

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 - 2023 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	214
Proportion (%) of pupil premium eligible pupils	3.2%
Service pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date this statement was updated	December 2022
Date on which it will be reviewed	December 2023 and 2024
Statement authorised by	Victoria Reyes
Pupil premium lead	Sam Withinshaw
Governor / Trustee lead	Julia Simmons

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,613
Service pupil premium funding	£5546
Recovery premium funding	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18,159

# 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 or maths
2	poor social, emotional and mental health
3	lack of access to wider opportunities

## 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.

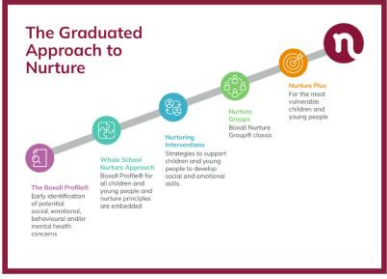
Intended outcome (broader and measurable)	Success criteria
To close gaps in <b>phonics, reading, writing or maths</b> (Depending on individual need)	<ul style="list-style-type: none"> <li>• attainment of disadvantaged pupils is in line or above that of their non-disadvantaged peers</li> <li>• equal access to all areas of the curriculum due to improved numeracy and literacy skills</li> <li>• evidenced in the end of year teacher assessment and/ or standardised scores from NFER results.</li> <li>• teachers understand the types of scaffolds required and carefully plan which scaffolds will be best for pupils</li> <li>• Timetabled 1:1 support evident.</li> </ul>
For our disadvantaged pupils to pass the <b>phonics</b> screening check in Year 1	<ul style="list-style-type: none"> <li>• attainment of disadvantaged pupils is in line or above that of their non-disadvantaged peers</li> <li>• for our disadvantaged pupils to have a love of reading and be able to talk about the books they have read.</li> <li>• Timetabled 1:1 precision phonics support evident.</li> </ul>
For our disadvantaged pupils to have good <b>social, emotional and mental health</b>	<ul style="list-style-type: none"> <li>• children will have time to talk about their social, emotional and mental health in small groups with a trusted adult or ELSA.</li> <li>• all mental health CPOMs reports are monitored and followed up by the mental health lead</li> <li>• From January 2023, a member of staff will be a qualified ELSA and be working 1:1 with children.</li> </ul>
For our disadvantaged pupils to have the equal access to <b>wider opportunities</b>	<ul style="list-style-type: none"> <li>• All disadvantaged pupils will be able to go on residential visits and class trips</li> <li>• For disadvantaged pupils to be offered the chance to learn a musical instrument or attend a club.</li> </ul>

## 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: £3250

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS, KS1 and Y3 phonics training including SSP lowest 20% intervention training for teachers and support staff £1000	<a href="#">DfE Reading Framework 2021</a>	1
Trauma and attachment training for all staff. £1250	<a href="https://www.nurtureuk.org/what-we-do/whole-school-approach-to-nurture/">https://www.nurtureuk.org/what-we-do/whole-school-approach-to-nurture/</a>	2
Training for support staff: practical strategies for supporting children with attachment, ADD and ADHD (3 sessions) £1000	<p>‘Underpinned by <i>Quality First Teaching</i> and an understanding that a nurturing approach promotes healthy outcomes for pupils by responding to their emotional needs’</p>  <p>The diagram 'The Graduated Approach to Nurture' shows a progression from left to right. It starts with 'The Baseline Profile' (Early identification of learning, social, emotional, behaviour and/or mental health concerns). This leads to 'Nurturing Interventions' (Whole School Nurture Approach, Baseline Profile for all children and young people and nurture principles are embedded). This leads to 'Nurture Groups' (Nurture Groups, Social Nurture, Growth class). This leads to 'Nurture Plus' (For the most vulnerable children and young people).</p>	1 AND 2

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional (and some existing) hours of TA time to carry out targeted, evidenced based interventions (that were purchased with last years, PP budget). £1800</p>	<p>‘There is evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions than as general classroom support.’</p> <p>EEF <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy</a></p>	1
<p>Additional hours of TA time (as above) <i>Recovery premium - £2000</i>  £1100 (additional hours) £900 (existing TA support in mornings)</p>	<p>Schools can:</p> <ul style="list-style-type: none"> <li>• spend the recovery premium on a wider cohort of pupils than those who are eligible for the funding</li> <li>• direct recovery premium spending where they think the need is greatest</li> </ul> <p><a href="#">Pupil Premium Menu Evidence (EEF)</a></p>	1
<p>One afternoon a week to support service pupils in KS1 with targeted, 1:1 phonics intervention. £1100</p>	<p>‘There is evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions than as general classroom support.’</p> <p>EEF <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy</a></p>	1
<p>One afternoon a week for our qualified ELSA to work with pupils who have been identified as having SEMH needs. £1100</p>	<p><a href="https://www.elsanetwork.org/about/">https://www.elsanetwork.org/about/</a></p> <p>It recognises that children learn better and are happier in school if their emotional needs are also addressed.</p>	2

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

Budgeted cost: £7759

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase high quality texts for disadvantaged pupils £800 (£100 per class, inc. Nursery)</p> <p>Develop the KS2 library to ensure all pupils access high quality texts regularly.</p>	<p><a href="#">DfE Reading Framework 2021</a></p> <p>‘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>	1
<p>Pay for the costs of all trips, workshops, residential visits and a club per year for our disadvantaged pupils £2613</p>	<p>Evidence from EEF- <a href="#">Arts participation Aspiration interventions</a></p>	3
<p><b>Specific resources for Service pupils</b></p> <p>Teachers will identify resources to support pastoral, SEMH or academic need for these pupils.</p> <p>£1400 (resources) £2946 (in class TA support)</p>	<p><a href="#">Service Pupil Premium – DfE September 2021</a></p> <p>‘Schools (are best placed to)...respond to the specific needs of those pupils for whom the funding has been allocated. The funding could be spent on providing a variety of means of support including counselling provision, nurture groups etc.’</p>	1,2,3

**Total budgeted cost: £17,009 (£1150 not yet allocated)**

## 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 2021 to 2022 academic year.

Intended outcome (broader and measurable)	Success criteria	Impact
<p>To close gaps in <b>phonics, reading, writing or maths</b> (Depending on individual need)</p>	<ul style="list-style-type: none"> <li>attainment of disadvantaged pupils is in line or above that of their non-disadvantaged peers</li> <li>equal access to all areas of the curriculum due to improved numeracy and literacy skills</li> <li>evidenced in the end of year teacher assessment and/ or standardised scores from NFER results.</li> <li>teachers understand the types of scaffolds required and carefully plan which scaffolds will be best for pupils</li> <li>Timetabled 1:1 support evident.</li> </ul>	<ul style="list-style-type: none"> <li>60% of pupils, in receipt of Catch up Literacy, improved their NFER scores from the Spring to Summer assessments.</li> <li>85% of pupils, in receipt of Catch up Numeracy, improved their NFER scores from the Spring to Summer assessments.</li> <li>100% of pupils in receipt of pupil premium, who received targeted 1:1 support for writing (from the academic mentor or TA), had at least a 30% increase in the number of KPIs achieved by the end of the year.</li> <li>Four members of support staff were trained in Catch Up Literacy and Numeracy programmes.</li> <li>As a result of a training session for teachers on high quality classroom strategies, a set of 'Visible Consistencies' (including a range of scaffolds) are used in lessons to benefit all pupils including those with disadvantage.</li> </ul>
<p>For our disadvantaged pupils to pass the <b>phonics</b> screening check in Year 1</p>	<ul style="list-style-type: none"> <li>attainment of disadvantaged pupils is in line or above that of their non-disadvantaged peers</li> <li>for our disadvantaged pupils to have a love of reading and be able to talk about the books they have read.</li> <li>Timetabled 1:1 precision phonics support evident.</li> </ul>	<ul style="list-style-type: none"> <li>86% of disadvantaged pupils passed the phonics screening check in summer 2022, compared to 52% of their non-disadvantaged peers</li> <li>High quality texts bought for each class to increase all pupils' enjoyment of reading.</li> <li>Training for 1:1 phonics intervention provided for all support staff.</li> <li>The VIPERS scheme was purchased and is now used across all classes to</li> </ul>



		<p>improve vocabulary and the teaching of reading. In our latest Ofsted report (May 2022) this was noted as being strong practice:</p> <p><i>'From early years to Year 6, there is a sharp focus on teaching ambitious vocabulary. Recent changes are bolstering the school's approach to teaching language comprehension. Pupils are responding well to these heightened expectations and most talk proficiently about what they read.'</i></p>
For our disadvantaged pupils to have good <b>social, emotional and mental health</b>	<ul style="list-style-type: none"> <li>• children will have time to talk about their social, emotional and mental health in small groups with a trusted adult or ELSA.</li> <li>• all mental health CPOMs reports are monitored and followed up by the mental health lead</li> <li>• From January 2023, a member of staff will be a qualified ELSA and be working 1:1 with children.</li> </ul>	<ul style="list-style-type: none"> <li>• Mental health concerns are now recorded on CPOMS and the mental health lead is alerted. Resources to support group sessions (e.g. 'Time to Talk') purchased and support staff time given.</li> <li>• Overall attendance of disadvantaged pupils for 21/22 was 96.4% (all pupils' attendance was 95.2%). Persistent absence for disadvantaged pupils was 0.5% compared to 5% for all pupils.</li> <li>• Member of support staff now fully qualified 'ELSA' and beginning to work with identified pupils.</li> </ul>
For our disadvantaged pupils to have the equal access to <b>wider opportunities</b>	<ul style="list-style-type: none"> <li>• All disadvantaged pupils will be able to go on residential visits and class trips</li> <li>• For disadvantaged pupils to be offered the chance to learn a musical instrument or attend a club.</li> </ul>	<ul style="list-style-type: none"> <li>• All disadvantaged pupils in Year 5 and 6 attended residential visits alongside their peers (fully paid for).</li> <li>• All disadvantaged pupils attended all class trips and visits (fully paid for).</li> <li>• Disadvantaged pupils in KS2 attended after school clubs with Bristol Sport. Pupils offered the opportunity to learn an instrument.</li> </ul>

## Externally provided programmes:

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
Letter Join	Letter Join
Catch up Literacy	Catch up
Catch up Numeracy	Catch up

## Service pupil premium funding:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> <li>• We provided additional, targeted 1:1 support to enable gaps to be closed in pupils' learning.</li> <li>• We purchase resources to support: transition, language development and social and emotional need.</li> </ul>
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> <li>• 81% of Service pupils reached or exceeded the expected standard in maths at the end of last year.</li> <li>• 81% of Service pupils reached or exceeded the expected standard in reading at the end of last year.</li> <li>• 69% of Service pupils reached or exceeded the expected standard in writing at the end of last year.</li> </ul>
How do you plan to offer to support service pupil premium pupils this year?	<ul style="list-style-type: none"> <li>• We want to provide targeted 1:1 support for pupils where assessment indicate a gap in pupils' knowledge or skills.</li> <li>• We want to purchase materials which will specifically support individual pupils' needs.</li> </ul>