

Pupil premium strategy statement

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

Detail	Data
School name	Northleaze C of E Primary School
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	3.2%
Service pupils	7.8%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022, 2023 and 2024
Statement authorised by	Victoria Reyes
Pupil premium lead	Kelly Dicks
Governor / Trustee lead	Julia Simmons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7566
Recovery premium funding allocation this academic year	£2000
Service pupil premium funding	£4907
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	£12,566

Part A: Pupil premium strategy plan

Statement of intent

Improving the outcomes of our disadvantaged pupils is a key priority for both Northleaze and the Trust that we work in (Lighthouse Schools Partnership). We work towards achieving the Trust Strategic Plan for Disadvantaged pupils and these objectives form a key part of our Raising Attainment Plan (RAP).

The Trust Disadvantaged policy draws on evidence and research from the EEF to develop its policy. As a school, we have developed our RAP to build on these principles in order to deliver the best possible provision for our disadvantaged pupils.

The Trust has a responsibility to support and challenge its schools in ensuring that pupils identified as being at risk of underachieving due to disadvantage have the same opportunities as other pupils to achieve and therefore succeed. The Trust believes the most effective way to ensure equal opportunities for all is to remove the barriers to underachievement for identified pupils at the earliest possible opportunity. The recent report by the Education Endowment Fund (EEF) entitled 'EEF Guide to the Pupil Premium 2019', as well as the EEF report entitled 'The Attainment Gap 2017 The Attainment Gap'; and the previous joint report between the EEF and the Sutton Trust entitled 'Pupil Premium: The Next Steps (2015)' all refer to the fact that the most effective learning opportunities for pupils, who are disadvantaged, are those that are based on early identification, high quality teaching, employment of proven and research based interventions which accelerate progress early on and, importantly, learning that is tied in with 'memorable experiences'.

The Education Endowment Foundation has identified a tiered approach (good practice) to spending for pupils identified as disadvantaged:

High quality teaching for all – Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for pupil premium spending.

Targeted academic support - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective pupil premium strategy.

Wider strategies - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour, and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Our aims for our disadvantaged pupils are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Allow pupils to access a wide range of opportunities to develop their knowledge and understanding of the world

Challenges

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

Challenge number	Detail of challenge
1	gaps in phonics, reading, writing and maths
2	poor social, emotional and mental health
3	lack of access to wider opportunities
4	lack of pastoral support or low standard of wellbeing (eg: no uniform or books)
5	lack of rich vocabulary

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 (broader and measurable)	Success criteria
To close gaps in phonics, reading, writing and maths	<ul style="list-style-type: none"> • attainment of disadvantaged pupils is in line or above that of their non-disadvantaged peers • equal access to all areas of the curriculum due to improved numeracy and literacy skills • evidenced in the end of year teacher assessment and/ or standardised scores from NFER results. • teachers understand the types of scaffolds required and carefully plan which scaffolds will be best for pupils
For our disadvantaged pupils to pass the phonics screening check in Year 1	<ul style="list-style-type: none"> • attainment of disadvantaged pupils is in line or above that of their non-disadvantaged peers • for our disadvantaged pupils to have a love of reading and be able to talk about the books they have read.
For our disadvantaged pupils to have good social, emotional and mental health	<ul style="list-style-type: none"> • children will have time to talk about their social, emotional and mental health in small groups with a trusted adult. • all mental health CPOMs reports are monitored and followed up by the mental health lead • a member of staff will have ELSA training
For our disadvantaged pupils to have the equal access to wider opportunities	<ul style="list-style-type: none"> • All disadvantaged pupils will be able to go on residential visits and class trips • For disadvantaged pupils to be offered the chance to learn a musical instrument or attend a club.
For disadvantaged pupils to have the resources they need to ensure a high standard of wellbeing	<ul style="list-style-type: none"> • We will have sets of spare uniform and coats available. • Disadvantaged pupils will have access to high quality children's literature.
For disadvantaged pupils to have a broad and rich vocabulary	<ul style="list-style-type: none"> • All teachers will read Rosenshine's 10 Principles of Instruction. • After training, all staff will be using The Rosenshine Principles with a focus on:

	<p>3 – ask questions and check responses 6 -Checking for pupil understanding and questioning 8 –providing scaffolds for difficult tasks</p> <ul style="list-style-type: none">• all classes will have access to a planned program of vocabulary teaching (word of the day)• all disadvantaged pupils will have access to dictionaries and especially dyslexia friendly dictionaries if needed
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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: £1625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school phonics training including SSP lowest 20% intervention training for teaching support staff £650	DfE Reading Framework 2021	1
High Quality Teaching for SEND training for all staff £300	Having the knowledge and skills to meet the needs of a wide range of learners in the classroom will benefit all pupils. (SENCAT Team)	1 and 5
Training a member of staff to be an ELSA £575 (5 days)	EEF Improving social and emotional learning in Primary Schools	2 and 4
Develop VIPERS to support the teaching of reading and vocabulary. Staff meeting and English lead release time. £100	DfE Reading Framework 2021	1 and 5

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

Budgeted cost: £ 8400

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Catch up Literacy £900 to train two Teaching Assistants	‘There is evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions than as general classroom support.’ EEF https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy	1 and 5
Ten additional hours of TA time to carry out the above interventions £5000	As above	1 and 5
Recruit an academic mentor for 4 days a week using the NTP allocation and pay 5% of their salary £2500	Provide intensive support that is explicitly targeted to our setting. The advantage of this support option is that your Academic Mentor will be employed by Northleaze full time throughout the academic year, to work exclusively with our own school.	1, 2, 4 and 5

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

Budgeted cost: £1750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase high quality texts for disadvantaged pupils £100 per class	DfE Reading Framework 2021 ‘Making sure that children become engaged with reading from the beginning is one of the most important ways to make a difference to their life changes’	5 and 2
Pay for the costs of all trips, workshops and residential visits for our disadvantaged pupils £750	Evidence from EEF- Arts participation Aspiration interventions	3
Purchase a supply of spare jumpers and coats £300	All pupils can participate in all aspects of the curriculum, including breaktimes. Evidence from Maslow’s Hierarchy of Needs .	2, 3 and 4

<p>Invite all disadvantaged pupils to take part in one club each year £300</p>	<p>Evidence from EEF- Arts participation Aspiration interventions</p>	<p>3</p>
<p>Purchase new, easy to use, dictionaries for each KS2 class £300</p>	<p>DfE Reading Framework 2021 'Making sure that children become engaged with reading from the beginning is one of the most important ways to make a difference to their life changes'</p>	<p>5 and 2</p>

Total budgeted cost: £11,775

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 2020 to 2021 academic year.

Last year, to improve the mental health and wellbeing of our disadvantaged pupils, we purchased art supplies which were used in school and at home. Targeted support with pre and post teaching had a positive impact on disadvantaged pupils' learning. Key interventions and strategies were implemented using the catch-up funding including training 3 Teaching Assistants in the Catch-up Numeracy program which was very successful.

The school was closed to most children from January 4th to March 8th. However, the remote learning offer by the school, together with in school provision, enabled quality first teaching, support groups and 1:1 interventions to continue. Where children did not have access to the technology, we were able to provide laptops which were delivered. Overall, engagement was very good.

Summer 2021- attainment for disadvantaged pupils in the three relevant year groups:

Maths	Reading	Writing
Average Attainment	Average Attainment	Average Attainment
Expected	Deep	Expected
Deep	Deep	Expected with some depth
Deep	Deep	Deep

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
Jigsaw – PSHE from EYFS- Year 6	Jigsaw
Sing Up	Singup.org

Bug Club Online	Pearson
Charanga Music scheme	Charanga
PE Planning	PEPlanning.org.uk

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We started a pastoral group for our service pupils. They were given time to talk, bond and reflect on their experiences.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils really appreciated having some additional support and an adult to talk to.
What do you plan to offer to support service pupil premium pupils this year?	<p>We want to build on last year's group but have focused sessions where children talk about moving home and schools, how they cope with their parents being away from home.</p> <p><i>For more details - see Service families strategy 2021/22</i></p>