

Pupil premium strategy statement



School overview

Metric	Data
School name	Northbourne CEP School
Pupils in school	124
Proportion of disadvantaged pupils	7% (9 pupils)
Pupil Premium attendance as of publish date	95%
Pupil premium allocation this academic year	£12,105
Academic year or years covered by statement	2020 - 2021
Publish date	October 2020
Review date	July 2021
Statement authorised by	M Reynolds
Pupil premium lead	M Reynolds
Governor lead	A Eyden / C. Winslade

Disadvantaged pupil progress scores for last available statutory data set (18/19)

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 available statutory data set (18/19)

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

Strategy aims for disadvantaged pupils

Measure	Activity
<p>Priority 1</p> <p>Build a staff pedagogical culture of high expectations and outcomes for all, resulting in raised progress and attainment across all key stages.</p>	<p>Ensure teaching staff and support staff access high quality training, modelling and mentoring in order to develop high expectations and effective strategies across curriculum practices.</p>
<p>Priority 2</p> <p>Embed whole class Maths mastery pedagogy across all classes to raise progress and attainment across KS1 & KS2.</p>	<p>Maths lead to engage with Kent & Medway Maths Hub in research based Maths for Mastery teaching practices. Support embedding of pedagogy to all staff. Support & facilitate implementation of Maths mastery across all classes.</p>
<p>Barriers to learning these priorities address</p>	<p>Impact of COVID inc. learning behaviours, attendance, resilience.</p> <p>Pupil attitudes to learning inc. wellbeing, learning behaviours, resilience.</p>
<p>Projected spending</p>	<p>£4000 - Staff release time and training course fees, for attending high quality training inc. subject leadership development & Maths Hub training.</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve Significantly Above national average progress in KS2 Reading.	Summer 2021
Progress in Writing	Achieve In Line with national average progress scores or better in KS2 Writing.	Summer 2021
Progress in Mathematics	Achieve In Line with national average progress scores or better in KS2 Maths.	Summer 2021
Phonics	Achieve above national average expected standard in Phonics Check. To ensure any gaps caused by COVID are closed.	Summer 2021
Other	Attendance of disadvantaged pupils in line with whole school "good / outstanding" attendance.	Summer 2021

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

Measure	Activity
Phonics Priority	<p>Daily, high quality phonics sessions across EYFS & KS1.</p> <p>Ensure all relevant staff (including NQT+1s and TAs) have received high quality training and peer mentoring to deliver the phonics scheme effectively.</p> <p>Utilise Catch Up teacher to deliver intervention and additional support for pupils identified as needing phonics catch up following the impact of COVID.</p> <p>Continue to invest in high quality phonics resources, inc. online resources that support phonics progression at home.</p>
Barriers to learning these priorities address	<p>Impact of COVID inc. learning behaviours, attendance, resilience.</p> <p>Pupil attitudes to learning inc. wellbeing, learning behaviours, resilience.</p>
Projected spending	£1000 - Staff release time and training course fees, for attending high quality phonics training.

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p> <p>Build a staff pedagogical culture of high expectations and outcomes for all, resulting in raised progress and attainment across all key stages.</p>	<p>Ensure teaching staff and support staff access high quality training, modelling and mentoring in order to develop high expectations and effective strategies across curriculum practices.</p> <p>To apply pedagogical culture to all aspects of T&L, including effective interventions and support for pupils identified as needing catch-up, particularly in response to Covid19 in order for pupils to make accelerated progress.</p> <p>Use of PP funding, Catch Up funding & Sports premium to:</p> <ul style="list-style-type: none"> • deliver intervention groups and 1:1 support to address gaps identified • provide online and home learning resources to compliment school based interventions • fund staff training (subject leadership, T&L, EYFS) • enhance resilience, behaviours for learning and attendance via high quality and broad sporting, wellbeing and fitness activities

<p>Priority 2</p> <p>Embed whole class Maths mastery pedagogy across all classes to raise progress and attainment across KS1 & KS2.</p>	<p>Maths lead to engage with Kent & Medway Maths Hub in research based Maths for Mastery teaching practices. Support embedding of pedagogy to all staff. Support & facilitate implementation of Maths mastery across all classes.</p> <p>Use of PP funding and Catch Up funding to:</p> <ul style="list-style-type: none"> • deliver Maths for Mastery intervention groups and 1:1 support to address gaps identified • provide Maths online and home learning resources to compliment Mastery approach • fund staff training (Kent & Medway Maths Hub, TEP Maths leader training)
<p>Barriers to learning these priorities address</p>	<p>Impact of COVID inc. learning behaviours, attendance, resilience.</p> <p>Pupil attitudes to learning inc. wellbeing, learning behaviours, resilience.</p>
<p>Projected spending</p>	<p>£4000 - Staff release time and training course fees, for attending high quality training inc. subject leadership development, T&L training, EYFS training & Maths Hub training.</p> <p>£2000 – Online and home learning resources to compliment school based interventions (TTRS, SATs Companion, Mirodo, Mathletics, Purple Mash, Power Maths)</p>

Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <p>SEN</p>	<p>Develop training and capacity of SENCo in order to support pupils with acute barriers to learning, manage post-COVID lockdown SEN issues and ensure whole school and class based interventions are rigorously monitored, supported and evaluated.</p>
<p>Priority 2</p> <p>Wellbeing / Post COVID Resilience</p>	<p>Enhance resilience, behaviours for learning and wellbeing via high quality and broad sporting, wellbeing and fitness activities.</p> <p>Embed a programme of sporting and fitness achievement opportunities for all pupils.</p> <p>Link to school house point and celebration assembly programme in order to foster team spirit, belonging and shared accountability.</p> <p>Continue to promote and embed the JIGSAW programme in school in order to support pupil wellbeing and promote positive behaviours for learning.</p>

Priority 3 Inclusion / Attendance	Provide financial support for OAA / Residential experiences / After school clubs / Uniform & equipment / School trips for PP, alongside peers, to enhance behaviours for learning, wellbeing, attendance, opportunities that may otherwise not be experienced.
Barriers to learning these priorities address	<p>Improve:</p> <ul style="list-style-type: none"> • SEN provision, • resilience, • behaviours for learning and wellbeing, • foster team spirit, belonging and shared accountability, • readiness for learning, • attendance, • opportunities that may otherwise not be experienced • outcomes for most disadvantaged and vulnerable pupils.
Projected spending	<p>£1000 – OAA / Residential £18000 – Sports Coach (Sports Premium funded) £700 – JIGSAW £1000 – SEN update training and course attendance £500 – Trophies, medals, stickers, certificates £2500 – SEN additional half-day per week provision (main payroll funded)</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Strategy / Teaching aims	<p>Staff release time for attending training.</p> <p>Staff training opportunities (staff meetings and INSET days) to model Maths Mastery pedagogy.</p>	<p>Strategic use of staff meeting rota and INSET days.</p> <p>Capitalise local support hub networks (DLA, DEALT and Quads).</p>
Phonics	Identify and access relevant phonics training for staff at different stages in professional need.	Strategic use of TA overtime opportunities, local authority training offers and local support hub networks.

	Staff release time for accessing local authority supported phonics updates and training.	
Targeted Support	<p>Staff release time for attending training.</p> <p>Staff training opportunities (staff meetings and INSET days) to model Maths Mastery pedagogy.</p> <p>Opportunities for collaborative development.</p> <p>Release time for Year 5/6 teacher, Maths Lead and HT in order to engage fully with Maths Hub 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 additional school based hours are sufficient and effective for identified monitoring activities. 2. Ensure all pupils and staff benefit from broad programme of sporting and fitness achievement opportunities 3. Ensure all families are engaged with, supportive of, and financially aware of school additional opportunities, such as the Year 6 residential. 	<ol style="list-style-type: none"> 1. Use additional SENCO half day and overtime opportunities to meet varying termly needs. 2. Engage Sports Coach, utilising Sports Premium. Develop comprehensive weekly offer for all pupils and staff. 3. HT to engage with parents of PP children in order to support the offer of funding.

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</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>expectations and effective strategies in writing practices.</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. Engage with Maths Hub in research based Maths for Mastery teaching practices. Embed whole class mastery pedagogy across all classes.</p>	<p>Following KS2 disadvantaged writing progress score of -5.0 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>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>