

Pupil premium strategy statement



School overview

Metric	Data
School name	Northbourne CEP School
Pupils in school	132
Proportion of disadvantaged pupils	8% (11 pupils)
Pupil Premium attendance as of publish date	94.4% (T1W5 Oct 23) (5.6% Authorised absences) (0% Unauthorised absences)
Pupil premium allocation this academic year	£13092
Academic year or years covered by statement	2023 - 2024
Publish date	October 2023
Review date	July 2024
Statement authorised by	M Reynolds
Pupil premium lead	M Reynolds
Governor lead	C. Thompson

Disadvantaged pupil progress scores for last academic year

Number of Pupil Premium in Yr 6 cohort 22/23	0
Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	N/A
Achieving high standard at KS2	N/A

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, research and CPD based Writing teaching practices. Embed whole class Writing stamina across all classes.
Barriers to learning these priorities address	Build a staff pedagogical culture of high expectations for all.
Projected spending	Writing 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 2024
Progress in Writing	Achieve Expected or above national average attainment and progress scores in KS1 and KS2 Writing.	Summer 2024
Progress in Mathematics	Achieve Expected or above national average attainment and progress scores in KS1 and KS2 Maths.	Summer 2024
Phonics	Achieve Expected or above national average expected standard in Phonics Check.	Summer 2024
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 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 Writing CPD, DEALT peer support, targeted interventions and enrichment opportunities to develop and progress Writing teaching practices.
Barriers to learning these priorities address	Build a staff pedagogical culture of high expectations for all.
Projected spending	£4000 Staff Writing training / release time / enrichment activities

Wider strategies for current academic year

Measure	Activity
Priority 1	Develop leadership capacity of M6 teachers, 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 – DEALT Small School Strategy
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 and Nurture UK role, in order to support pupil wellbeing and promote positive behaviours for learning.
Priority 5	Provide Forest School / Outdoor learning 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	£2000 Subject leader class release time - £4000 NPQSLx2, £ wellbeing TA release time
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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 Writing strategies and 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 Small School Strategy).</p>
Phonics	<p>Identify and access Little Wandle phonics training for all new staff.</p> <p>Staff release time for accessing Little Wandle and local authority supported phonics updates and training.</p>	<p>Strategic use of non-contact time, TA overtime opportunities, local authority training offers and local support hub networks.</p>
Targeted Support	<p>Curriculum subject leadership and re-design opportunities (staff meetings, INSET days). Opportunities for collaborative curriculum planning with subject lead colleagues within DEALT and Small School Strategy.</p> <p>Release time for Writing lead in order to engage fully with Writing CPD, monitoring and moderation</p>	<p>Strategic use of INSET days and subject lead release opportunities.</p> <p>Prioritise Writing CPD, ensuring training dates are ring-fenced.</p>
Wider Strategies	<p>1. Ensure NPQSL teachers' wider school improvement opportunities are sufficient and effectively</p>	<p>1. Use additional non-contact leadership opportunities to meet varying termly needs.</p> <p>2. Engage DEALT Small School Strategy and</p>

	<p>monitored to ensure impact.</p> <ol style="list-style-type: none"> 2. All staff to have non-contact time to engage with DEALT Small School Strategy subject leadership activities and Quality First Teaching training. 3. Identify and access appropriate wellbeing and nurture training. Ensure training impacts school practice. 4. Ensure all families are engaged with, supportive of, and financially aware of PP opportunities, including extra curricula clubs, uniform, enrichment activities and Year 6 residential. 	<p>local area training opportunities. Local hub QFT opportunities (e.g. MAT INSET day, termly Deep Dives)</p> <ol style="list-style-type: none"> 3. SENCo to identify and attend training to develop the role of senior mental health lead. 4. HT to engage with parents of PP children in order to support the offer of resources and / or funding.
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