

Pupil premium strategy statement



School overview

Metric	Data
School name	Northbourne CEP School
Pupils in school	130
Proportion of disadvantaged pupils	8% (11 pupils)
Pupil Premium attendance as July 22	93.2%
Pupil premium allocation this academic year	£18140
Academic year or years covered by statement	2021 - 2022
Publish date	October 2021
Review date	July 2022
Statement authorised by	M Reynolds
Pupil premium lead	M Reynolds
Governor lead	A Hickie

Disadvantaged pupil progress scores for last academic year 2020/2021

Number of Pupil Premium in Yr 6 cohort 20/21	1
Measure	Score
Reading	24 steps (Expected progress)
Writing	23 steps (Expected progress -1)
Maths	25 steps (Expected progress +1)

Disadvantaged pupil progress scores for this academic year 2021/2022

Number of Pupil Premium in Yr 6 cohort 21/22	2
Measure	Score
Reading	100% Exp progress from KS1
Writing	100% Exp progress from KS1
Maths	100% Exp progress from KS1

Disadvantaged pupil performance overview for last academic year 2020/2021

Measure	Score
Meeting expected standard at KS2	100% (1/1)
Achieving high standard at KS2	0%

Disadvantaged pupil performance overview for last academic year 2021/2022

Measure	Score
Meeting expected standard at KS2	100% (2/2)
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure attainment and progress outcomes in Reading, Writing & Maths are at Expected or above, across all key stages, by ensuring subject leadership and quality first teaching is delivered with high expectations and effective strategies, achieved via training, moderation and mentoring.
Priority 2	Embed high quality Maths Hub research based Maths for Mastery teaching practices. Embed whole class mastery pedagogy across all classes.
Barriers to learning these priorities address	Build a staff pedagogical culture of high expectations for all.
Projected spending	Maths Hub CPD and release time. Subject Leadership CPD and release time. £3000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve Expected or above national average attainment and progress in EYFS Reading, Yr 1 phonics, KS1 SATs and KS2 SATs.	Summer 2022
Progress in Writing	Achieve Expected or above national average attainment and progress scores in KS1 and KS2 Writing.	Summer 2022

Progress in Mathematics	Achieve Expected or above national average attainment and progress scores in KS1 and KS2 Maths.	Summer 2022
Phonics	Achieve Expected or above national average expected standard in Phonics Check.	Summer 2022
Other		

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Measure	Activity
Phonics Priority	Embed new systematic synthetic phonics teaching programme (Little Wandle) Ensure all relevant staff (including new TAs) have received up to date phonics training and mentoring to deliver the phonics scheme effectively.
Barriers to learning these priorities address	Build a staff pedagogical culture of high expectations for all.
Projected spending	SSP (Little Wandle) training & mentoring £1000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Develop academic stamina to secure Expected and above progress and attainment, via improved curriculum opportunities.
Priority 2	Utilise Maths Hub TLG membership to support and embed Maths for Mastery teaching practices.
Barriers to learning these priorities address	Build a staff pedagogical culture of high expectations for all.
Projected spending	£3000 Maths Hub - £1000 Staff curriculum training / release time

Wider strategies for current academic year

Measure	Activity
Priority 1	Develop leadership capacity of UPS teacher, via NPQSL, in order for whole school and class based quality first teaching to be rigorously monitored and evaluated.

Priority 2	Continue to build CPD opportunities for Subject Leaders, to support effective leadership of the curriculum and impact pupils' knowledge and learning.
Priority 3	Provide capacity for designated safeguarding lead provision to negate pupil anxiety and / or absence that impacts on learning and progress.
Priority 4	Develop SENCo in Senior Mental Health Lead role in order to support pupil wellbeing and promote positive behaviours for learning.
Priority 5	Provide OAA experiences for vulnerable / PP, to enhance behaviours for learning.
Barriers to learning these priorities address	Improve readiness for learning and outcomes for all pupils, including most disadvantaged and vulnerable pupils.
Projected spending	£800 SENCo course - £2000 NPQSL - £600 Safeguarding training- £1000 OAA

Monitoring and Implementation

Area	Challenge	Mitigating action
Strategy / Teaching aims	<p>Staff release time for peer mentoring and attending training.</p> <p>Staff training opportunities (staff meetings and INSET days) to peer monitor and model quality first teaching and Maths Mastery pedagogy.</p>	<p>Strategic use of non-contact time, staff meeting rota and INSET days.</p> <p>Capitalise local support hub networks (DLA, DEALT and Quads).</p>
Phonics	<p>Identify and access Little Wandle phonics training for all staff.</p> <p>Staff release time for accessing Little Wandle and local authority supported phonics updates and training.</p>	Strategic use of non-contact time, TA overtime opportunities, local authority training offers and local support hub networks.
Targeted Support	<p>Curriculum subject leadership and re-design opportunities (staff meetings, INSET days).</p> <p>Opportunities for collaborative curriculum planning with</p>	Strategic use of INSET days and subject lead release opportunities.

	<p>subject lead colleagues within DEALT and QUAD.</p> <p>Release time for Year 5/6 teacher, Maths Lead and HT in order to engage fully with Maths Hub training.</p>	<p>Prioritise Maths Hub yearly training calendar with school diary, ensuring training dates are ring-fenced.</p>
Wider Strategies	<ol style="list-style-type: none"> 1. Ensure UPS teacher's wider school improvement opportunities are sufficient and effectively monitored to ensure impact. 2. All staff to have non-contact time to engage with DEALT QUAD subject leadership activities and Quality First Teaching training. 3. Develop Designated Safeguarding Lead availability beyond HT & SENCo. 4. Identify and access appropriate training. Ensure training impacts school practice. 5. Ensure all families are engaged with, supportive of, and financially aware of OAA opportunities, including addition of ponies to the school environment and Year 6 residential. 	<ol style="list-style-type: none"> 1. Use additional non-contact leadership opportunities to meet varying termly needs. 2. Engage DEALT QUAD and local area training opportunities. Local hub QFT opportunities (e.g. MAT INSET day, termly Deep Dives) 3. Develop third DSL role utilising UPS teacher. 4. SENCo to identify and attend training to develop the role of senior mental health lead. 5. HT to engage with parents of PP children in order to support the offer of resources and / or funding.

Review of 2021 / 2022 aims and outcomes (completed July 2022)

2021 2022 KEY HEADLINE DATA Northbourne CEP	
YEAR R Statutory EY Profile	<p>Cohort: 20 11 boys and 9 girls 0 SEN (0 are PP) 2 PP (0 are SEN) 0 EAL</p> <p>Mobility: 0 Leavers 1 Late arrival (Spring term – from nursery)</p>

	Term 6 Data	Analysis
GLD	90% (18/20 pupils)	<u>Attainment</u> <u>Gender</u> Girls: 100% GLD Boys: 82% GLD <u>PP</u> 100% GLD <u>SEN</u> N/A EYFS Attendance for the year 95.7%
Word Reading (Phonics)	Attainment 95% expected	
Writing	Attainment 95% expected	
Numb	Attainment 100% expected	

YEAR 2 Statutory KS1 Teacher Assessment	Cohort: 19 12 boys and 7 girls 2 SEN (0 is PP) 0 PP (0 is SEN) 0 EAL Mobility: 0 leavers 0 in-year arrivals	
	Term 6 Data	Analysis
Reading	Attainment 63% (12/19) Expected + 5% (1/19) Greater Depth Progress	<u>Attainment</u> <u>Gender</u> Girls: R 57% at Exp standard W 71% at Exp standard M 57% at Exp standard Boys: R 66% at Exp standard W 58% at Exp standard M 66% at Exp standard <u>PP</u> N/A
Writing	Attainment 63% (12/19) Expected Progress	
Phonics	Following retakes 84% (16/19)	

Maths	Attainment 63% (12/19) Expected + 5% (1/19) Greater Depth Progress	<u>SEN</u> R 0% at Exp standard W 0% at Exp standard M 0% at Exp standard RWM 0% Progress <u>PP</u> No EYFS data for this cohort <u>SEN</u> No EYFS data for this cohort <u>Above Exp Progress from EYFS</u>
Combined	WRM Combined 58% (11/19)	Yr 2 Attendance for the year 93%

YEAR 6 Statutory KS2 Tests & Teacher As- sessment	Cohort: 13 5 boys and 8 girls 2 SEN (0 are PP) 2 PP (0 are SEN) 0 EAL Mobility: 1 leavers 0 arrivals	
	Term 6 Data	Analysis
Reading	Attainment 92% (12/13) Expected + 38% (5/13) Greater Depth Progress from KS1 2018 = 86% (12/14) 2022 = 92% (12/13)	Attainment <u>Gender</u> Girls: R 88% at Exp standard W 88% at Exp standard M 62% at Exp standard Boys: R 100% at Exp standard W 80% at Exp standard M 100% at Exp standard <u>PP</u> R 100% PP at Exp standard W 100% PP at Exp standard M 100% PP at Exp standard RWM 100% <u>SEN</u> R 100% at Exp standard W 0% at Exp standard M 100% at Exp standard RWM 0%
Writing	Attainment 85% (11/13) Expected + Progress from KS1 2018 = 71% (10/14) 2022 = 85% (11/13)	
GPS	Attainment 77% (10/13) Expected + 23% (3/13) Greater Depth	
Maths	Attainment 77% (10/13) Expected + 8% (1/13) Greater Depth Progress from KS1	

	2018 = 93% (13/14) 2022 = 77% (10/13)	<u>Progress</u> <u>PP</u> R 100% PP making Exp progress W 100% PP making Exp progress M 100% PP making Exp progress <u>SEN</u> R 100% SEN making Exp progress W 0% SEN making Exp progress M 100% SEN making Exp progress <u>Above Exp Progress from KS1</u> R- 3 pupils made above Exp progress W- 1 pupil made above Exp progress M- 0 pupil made above Exp progress Yr 6 Attendance for the year 93%
RWM	RWM combined 54% (7/13) Progress from KS1 2018 = 43% (6/14) 2022 = 54% (7/13)	