

Pupil premium strategy statement



School overview

Metric	Data
School name	Northbourne CEP School
Pupils in school	128
Proportion of disadvantaged pupils	17% (22 pupils)
Pupil Premium attendance as of publish date	97%
Pupil premium allocation this academic year	£31300
Academic year or years covered by statement	2019 - 2020
Publish date	29 November 2019
Review date	July 2020
Statement authorised by	M Reynolds
Pupil premium lead	M Reynolds
Governor lead	A Eyden

Disadvantaged pupil progress scores for last academic year

Number of Pupil Premium in Yr 6 cohort 18/19	3
Measure	Score
Reading	4.7
Writing	-8.3
Maths	-5.0

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	33% (1/3)
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Raise outcome in Writing across all key stages by ensuring teaching staff and support staff access training, modelling and peer mentoring in developing high expectations and effective strategies in writing practices.
Priority 2	Engage with Maths Hub in 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 £3500 – Writing £7500 (inc RR)

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve Significantly Above national average progress in KS2 Reading.	Summer 2020
Progress in Writing	Achieve In Line with national average progress scores in KS2 Writing.	Summer 2020
Progress in Mathematics	Achieve In Line with national average progress scores in KS2 Maths.	Summer 2020
Phonics	Achieve above national average expected standard in Phonics Check.	Summer 2020
Other		

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

Measure	Activity
Phonics Priority	Ensure all relevant staff (including NQTs and TAs) have received paid-for training and NQT / peer 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	Phonics training & mentoring £1000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Develop and embed ethos of high expectations of staff and pupils for writing stamina in the re-designed school curriculum.
Priority 2	Complete year of Maths Hub research based training for Maths for Mastery teaching practices. Embed lead practice in Year 5/6 class.
Barriers to learning these priorities address	Build a staff pedagogical culture of high expectations for all.
Projected spending	£3500 Maths Hub - £2500 Staff curriculum training

Wider strategies for current academic year

Measure	Activity
Priority 1	Develop leadership capacity of SENCo in order for whole school and class based interventions to be rigorously monitored and evaluated.
Priority 2	Continue to build CPD for SENCo and appropriate staff, to support pupils with acute barriers to learning.
Priority 3	Provide capacity for lead safeguarding provision to negate pupil anxiety and /or absence that impacts on learning and progress.
Priority 4	Develop a mental health lead in school in order to support pupil wellbeing and promote positive behaviours for learning.
Priority 5	Provide OAA / Residential experiences for vulnerable / PP, to enhance behaviours for learning.
Barriers to learning these priorities address	Improve readiness for learning and outcomes for most disadvantaged and vulnerable pupils.
Projected spending	£2000 SENCo courses & CPD - £7000 Safeguarding - £2000 Mental Health Lead - £1000 OAA Residential

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 Writing and model Maths Mastery pedagogy.</p>	<p>Strategic use of NQT time, staff meeting rota and INSET days.</p> <p>Capitalise local support hub networks (DLA, DEALT and Quads).</p>
Phonics	<p>Identify and access relevant phonics training for staff at different stages in professional need.</p> <p>Staff release time for accessing local authority supported phonics updates and training.</p>	<p>Strategic use of NQT time, TA overtime opportunities, local authority training offers and local support hub networks.</p>
Targeted Support	<p>Curriculum re-design opportunities (staff meetings, INSET days). Opportunities for collaborative curriculum planning with subject lead colleagues at TD.</p> <p>Release time for Year 5/6 teacher, Maths Lead and HT in order to engage fully with Maths Hub yearlong training.</p>	<p>Strategic use of INSET days and subject lead release opportunities.</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 SENCo's part time school based hours are sufficient and effective for identified monitoring activities. 2. All staff to have the time to engage with STLS 	<ol style="list-style-type: none"> 1. Use additional half day and overtime opportunities to meet varying termly needs. 2. Engage STLS in-house and local area training opportunities. Local hub QFT

	<p>training and Quality First Teaching training.</p> <ol style="list-style-type: none"> 3. Limited opportunities for Lead Safeguarding Officer (based at TD) to engage with pupils and families at NB. 4. Identify and access appropriate training. Ensure training impacts school practice. 5. Ensure all families are engaged with, supportive of, and financially aware of Year 6 residential. 	<p>opportunities (e.g. MAT INSET day)</p> <ol style="list-style-type: none"> 3. Weekly strategic DSL meetings and termly ring-fenced safeguarding & attendance meetings at NB. Additional adhoc support when needed. 4. SENCo to identify and attend training alongside the TA taking on the role of mental health lead. 5. HT to engage with parents of PP children in order to support the offer of funding.
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Review of 2019 / 2020 aims and outcomes (completed July 2020)

Aim	Outcome
<p>Priority 1.</p> <p>Raise outcome in Writing across all key stages by ensuring teaching staff and support staff access training, modelling and peer mentoring in developing high expectations and effective strategies in writing practices.</p>	<p>Following KS2 disadvantaged writing progress score of -8.3 in 18/19, the 19/20 cohort have not had the opportunity to register a progress score due to Covid-19.</p> <p>In-school tracking of PP students has continued to enable teachers to focus on those at risk of falling below the expected standard as well as those in need of accelerated progress and bespoke interventions.</p> <p>Curriculum changes, including a strategic and rigorous approach to a richer writing diet, especially across History, Geography, Science and RE, were being embedded, monitored and peer supported up until school closure on 20th March.</p> <p>19/20 in-school tracking data, up until 20th March, indicates that writing will remain a key focus for disadvantaged pupils and teacher CPD in 20/21.</p>
<p>Priority 2.</p> <p>Engage with Maths Hub in research based Maths for Mastery teaching</p>	<p>Following KS2 disadvantaged writing progress score of -5.0 in 18/19, the 19/20 cohort have not had the opportunity to</p>

<p>practices. Embed whole class mastery pedagogy across all classes.</p>	<p>register a progress score due to Covid-19.</p> <p>In-school tracking of PP students has continued to enable teachers to focus on those at risk of falling below the expected standard as well as those in need of accelerated progress and bespoke interventions.</p> <p>Year 5/6 teacher / Maths Lead has engaged with Maths Hub training for maths mastery teaching throughout 19/20, including after school closure on 20th March. Maths Hub training has continued remotely through to the end of the academic year. Year 5/6 teacher / Maths Lead will continue with second year of mastery training during 20/21 which will entail in-school peer mentoring and modelling of the mastery approach.</p> <p>19/20 in-school tracking data, up until 20th March, indicates that maths will remain a key focus for disadvantaged pupils and teacher CPD in 20/21.</p>