

Pupil premium strategy statement – Northleaze C of E Primary School

1. Summary information					
School	Northleaze C of E Primary School				
Academic Year	2020/21	Total PP budget	£3900	Date of most recent PP Review	January 2021
Total number of pupils	198	Number of pupils eligible for PP	3	Date for next internal review of this strategy	September 2021

2. Current attainment		
<i>Measured using the summer 2020 'main assessment' data</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP ()</i>
% achieving in reading, writing and maths	100%	60%
% making progress in reading	100%	70%
% making progress in writing	100%	74%
% making progress in maths	100%	70%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Mental health and emotional needs
B.	Physical development
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Opportunities to engage in wider extra-curricular activities and/or activities that develop a personal interest or talent
D.	Availability of laptop or tablet to support learning at home
E.	Engagement in reading outside school

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure day to day teaching meets the needs of all learners. <i>Measured using lesson observations, regular data analysis, pupil progress meetings and work scrutiny.</i>	Pupils maintain, or exceed, their prior attainment in reading, writing and maths.
B.	Ensure there is a named adult for children to speak to regarding mental health. <i>Measured through pupil questionnaire.</i>	Children can name the adult to whom they can speak to when worried about something or need support.
C.	Ensure parents are communicated with and their views sought. <i>Measured through meetings and conversations. (See Case Study A)</i>	Parents are aware of the impact of the funding on their child's development.

5. Planned expenditure

Academic year **2020 - 2021**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teaching staff understand barriers to learning for disadvantaged pupils	Use the Trust Disadvantaged Strategy along with the EEF 5 recommendations to inform decisions made about the 'catch up' plan and teaching strategies. Train staff in effective AfL strategies to inform planning for high quality teaching and learning. (Assessment Essentials programme.)	<ul style="list-style-type: none"> • Staff need to understand barriers to learning so that areas for improvement can be addressed • Staff need relevant skills and training to support all groups of pupils • Quality first teaching is the most effective provision schools can offer all pupils, but, in particular, those who are disadvantaged. • The 'teach, apply, review' strategy is the highly effective in ensuring swift intervention, support and challenge for all pupils 	<ul style="list-style-type: none"> • Lesson observations will indicate additional support, teaching strategies and approaches for some pupils (including opportunities for pupils to achieve the greater depth standard) • Data analysis • Disadvantaged pupils listed separately in Pupil Progress meeting documents • Catch Up premium plan 	Headteacher and SENDCo	April 2021

Total budgeted cost £500

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Gaps in underachievement are targeted	Targeted, individual support (not specified to preserve anonymity). Targeted support in class for pupils whose prior attainment indicates a likelihood of the greater depth standard.	<ul style="list-style-type: none"> • Personalised support will cover specific gaps in pupils' skills, knowledge and development, identified through assessment and question level analysis • Rapid, precision support and/or intervention will enable a pupil to keep up rather than catch up 	<ul style="list-style-type: none"> • Data analysis and tracking shows the gap is closing over time • Pupil Progress meetings indicate GDS is being achieved • Lesson visits provide evidence of targeted support • Scrutiny of pupils' work indicates appropriate support and/or challenge 	Headteacher	April 2021

Gaps in reading materials and/or technology are identified	Targeted support to children and families (not specified to preserve anonymity)	<ul style="list-style-type: none"> • Providing rich, personalised reading material will engage and motivate at home so that learning can continue • Additional technology will enable all pupils to access learning at home 	<ul style="list-style-type: none"> • Survey all families to identify gaps in technology • Keep a record of devices provided to ensure target pupils are supported • Monitor attendance of disadvantaged pupils during remote learning, where relevant 	Headteacher SENDCo	January 2021 July 2021
Total budgeted cost					£1900
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils have the opportunity to engage in wider extra-curricular activities and/or activities that develop a personal interest or talent	<p>Financial support for after school clubs, trips and residential visits where appropriate e.g. tennis club, football club, swimming lessons</p> <p>Financial support to purchase a range of resources to be used at home to develop interests, harness talents and facilitate engagement in learning. (Case study A)</p>	<ul style="list-style-type: none"> • Pupils engage in an enriched experience to boost confidence. • The development of pupils' skills and interests is not restricted due to lack of resources at home. • A curriculum needs to be ambitious and designed to give all pupils, particularly disadvantaged, the knowledge and cultural capital they need to succeed in life. 	<ul style="list-style-type: none"> • Pupil questionnaire/conferencing to discover how much these activities contribute to their enjoyment of and engagement in school life. • Meet with parents to seek their views on the impact of these opportunities. • Monitor disadvantaged pupils' attendance at after school clubs. 	Headteacher	January 2021 July 2021
Total budgeted cost					£1300

6. Review of expenditure				
Previous Academic Year 2019/20				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Teaching staff understand barriers to learning for disadvantaged pupils	Training for all staff on social learning theories and barriers to learning as a result	A new set of school rules is in place. A new Relationships and Behaviour Policy is being developed to reflect this work. Teaching staff understand the importance of developing a positive relationship with every child, particularly those that are disadvantaged.	This approach will continue into the following year.	£1300
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Gaps in underachievement are targeted	Individual support (not specified to preserve anonymity)	Disadvantaged pupils with high prior attainment (FFT 'high prior attainers') maintained this attainment.	Ensure there is a focus on challenging pupils whose prior attainment indicates a likelihood of GDS through use of specific 'signs of success' and working wall examples.	£1000
Pupils' self-esteem and confidence around transition to next class increases	Targeted support to children (not specified to preserve anonymity)	Lockdown prevented standard transition arrangements. All pupils from Y2 – Y5 returned to school for two days at the end of the summer term to facilitate some transition opportunities.	N/A	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils have the opportunity to engage in wider extra-curricular activities, including music lessons	Financial support for after school clubs, trips and residential visits where appropriate e.g. tennis club, football club, swimming lessons, circus skills	All disadvantaged pupils took up opportunities to participate in after school clubs and were not prevented from attending trips due to financial cost.	Meet with parents of disadvantaged pupils earlier on in the year to seek their views and wishes with regard to extra-curricular opportunities.	£1600