

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	132
Proportion (%) of pupil premium eligible pupils	7% (9/132)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	Oct 2022
Date on which it will be reviewed	July 2023
Statement authorised by	M. Reynolds
Pupil premium lead	M. Reynolds
Governor / Trustee lead	A. Hickie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15235
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£17235

Part A: Pupil premium strategy plan

Statement of intent

At Northbourne CE Primary School we are committed to providing a vibrant learning community where everyone is valued, safe and achieving; where all individuals, regardless of their starting points, strive to be the very best they can be and aim for excellence. All members of staff and governors accept responsibility for all pupils and are committed to meeting their pastoral, social, moral, cultural and academic needs within a caring environment. This is an essential principle of the education of every child at this school. All children in our care are valued, respected and entitled to develop to their full potential, irrespective of need. Our overall aim is ensure that each child develops a love for learning and acquires the skills and experiences needed to fulfil their potential now and in the future.

Our objectives are:

- To narrow any attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress and attainment scores.
- To support our children's health, wellbeing and attendance to enable them to access their learning and all aspects of school life.

We aim to do this through:

- Ensuring that teaching and learning opportunities continues to meet the needs of all the pupils.
- Providing quality CPD for all staff.
- Providing Social and Emotional learning support.
- Providing support payment for educational activities, residential trips, extra-curricular clubs, academic resources, uniform.
- Where appropriate, 1:1 or small group interventions.

At Northbourne CE Primary School we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	<p>2021/2022 attendance rates for pupils eligible for PP were lower than children who were not eligible for PP.</p> <p>2022/2023 Term 1 attendance rates for pupils eligible for PP are lower than children who are not eligible for PP and lower than SEN pupils.</p> <p><u>Term 1, 2, 3, 4, 5 & 6 (cumulative)</u> All = 93.8%, PP = 93.2%, SEN = 92.9%</p> <p><u>Term 1</u> All = 96.3%, PP = 95.9%, SEN = 97.6%</p>
2	Increasing number of pupils with diagnosed and undiagnosed speech and language development issues on entry to school. Financial commitment to purchasing “Speech Link” software is a challenge for a small school budget.
3	End of key stage outcomes, and in-year assessments, in Mathematics continue to be below Reading and Writing outcomes. With a particular focus on Yr 3 and Yr 5 Pupil Premium eligible children.
4	To equip all pupils, including disadvantaged children, with the necessary reading skills to enhance reading for pleasure and a love for reading, across the school.
5	To ensure all pupils have access to wider school activities, wellbeing and extra curricula activities, day trips and residential visits, appropriate uniform and school resources, regardless of cost.

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
All pupils, including PP children, are at or above the “good” attendance rate of 95%.	<p>Attendance meetings are held with parents of persistently absent pupils (below 90%).</p> <p>Attendance targets are set, where appropriate.</p>

	<p>Attendance of PP children improves.</p> <p>Attendance of PP children is in line or above whole-school attendance and other groups, such as SEN pupils.</p>
<p>Those children who display barriers/delays in speech and language, improve and reach targets set at the end of each year/expected outcomes at the end of each key stage (EYFS, KS1 and KS2).</p>	<p>All pupils, including disadvantaged pupils, achieve Communication and Language ELG.</p> <p>There is no gap between disadvantaged and non-disadvantaged pupils at EYFS.</p> <p>Infant Language Link (Speech Link) intervention evidences accelerated progress from children's starting points.</p> <p>Pupils receiving Language Link (Speech Link) intervention in KS1 reach expected standard in reading, writing and maths by end of Key Stage, as a result of enhanced knowledge of language and communication.</p> <p>Pupils receiving Junior Language Link (Speech Link) intervention reach expected standard in reading, writing and maths by end of Key Stage, as a result of enhanced knowledge of language and communication.</p>
<p>Continue to sustain our Mastery approach to Maths, focusing on developing Mastering Number and pupils' fluency, confidence and flexibility in number.</p>	<p>Staff are part of the Sustaining Mastery initiative. Staff are confident in their teaching of fluency using the Mastering Number approach (Rekenrek resources). The teaching and learning is adapted building on the children's acquisition from the previous year. As a result of receiving the Embedding Mastering Number sessions, EYFS pupils are secure in their knowledge of numbers to 10 and able to subitise numbers to 5. This enables them to transition confidently to the KS1 curriculum. Pupils rapidly grasp number sense and are secure in the Y2 Number facts. Pupils in Y4 complete the times table check and outcomes are in line or above the National Average for Y4. KS1 and KS2 pupils reach the expected standard or higher standard by the end of phase. The provision and development of Mastery Maths is sustained across the school.</p>

<p>Embed a reading culture throughout the school community, that ensures all children read regularly and develop a love of books. All pupils, including those in receipt of Pupil Premium, to achieve in-line and above national data in statutory phonics, KS1 and KS2 reading assessments.</p>	<p>Additional tutoring and one to one reading support, delivered via a Reading Recovery / Better Reading Partners teacher.</p> <p>All pupils are exposed to high quality phonics, SPAG and reading teaching throughout the curriculum. Targeted pupils receive additional speech and language therapy and intervention. Parents are engaged in the development of their child's speech and language with supporting materials (e.g. Little Wandle) shared at home. Pupils read regularly at school and at home, they have access to high quality books for individual and guided reading.</p>
<p>Ensure all pupils have access to wider school activities, wellbeing and extra curricula activities, day trips and residential visits, appropriate uniform and school resources, regardless of cost.</p>	<p>To enable all children and families to access the residential trips and school visits we put on through school, by subsidising costs.</p> <p>To enable children to compete in sports competitions and attend sporting events, by subsidising costs.</p> <p>To offer children across school after school activities on a daily basis.</p> <p>To support families or children that may go into crisis.</p> <p>Support families with a number of issues, e.g. • Uniform • PE kit for every child in school • Food bills • Transport</p>

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: £2736 (x10 days M6 teacher)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths lead engagement with:</p> <ul style="list-style-type: none"> Maths Hub Sustaining Mastery Programme Bespoke Mixed Year Group Maths Hub TRG Mastering Number 	<p>Our Maths Subject Leader continues to attend the Sustaining Mastery Programme via the Kent and Medway Maths Hub. Opportunities for peer to peer reviews across the maths curriculum, for part of the programme. This tier 1 approach enables leaders to remain up to date about developments in the maths curriculum and ensures that there is provision of recent training and coaching for colleagues.</p> <p>As part of the Sustaining Mastery offer, our Maths Lead is also attending a bespoke workgroup focussing on teaching Maths for Mastery in Mixed Year Groups. This is to further develop our approach to teaching Maths in our mixed year groups, looking at research and examples from other schools.</p> <p>The EEF recognises that, in order to ensure pupils master mathematics they have to be taught a rich network of mathematical connections. Part of this is making sure that children develop fluent recall of facts so that they have the confidence to choose between mathematical strategies. The Mastering Number programme is focusing on enabling pupils to secure their sense of number in</p>	3

<ul style="list-style-type: none"> TEP Maths leads termly CPD 	<p>readiness for the next phase of their education.</p> <p>Our Maths subject lead provides CPD on teaching for mastery to ensure a consistent approach across the whole school. This is boosted by additional training on mixed year group teaching and NCETM materials.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost:

Speech Link: £1180 (for resources), £450 (for administration, x10 hr M6 teacher release time)

Reading Recovery / Better Reading Partners, one to one and small group tutoring: £5336 (x39 half days M6 teacher)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech Link - Infant and Junior Language Link	1:1 tuition is recognised by the EEF as having a positive impact on pupil progress. We have successfully run language link in school previously; enabling the school to clearly identify speech and language difficulties, in order for appropriate support to be put in place and allowing evidence to access a S&L referral. It can also be applied within targeted support in SEN plans and EHCPs; it is an award-winning programme recommended by Speech and Language therapists.	2
Reading Recovery / Better Reading Partners – One to one and small group reading tutoring / catch up / interventions	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium. ‘Why closing the word gap matters’ highlights the need to ensure there	4

	<p>is effective provision for phonics and vocabulary within schools, including with disadvantaged children.</p> <p>Word rich curriculum established across the school to ensure children are exposed to a wide range of vocabulary on a daily basis. Little Wandle texts and new reading books purchased to support vocabulary within class reading books that children share with home.</p> <p>Reading Recovery / Better Reading Partners interventions used to close reading gaps, leading to improved confidence, engagement and greater outcomes. Reading is a key determiner for academic success.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

£780 (x 6 days Senior Safeguarding Lead)

£6753 – Enhanced curricular opportunities, families in crisis, equal access to school life

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly attendance and safeguarding review with M. Turner (Safeguarding Lead – The Downs)	Independent review of attendance data and review of actions taken. Cross reference practice with attendance policy and wider KCC advice and county policy.	1
Enhanced curricular opportunities – wellbeing and extra curricula activities, day trips and residential visits, appropriate uniform and school resources, regardless of cost.	Use of Pupil Premium funds will enhance school life and provide access to all school experiences, for those disadvantaged pupils, and others, for whom cost is a barrier.	5

Total budgeted cost: £ 17235

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2021/2022 EYFS GLD

All = 90%

PP = 100%

2021/2022 Year 1 Phonics Screening

All = 94.7%

PP = No PP pupils in cohort

2021/2022 Year 2 Phonics Screening retakes

All = 40%

PP = No PP pupils in retake cohort

2021/2022 KS1

All EXP+ = R 63.2%, W 63.2%, M 63.2%

All GDS = R 5.3%, W 0%, M 5.3%

PP = No PP pupils in Yr 2 cohort

2021/2022 KS2

All RWM EXP+ = 69.2%

PP RWM EXP+ = 100%

All RWM GDS = 0%

PP RWM GDS = 0%

All EXP+ = R 100%, W 84.6%, M 84.6%

PP EXP+ = R 100%, W 100%, M 100%

All GDS = R 46.2%, W 0%, M 7.7%

PP GDS = R 0%, W 0%, M 0%