p>Most successful schools highlighted that they ensured PP children made accelerated progress by ensuring high quality teaching, learning and assessment was in place in every classroom throughout school alongside an engaging and exciting curriculum, as well as all staff having high expectations of all children. Every child expected to achieve.</p> <p>Systems are in place in successful schools to frequently check on progress and adjust accordingly.</p> <p>Schools with a PP leader who was responsible for measuring and ensuring good progress of children entitled to PP were identified as having good outcomes for PP children.</p> <p>Effective CPD recognised as a key factor in ensuring teaching and supporting of teaching is effective.</p>	<p>Robust observations, book scrutiny and performance management by SLT, phase leaders and middle leaders.</p> <p>CPD is a pivotal tool used to raise the standard of teaching and learning for all staff and for all children. This includes a focus on incremental coaching for all staff where needed.</p> <p>Scrutiny of data – action plans following this and then acting on lesson observations and feedback through incremental coaching.</p> <p>Key Theme Thinking planning approach is used in school for theme/topics to enable children to take control of their learning.</p> <p>DH has pivotal role in PP and exploring ideas for diminishing the difference and supporting children and families.</p>	<p>SLT</p> <p>Phase Leaders</p> <p>Middle Leaders</p>	
<p>Quality of teaching across the school for all children, including the support from teaching assistants is highly effective.</p>	<p>PP children are the focus of teaching and learning, including focus groups, questioning, marking and feedback plus additional learning time with the teacher to improve work.</p> <p>PP children work with teaching staff and our learning mentors and SEMH team where appropriate to develop their own personal learning skills.</p>	<p>Quality feedback is one of the most effective use of improving outcomes for children. (EEF Toolkit) Enhanced feedback will improve outcomes for all.</p> <p>1-2-1 feedback time with their class teacher will improve their outcomes and accelerate their understanding of the learning taking place.</p>	<p>Remind staff of expectations regularly. Check marking and feedback throughout school through drop ins, teacher discussion panels, coaching and mentoring plus joint book looks.</p> <p>Regularly monitor provision for PP as part of drop ins and observations.</p>	<p>DH</p> <p>Phase Leaders</p> <p>Ma and En leaders</p>	Ongoing
<p>Increased use and understanding of</p>	<p>Children experience a wide range of experiences in every year group through a</p>	<p>Ofsted evidence shows that the best primary schools achieve high standards</p>	<p>Planning will include details of all experience days, including visitors and</p>	<p>All staff</p>	<p>Ongoing but at least half termly.</p>

<p>language for all pupils developed through real-life experiences.</p> <p>Speech link assessment and intervention used to measure progress.</p>	<p>well-planned and delivered curriculum which includes an array of school visits and visitors, with an emphasis on regular local visits for all children to many different places.</p> <p>Speech link programme is run through school and identified children receive intensive speech and language support. (CH)</p>	<p>in literacy and numeracy by celebrating all subjects. A broad and balanced curriculum, especially for those children in lower socially mobile areas, is crucial, as a narrowed curriculum can restrict children's life choices and opportunities. A rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy individuals.</p>	<p>visits to school. DH (SH) will monitor these and report to HT with the expectation of HT and SLT that every class visits at least two places per ½ term.</p> <p>Speech link programme will be robustly monitored by inclusion leader, supported by an identified member of staff.</p> <p>Outcomes from this will be shared half termly in a report to SLT and governors.</p>	<p>RV/CH</p> <p>SH/JL</p>	
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Targeted support					
Desired outcomes	Chosen actions / approach	Evidence and rationale	How will you ensure it is implemented well?	Staff leaders	When reviewed?
<p>Increased aspirations for all</p>	<p>Ensure all children and families are aware of all the opportunities afforded to them at school and in the community that they could become involved in through social media, class dojo and school newsletter (plus ELSF trips)</p> <p>PP children are involved in extra-curricular clubs in school, including sport, the arts and any other by always being given a place when applying.</p> <p>Many opportunities available for families to be involved in learning. e.g.</p> <ul style="list-style-type: none"> <li>➤ Stay and learn mornings.</li> <li>➤ EYFS – Regular reading sessions for parents/carers to attend.</li> <li>➤ School social media channels to share success and demonstrate learning in the classroom.</li> <li>➤ Family learning sessions</li> <li>➤ Opportunities to attend adult learning sessions.</li> </ul> <p>PP children given additional responsibilities in class / school to help develop a positive attitude to school/work.</p>	<p>Raising children's self-esteem through giving them additional responsibilities in school can lead to a better work ethic in the classroom and at home.</p> <p>Improving children's resilience and creating an overwhelmingly positive climate for learning, while also providing opportunities in many different areas of the curriculum will lead to the raising of aspirations.</p> <p>Children taking part in extra-curricular clubs develop better social skills, gain new skills that may not be available within the school curriculum and allows them to participate in activities that they may not otherwise be involved in because of the cost involved.</p>	<p>All monitors etc will be identified with PP children chosen for specific roles in school.</p> <p>PP Records</p> <p>PP children mentoring sessions.</p> <p>Registers for extra-curricular provision monitored to identify PP children who are not accessing clubs with actions taken with them and their families to encourage involvement.</p>	<p>Class teachers</p> <p>DH PP Leader</p> <p>Curriculum Leaders</p> <p>Extra-Curricular leaders</p>	<p>Throughout the year</p>

	School careers day e.g. Inspire the Future take place when appropriate.				
<p>Children able to access learning independently and are more aware of how to develop themselves as people and as learners through PSHE sessions in the classrooms, assemblies and sessions with the learning mentor, SEMH team when appropriate.</p> <p>Pupils to have basic needs met to ensure they are physically, mentally and emotionally ready to learn.</p>	<p>Structured PSHE programme throughout school supported by assemblies is effective in enabling children to understand themselves as people and as learners.</p> <p>SEMH team and learning mentor provide pre-emptive learning sessions with identified children.</p> <p>SWO also involved in supporting children and families seeking external support.</p> <p>Breakfast club and breakfast provision (Bagels) set up (Jan 2019)</p>	<p>Children whose basic needs are not met, more often than not will find it hard to cope with the demands of anything else. (Maslow's hierarchy of needs)</p> <p>EEF reports that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year.</p> <p>Breakfast clubs improve attendance and punctuality.</p> <p>SEMH team, learning mentor and SWO are providing a valuable resource for children and parents, where basic needs are not being met.</p> <p>Research (and common sense) tells us that families and parents are critical to pupil's attainment and progress. It is the single greatest predictor of age 16 achievement.</p>	<p>PSHE monitored and evaluated regularly by PSHE lead, DH (Curriculum) and HT.</p> <p>SWO / SEMH and LO supported and monitored by Inclusion leader for effectiveness.</p> <p>Breakfast club led by experienced staff with an overview taken by SLT to ensure it is a learning zone for all children to be engaged in as soon as they enter school. E.g. There are a lot of learning activities available to children to be involved in.</p>	<p>HT</p> <p>SLT</p> <p>AHT</p> <p>LO</p> <p>SWO</p> <p>SEMH</p>	Ongoing
<p>PP Children experience a wide range of cultural visits / visitors throughout the year. PSHE sessions / assemblies focus on social skills, as well as personal skills. ELSF Funding targets PP families for activities which aim to alleviate cultural deprivation.</p>	<p>Disadvantaged families programme of cultural enhancement in place using ELSF Fund. (2019)</p> <p>Key Theme Thinking learning curriculum involves as many culturally enhancing visits / opportunities as possible.</p> <p>Visits / visitors to school enhance cultural and social skills.</p> <p>PSHE is a prominent aspect in the classroom at all times.</p> <p>Assemblies focus on cultural enhancement, as well as social skills and the Northstead Values.</p>	<p>Research (and common sense) tells us that families and parents are critical to pupil's attainment and progress. It is the single greatest predictor of age 16 achievement.</p> <p>Pupils benefit from working with others and being introduced to a variety of experiences.</p> <p>Pupil's horizons will be broadened and they will learn more about culture, history and geography in the local area, plus in the national area when possible.</p>	<p>Close liaison with Hidden Horizons (trip leaders)</p> <p>Recording of trips by SH to monitor who and what trips families have been on and this is feedback to teachers. (ELSF)</p> <p>Monitoring of long-term and mid-term planning for visitors and visits.</p>	<p>DH – Curriculum</p> <p>Hidden Horizons</p> <p>Teachers</p> <p>PSHE Leader</p> <p>RE Leader</p> <p>EVC</p>	Ongoing

	<p>PP children receive subsidised or free OAA residential.</p> <p>Children experience a wide variety of free trips in the local area, using these to enhance understanding and a love of our town.</p> <p>More funding to be applied for to enhance these aspects further.</p>				
<p>Increased attendance rates, persistent absence of PP children is acted upon swiftly.</p> <p>Attendance for PP children is in line or above the attendance of all children.</p>	<p>SWO works with families to increase attendance and assist in developing links with breakfast club and other agencies.</p> <p>SWO and SLT monitor attendance, external agencies involved when needed.</p> <p>Home visits where and when required.</p> <p>New breakfast learning zone to be opened at Northstead School from January 2019 to replace joint breakfast club with another local school.</p> <p>Increased range of extra-curricular activities for children on a morning and a wider range of after school experiences for all children.</p>	<p>Attendance at school is a pre-cursor to higher attainment and progress in school. Persistent absence results in lower attainment and progress.</p> <p>Breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by an equivalent of two months per year (EEF).</p> <p>Breakfast clubs improve attendance and punctuality.</p> <p>Structured learning time at breakfast club can lead to more opportunities for learning, thus boosting progress further.</p>	<p>Close liaison between SWO and SLT/class teachers to monitor attendance, punctuality and patterns of absence where and when necessary.</p>	<p>All staff</p> <p>SWO</p> <p>HT</p> <p>External agencies</p>	<p>Ongoing monitoring</p> <p>Jan 2019</p>
<p>Children become fluent readers quickly in school.</p> <p>Reading becomes the focus of all learning.</p>	<p>Effective implementation of speech links programme, highly effective use of RWI to enhance early reading.</p> <p>Children identified as targeted children for additional daily reading when possible.</p>	<p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well, read more and vice versa. The gap between those who read and those that read well (and those that read less)</p>	<p>Pupil progress in RWI will be monitored regularly by RWI leader, literacy leader and KS1 phase leader, plus SLT.</p> <p>Monitoring of RWI to ensure all sessions are highly effective.</p>	<p>All staff</p> <p>Literacy leader</p> <p>RWI leader</p> <p>KS1 Phase leader</p>	<p>Ongoing</p>

<p>Readers is seen as an enjoyable hobby.</p> <p>Reading attainment and progress is increased year on year.</p>	<p>Accelerated reader introduced for all children.</p> <p>Children keen to read and reading the key component across the curriculum for all children.</p> <p>Parental workshops / videos on how to help your child to read.</p> <p>Talk homework / EYFS weekly task linked to a story / nursery rhyme.</p> <p>Children's fluency and accuracy checked continuously to ensure children are reading the correct level book for their reading 'ability'</p>	<p>grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p>	<p>Speech links programme implemented and monitored for effectiveness by inclusion leader and Speech links leader.</p> <p>Further training on speech links for appointed staff if needed.</p> <p>PP lead and English lead will monitor the frequency and quantity of disadvantaged pupil's reading.</p>	<p>Speech links leader</p>	
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	Agreed outcomes	Approximate Cost
1	Quality of teaching across the school for all children, including the support from teaching assistants is highly effective. - Programme of CPD support in place for all staff to enhance the already good teaching and learning - Release time for incremental coaching for middle leaders and phase leaders -Part of DH salary to raise attainment and champion the progress and attainment of PP children.	£40,000
2	Increased use / understanding of language for all pupils developed through real-life experiences. Speech link assessment and intervention used to measure progress. -Trips and experiences subsidised for disadvantaged children - Speech link training and support in school	£20,000 £10,000
3	Increased aspirations for all - Additional salary to enable all extra-curricular provision - Funding for family learning and other opportunities	£10,000
4	Children able to access learning independently and are more aware of how to develop themselves as people and as learners through PSHE sessions in the classrooms, assemblies and sessions with the learning mentor, SEMH team when appropriate. - Breakfast club (Jan 2019) - Learning support team – SEMH team, learning mentor, assistant learning mentor and SWO	£10,000 per year £110,000
5	PP Children experience a wide range of cultural visits / visitors throughout the year. PSHE sessions / assemblies focus on social skills, as well as personal skills. ELSF Funding targets PP families for activities which aim to alleviate cultural deprivation.	Point 2 costings.
6	Increased attendance rates, persistent absence of PP children is acted upon swiftly. - Breakfast club - Learning support team (learning mentors, SWO and SEMH team)	See costings in point 4.
7	Effective implementation of speech links programme, highly effective use of RWI to enhance early reading. Children keen to read and reading the key component across the curriculum for all children. - This also includes incremental coaching for RWI and additional CPD where needed.	£20,000
	Total Cost	£220,000