

Pupil premium Strategy Statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 (Updated December 2022)

Detail	Data
School name	Northstead Community Primary School
Number of pupils in school	623
Proportion (%) of pupil premium eligible pupils	33.2% (207 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Shaun Hopper - Headteacher
Pupil premium lead	Shaun Hopper
Governor / Trustee lead	Jackie Laybourn (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£270,180
Recovery premium funding allocation this academic year	£48,732
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£318,912

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching (with a focus on continual self-improvement) 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure all teaching staff are challenged towards their own journey of improvement through the Northstead coaching model.

Challenges

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

Challenge number	Detail of challenge
1	A large proportion of disadvantaged children have been assessed as being on the SEND register, predominantly for their under developed oral language skills. This is evident from reception through to Y6. This also negatively impacts on their phonics development and therefore on their ability to read proficiently at the expected standard.
2	Internal assessments indicate that writing attainment among disadvantaged students is significantly below that of non-disadvantaged students.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils has been affected by the partial school closures to a greater extent than for other pupils. This has resulted in significant gaps in knowledge in many different areas of the curriculum, especially in maths
4	Our assessments and observations indicate that the education and wellbeing of some children has not developed as well as it could have. This has led to under developed social and communication skills and a lack of emotional skills to work with others successfully in the classroom.
5	Our attendance data indicates that the attendance among disadvantaged pupils has been between 2 and 3% lower than that of <u>all</u> children. Persistent absenteeism and punctuality also adversely affects disadvantaged children more than non-disadvantaged children. All of these also impact negatively on the attainment and progress of disadvantaged children.

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
Improved oral language skills.	Assessments and observations indicate and improved oral language among disadvantaged pupils. This is evident through triangulation with other sources of evidence.
Improved phonics attainment at end of Y1 and Y2 for disadvantaged pupils.	Disadvantaged pupils achieve broadly in line with the national average in the phonics screening check in Y1 and year 2 by July 2024. (Unless significant SEND needs prevent this being achieved).
Improved reading attainment for disadvantaged pupils at the end of Key Stage Two.	Disadvantaged pupils achieve broadly in line with the national average for the expected standard at the end of key stage two in reading by July 2024. (Unless significant SEND needs prevent this being achieved).

Improved writing attainment for disadvantaged pupils at the end of Key Stage Two.	Disadvantaged pupils achieve broadly in line with the national average for the expected standard at the end of key stage two in writing by July 2024. (Unless significant SEND needs prevent this being achieved).
Improved maths attainment for disadvantaged pupils at the end of Key Stage Two.	Disadvantaged pupils achieve broadly in line with the national average for the expected standard at the end of key stage two in maths by July 2024. (Unless significant SEND needs prevent this being achieved).
Improved social and communication skills (and emotional understanding).	Observations / feedback from staff / pupil voice indicates children's social and communication skills are developing in the classroom and outside.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/2024 demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. • The percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils being no more than 1% lower than their peers.

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of PSHE scheme of learning (Jigsaw PSHE) to secure stronger outcomes and develop children's social and emotional understanding.</i></p> <p><i>Social and emotional approaches embedded into routine educational practice and supported by professional development and training for staff.</i></p> <p><i>Funded PSHE leader time to implement the program and monitor effectiveness.</i></p>	<p>PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. (PSHE Association)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf</p>	<p>4 – But will also have an impact on 1/2/3 and 5.</p>
<p><i>Further investment in Read Write Inc materials and training for all staff.</i></p> <p><i>Funded release time for Read Write Inc and English Leader</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, *particularly for disadvantaged pupils.</p> <p>https://bit.ly/3ptafhW</p>	<p>1, and will also have an impact on challenge 2.</p>
<p><i>Further investment in ongoing coaching and mentoring for all teachers and HLTA's in school.</i></p> <p><i>Funded release time for coaching and mentoring leader.</i></p> <p><i>Investment in coaching training for all leaders.</i></p>	<p>https://bit.ly/3dsZh6B https://bit.ly/31BV9ir</p> <p>Reflective teaching / coaching for improvement has a strong evidence base for improving teaching and learning for children across the curriculum.</p>	<p>1/2/3/4</p>
<p><i>Further investment in White Rose Maths materials and training for all staff.</i></p> <p><i>Release time for Maths leader.</i></p>	<p>There is a strong band of evidence which shows White Rose maths to be highly effective when delivered alongside effective CPD and leadership of maths.</p>	<p>3</p>

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional phonics / reading sessions targeted at disadvantaged pupils who require further support. (121 Tutoring and intervention)</i></p> <p><i>Funded release time for coaching and mentoring of RWInc staff.</i></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1 / 2 / 3
<p><i>Various staff across school (including AHT for teaching and learning) deliver targeted reading and writing interventions on a 121 basis or in groups for reading, writing and maths.</i></p>	<p>Targeted learning support for children with specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. This is evident when working 1-2-1 or in small groups.</p>	1 / 2 / 3

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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Whole staff training on becoming a 'Nurture UK' accredited school.</i></p>	<p>Our graduated approach to nurture ensures that every child in the school has the opportunity to flourish in their education. ... nurtureuk is dedicated to improving the life chances of every child and young person by promoting nurture across the whole education system and beyond.</p>	<p>1-5</p> <p>2022-2023 only</p>
<p><i>Appointment of new attendance support officer to improve attendance and</i></p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	5

<i>implement new procedures.</i>		
<i>Learning mentor and Inclusion team support – SEL Social and emotional aspect of learning.</i>	Learning mentors and an extended pastoral support team are able to provide children and their families with support and guidance in many different areas of education, not just supporting in the classroom.	1-5

Total budgeted cost: £250,000

Part B: Review of outcomes in the previous academic year 2021-2022

Pupil premium strategy outcomes

This details the academic impact that our pupil premium activity had on pupils in the 2021-2022 academic year.

Due to COVID-19, performance measures have not been published externally for 2021-2022 but our own internal data is shown below.

Standard Ontrack Report: Academic Year (2021), Checkpoint (Sum2), Entry Date before (12/01/2023), Year (AllYears)

Year Group	REA			WRI			MAT		
	Below	Expected	Exceeding	Below	Expected	Exceeding	Below	Expected	Exceeding
1	70.59% (60)	29.41% (25)	4.71% (4)	81.18% (69)	18.82% (16)	1.18% (1)	38.82% (33)	61.18% (52)	
2	50.57% (44)	49.43% (43)	1.15% (1)	64.37% (56)	35.63% (31)		51.72% (45)	48.28% (42)	
3	60.92% (53)	39.08% (34)	3.45% (3)	85.06% (74)	14.94% (13)		60.92% (53)	39.08% (34)	2.3% (2)
4	42.68% (35)	57.32% (47)	14.63% (12)	62.2% (51)	37.8% (31)	7.32% (6)	39.02% (32)	60.98% (50)	15.85% (13)
5	38.37% (33)	61.63% (53)	11.63% (10)	59.3% (51)	40.7% (35)	3.49% (3)	53.49% (46)	46.51% (40)	16.28% (14)
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Pupil Premium

Standard Ontrack Report: Academic Year (2021), Checkpoint (Sum2), Entry Date before (12/01/2023), Cohort (pp), Year (AllYears)

Year Group	REA			WRI			MAT		
	Below	Expected	Exceeding	Below	Expected	Exceeding	Below	Expected	Exceeding
1	75.86% (22)	24.14% (7)	3.45% (1)	89.66% (26)	10.34% (3)		48.28% (14)	51.72% (15)	
2	64.71% (22)	35.29% (12)		82.35% (28)	17.65% (6)		70.59% (24)	29.41% (10)	
3	77.42% (24)	22.58% (7)		93.55% (29)	6.45% (2)		67.74% (21)	32.26% (10)	
4	69.23% (18)	30.77% (8)	3.85% (1)	88.46% (23)	11.54% (3)		69.23% (18)	30.77% (8)	3.85% (1)
5	55.56% (20)	44.44% (16)	8.33% (3)	69.44% (25)	30.56% (11)	2.78% (1)	72.22% (26)	27.78% (10)	5.56% (2)
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc	Read Write Inc
Times Tables Rockstars	www.ttrockstars.com
Complete PE	www.completeperesource.com
Access Art	www.accessart.co.uk
Jigsaw PSHE	Jigsaw PSHE

Primary Languages Network	Primary Languages Network
Reading Vipers / Spelling Shed	www.edhsed.co.uk