

Northstead Community Primary School

Pupil Premium Strategy Statement

September 2020 – December 2023

Please note that due to the significant impact of covid-19 including the partial closure of schools means not all actions will be taking place in 2020-2021 but remain in place as actions through to Dec 2023 unless during a review of pupil premium they are removed.

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Summary Information												
School					Northstead Community Primary School							
Academic Year: Sep 2020- Aug 2023				Total PP Allocation: Approx 220,000 (annually in April)				Date of most recent PP review: January 2021				
Number on Roll: 632 (Jan 2021)				Eligible for PP: 191 (Jan 2021)				Date of next PP Review: January 2022				
End of Key Stage Two Attainment and Progress 2017-2021												
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%	x		58%	61%	x		64%	65%	x	X
% achieving expected standard in reading	58%	47%	x		69%	68%	x		75%	73%	x	X
% achieving expected standard in writing	58%	63%	x		73%	74%	x		78%	78%	x	X
% achieving expected standard in maths	58%	60%	x		72%	74%	x		76%	79%	x	X
Greater Depth / Higher Standard (A scaled score of 110+)												
% achieving greater depth in reading, writing and maths	0%	3%	x		4%	3%	x		10%	11%	x	X
% achieving greater depth in reading	0%	20%	x		13%	18%	x		28%	27%	x	X
% achieving greater depth in writing	0%	3%	x		13%	16%	x		20%	20%	x	X
% achieving greater depth in maths	0%	17%	x		11%	28%	x		24%	27%	x	X
Average Scaled Score												
Reading	100	99	x		103	102	x		105	104	x	X
Maths	100	100	x		102	103	x		104	105	x	X
Progress Measures												
Average progress in reading	-4	-4.7	x		-3.9	-4.3	x		0	0	x	X
Average progress in writing	-3.1	-3.2	x		-3.1	-2.9	x		0	0	x	X
Average progress in maths	-4.5	-4.2	x		-3.6	-3.2	x		0	0	x	X

Barriers to Future Attainment/Progress				
Month	Free School Meals	Pupil Premium	SEN Support	Education and Health Care Plan
July 2019	18%	28%	15%	1%
December 2020	25%	30%	15%	2%
July 2021				
December 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 children) (SEND Policy and Curriculum Information Booklet)
3. Speech and Language difficulties – especially more prevalent due to covid-19 impacting on attendance in school so therefore speech and language session in the school environment have not taken place.
4. Year on year, more and more pupils are presenting with mental health issues and other vulnerabilities requiring significant additional support from our inclusion team (as well as other school staff). This year is no exception with covid-19 adversely affecting the mental fragility of an increasing number of pupils and families. We are noticing an increase in anxiety and mental health of parents, many due to covid-19 and lockdown concerns. This is impacting negatively upon pupils. Teachers report that pupil concentration is less strong so pedagogical strategies need to be reviewed and adapted going forward.

#### External Barriers

5. Lack of exposure to 'life experiences' and limited opportunities. Lockdowns and Covid related restrictions have reduced these opportunities even further including all school visits and visitors and our own residential visits in years 4, 5, and 6.
6. Attendance and punctuality are variable and require constant action from school. The threat of COVID-19 and confusion over symptoms and the rules around self-isolation, as well as parental anxieties has left many disadvantaged children missing large parts of their education since March.
7. Lack of early reading / communication skills taking place prior to starting school (including the link to low levels of speech and language).
8. Social and emotional challenges impact on pupils readiness to learn in school. This remains an area of significant deprivation. Our pupils need support in resilience to be able to prioritise their learning above other worries and concerns including economic vulnerability. Promoting high aspirations with families and pupils to promote pupils aiming high and looking towards their future. Covid lockdowns and ongoing restrictions, including changes to restrictions has a detrimental effect on pupil learning and readiness to learn.

	Desired Outcomes and how they will be measured.	Success Criteria (Intent)	Actions to be taken and by whom (including dates) (implementation)	IMPACT (or intended impact - II) of actions taken against success criteria
1	<p>Quality of teaching across the school for all children, including the support from teaching assistants is highly effective. (not less than good).</p> <p>Measured through school monitoring and evaluation processes.</p>	<p>Leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time.</p>	<ul style="list-style-type: none"> <li>• Well planned, highly effective CPD takes place regularly in different subject and pedagogical areas for all staff.</li> <li>• Effective CPD led by subject leaders, TLR post holders and senior leaders of the school. CPD may also be led by the inclusion team or external agencies.</li> <li>• The senior leadership team will review the effectiveness of CPD sessions based on actions taken and feedback from staff. They will also focus on the impact of this CPD in any monitoring activities which are linked to the CPD delivered.</li> <li>• Pupil premium leader (SH) will complete data analysis at the scheduled assessment points to highlight data trends for disadvantaged children and design action plans to address any gaps with teaching staff.</li> <li>• All NQT/RQT and HLTA staff to complete the Early Career Framework training provided by Ambition Institute (Supported by Senior leaders and TLR post holders). (09/20 onwards for NQT, 02/21 for RQT, 03/21 for HLTA staff)</li> <li>• 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.</li> <li>• Monitoring of teaching and learning takes place regularly with coaching and mentoring taking place to refine practice where needed for teachers and teaching assistants.</li> <li>• Robust observations, book scrutiny and performance management by SLT.</li> <li>• Action plans following this and then acting on lesson observations and feedback through incremental coaching with TLR post holders.</li> </ul>	<p>II – Staff are well trained leading to teaching and learning being highly effective.</p> <p>II – NQT/RQT/HLTA staff are well trained and supported and flourish in their roles in the classroom(s).</p> <p>II – Disadvantaged children achieve in line with their peers.</p> <p>II – Disadvantaged children make expected or accelerated progress in key areas.</p> <p>II – Teachers have good knowledge of the subject(s) they teach.</p>
		<p>Teaching assistants are well supported and trained to ensure they are highly effective when supporting teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Monitoring of HLTA's when teaching classes to ensure teaching standards are maintained. (Monitoring completed by senior leadership team with support of TLR post holders).</li> <li>• HLTA's provided with CPD by TLR post holder using Early Career Framework materials. Weekly coaching and mentoring sessions to take place to enhance the effectiveness of the HLTA staff. (Planned to start Oct 20, actual start date 03/21)</li> <li>• Monitoring of teaching assistant effectiveness to take place through observations – led by assistant headteacher and supported by TLR post holders.</li> </ul>	<p>II – Enhanced understanding of the necessary CPD they need to improve their effectiveness.</p> <p>II – Enhance the effectiveness of HLTA staff when teaching.</p> <p>II – Enhance the effectiveness of teaching assistants when supporting teaching and learning in the classroom.</p>

			<ul style="list-style-type: none"> <li>Regular teaching assistant training in key aspects of supporting teaching and learning to take place – led by TLR post holders and the inclusion team. (Either in a group or individual training based on outcomes of observations).</li> </ul>	
	<p>The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>Learners study the full curriculum.</p>	<ul style="list-style-type: none"> <li>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.</li> <li>CPD with subject leaders led by SH to improve working knowledge and understanding of their subject right across the school, with the aim of improving teaching and learning in every subject taught. (Starting 03/21)</li> <li>Monitoring carried out by subject leaders (supported by SLT) to ascertain if approaches being used in their subject are effective in: developing skills, enhancing knowledge and remembering knowledge. (To be completed from March 21 onwards)</li> <li>Pupil interviews and surveys about the curriculum.</li> </ul>	<p>II – All curriculum areas are well taught and learning matches the needs of the children.</p> <p>II – Children develop detailed knowledge and skills across the curriculum, and as a result, achieve well.</p> <p>II – Pupils perceive the curriculum as exciting, purposeful and engaging (pupil survey and interviews)</p> <p>II – Pupils' work across the curriculum is of good quality.</p>	

	Desired Outcomes and how they will be measured.	Success Criteria (Intent)	Actions to be taken and by whom (including dates) (implementation)	IMPACT (or intended impact - II) of actions taken against success criteria
2	<p>Increased use / understanding of language for all pupils developed through real-life experiences with a key focus on developing an understanding of and awareness of vocabulary alongside our comprehensive 'learning to read' programme of Read Write Inc.</p>	<p>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 and visitors, with an emphasis on regular local visits for all children to many different places.</p> <p>Highly effective use of RWI to enhance early reading.</p> <p>Reading and vocabulary development is a key</p>	<ul style="list-style-type: none"> <li>Ongoing coaching and mentoring of Read Write Inc programme in school.</li> <li>Children experience a wide range of experience 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>Alongside this wide range of visits and visitors, further immersion in themes will be planned to enable all children to develop key knowledge, vocabulary and understanding of what is being learnt.</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. CPD in relation to this will be an element of the CPD offer during 2020-2023</li> <li>Reading and vocabulary a key element of the curriculum in every single learning session in every classroom in the school.</li> <li>Children identified as targeted children for additional daily reading when possible.</li> </ul>	<p>Reading levels of disadvantaged children are accelerated through the year.</p> <p>Number of children reading at the expected level (at the end of EYFS/Y2 and Y6) is raised year on year.</p> <p>Children experience a wide range of visits and visitors to enhance the curriculum.</p> <p>Pupils develop detailed knowledge and skills across the curriculum and, as a result achieve well.</p> <p>Pupils read widely and often, with fluency and comprehension appropriate to their age.</p>

	<p>Measured through ongoing monitoring of RWI data and progression as well as end of Y1 phonics data (and Y2/Y3 if needed)</p> <p>Measured through school based monitoring and evaluation of the curriculum.</p>	<p>aspect of every learning session.</p>	<ul style="list-style-type: none"> <li>• Children’s fluency and accuracy checked continuously to ensure children are reading the correct level book for their reading ‘age’</li> <li>• Planning will include details of all experience days, including visitors and 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.</li> <li>• Pupil progress in RWI will be monitored regularly by RWI leader, literacy leader and KS1 phase leader, plus SLT.</li> <li>• PP lead and English lead will monitor the frequency and quantity of disadvantaged pupil’s reading.</li> </ul>	
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	Desired Outcomes and how they will be measured.	Success Criteria (Intent)	Actions to be taken and by whom (including dates) (implementation)	Intended IMPACT (of actions taken against success criteria).
3	<p>Increased aspirations for all</p> <p>Measured through participation in events/learning in school.</p> <p>Measured through children’s university participation.</p>	<p>All pupil premium children are involved in Children’s University through participation in extra curricular activities run by school.</p> <p>Leaders construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils, the knowledge and cultural capital they need to succeed in life.</p> <p>Pupil’s consistently have positive attitudes and commitment to their education.</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.</p> <p>PP children identified and invited to attend 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>➢ 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>High quality pastoral support is given to identified children by teachers and support staff to aid personal development further.</p>	<p>Children feel more confident about their future.</p> <p>Children make a positive contribution to school life and are ready for the next stage of their education journey.</p> <p>Children make significant progress in their own personal development.</p> <p>Children make significant progress in their academic achievement.</p> <p>Children develop social skills through attendance at extra-curricular clubs.</p> <p>Children understand and show an appreciation of the range of cultures in school and further afield.</p>

		Personal development of children is outstanding.	Curriculum sessions always include elements of SMSC and this is used to enhance children's personal development. PSHE/RE/RSE sessions enhance the personal development of children.	
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	Desired Outcomes and how they will be measured.	Success Criteria (Intent)	Actions to be taken and by whom (including dates) (implementation)	IMPACT (or intended impact - II) of actions taken against success criteria.
4	<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, inclusion team when appropriate. Pupils to have basic needs met to ensure they are physically, mentally and emotionally ready to learn.</p> <p>Measured through monitoring and evaluation in school.</p>	<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>• Inclusion team and learning mentor provide pre-emptive learning sessions with identified children, which leads to better learning in the classroom.</li> <li>• Inclusion team (and other staff) support is valuable in ensuring the level of fixed term exclusions is kept as low as possible.</li> </ul>	<p>Structured PSHE programme throughout school supported by assemblies is effective in enabling children to understand themselves as people and as learners. Further children and staff understanding of mental health and keeping mentally healthy.</p> <p>Inclusion team and learning mentors provide pre-emptive learning sessions with identified children as well as reflective sessions. CPD for inclusion team in many different aspects identified and completed.</p> <p>SWO also involved in supporting children and families seeking external support.</p> <p>Sunshine Breakfast club and breakfast provision to remain in place.</p> <ul style="list-style-type: none"> <li>- All children in school have the option of free breakfast everyday in their classroom.</li> <li>- Identified children (up to 15) attend 'Sunshine' breakfast club. These are children for whom the start of the day is difficult, whose attendance is poor or who are vulnerable.</li> </ul> <p>When appropriate one-to-one support is lowered to encourage more independent learning for an identified group of children.</p>	<p>II - Fixed term exclusions remain below national average.</p> <p>II – Attendance remains above 96%</p> <p>II – Children develop age appropriate understanding of healthy relationships</p> <p>II – Children develop age appropriate understanding of how to keep physically and mentally healthy.</p> <p>II – Children develop age appropriate understanding of how to stay safe online.</p> <p>II – Children develop confidence, resilience and knowledge so that they can keep themselves mentally healthy.</p> <p>II – Children develop the skills to be responsible, respectful and active citizens.</p> <p>II – Children develop children's understanding of fundamental British values.</p> <p>II – Children understand and demonstrate equality of opportunity so that all pupils can thrive together.</p> <p>II – Extra curricular</p>

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	Desired Outcomes and how they will be measured.	Success Criteria (Intent)	Actions to be taken and by whom (including dates) (implementation)	IMPACT (or intended impact - II) of actions taken against success criteria
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>Measured through experiences and visitors into school, as well as monitoring and evaluation of PSHE curriculum.</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>	<p>Year groups plan as many culturally enhancing visits / opportunities as possible within their curriculum.</p> <p>Visits / visitors to school enhance cultural and social skills.</p> <p>PSHE is always a prominent aspect in the classroom.</p> <p>Monitoring of this to take place and identify improvements.</p> <p>Assemblies focus on cultural enhancement, as well as social skills and the Northstead Values.</p> <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>II - Children develop their 'cultural capital' further.</p> <p>II – Children's learning is further developed in specific subjects.</p> <p>II – More disadvantaged children experience OAA residential experience.</p> <p>II – Quality of reading, writing and curriculum experiences is improved.</p> <p>II – The curriculum ensures children make good progress.</p>

	Desired Outcomes and how they will be measured.	Success Criteria (Intent)	Actions to be taken and by whom (including dates) (implementation)	IMPACT (or intended impact - II) of actions taken against success criteria
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6	<p>Increased attendance rates, persistent absence of PP children is acted upon swiftly. Measured through attendance data.</p>	<p>Attendance is above 96% for the whole school.</p> <p>Attendance for disadvantaged children is in line with whole school attendance figures.</p> <p>Persistent absence is reduced year on year.</p>	<ul style="list-style-type: none"> <li>• Attendance team and Safeguarding and welfare officer work with families to increase attendance and assist in developing links with breakfast club and other agencies.</li> <li>• Breakfast club (including sunshine 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>• SWO works with families to increase attendance and assist in developing links with breakfast club and other agencies.</li> <li>• SWO and SLT monitor attendance, external agencies involved when needed.</li> <li>• Home visits where and when required by SWO.</li> </ul>	<p>Attendance remains above 96% with disadvantaged children's attendance also at this level.</p> <p>Persistent absence is below the national average.</p> <p>Extra-curricular activities contribute to personal development (see previous points).</p>
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	Agreed outcomes 2020-2023	Approximate Cost
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>- Programme of CPD support in place for all staff to enhance the already good teaching and learning</li> <li>- Release time for incremental coaching for middle leaders and phase leaders</li> <li>-Part of DH salary to raise attainment and champion the progress and attainment of PP children.</li> <li>- HLTA Programme for identified teaching assistants. (+ coaching and mentoring)</li> </ul>	£10,000 budget planned for CPD. £200 per day (x 50 days) = £10,000 £250 per day (x20 days) = £5,000 £1,000 + (£200 per day x 25 days) = £5,000 Total = £31,000
2	Increased use / understanding of language for all pupils developed through real-life experiences. <ul style="list-style-type: none"> <li>-Trips and experiences subsidised for disadvantaged children</li> <li>- Highly effective use of RWI to enhance early reading.</li> <li>- Children keen to read and reading the key component across the curriculum for all children.</li> <li>- This also includes incremental coaching for RWI and additional CPD where needed.</li> </ul>	£10,000 budget £5,000 for books and replenish resources £10,000 £200 per day (x 20 days) = £5,000 Total = £30,000
3	Increased aspirations for all <ul style="list-style-type: none"> <li>- Additional salaries to enable all extra-curricular provision</li> <li>- Funding for family learning and other opportunities</li> </ul>	£200 per week (£8,000) £10,000 Total = £18,000
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, inclusion team when appropriate. <ul style="list-style-type: none"> <li>- Breakfast club</li> <li>- Learning support team – Inclusion team, learning mentor, assistant learning mentor and SWO</li> </ul>	£10,000 per year Learning Mentors - £38,900 Inclusion Team - £78,500 SWO - £36,500 Total = £153,900
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.	Point 2 costings.
6	Increased attendance rates, persistent absence of PP children is acted upon swiftly. <ul style="list-style-type: none"> <li>- Breakfast club</li> <li>- Learning support team (learning mentors, SWO and inclusion team)</li> </ul>	See costings in point 4.
	Total Cost	£232,900

