

Pupil Premium Strategy Statement 2021-22

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	North Worcester Primary Academy
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	7.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Emily Calvert
Pupil premium lead	Emily Calvert
Governor / Trustee lead	Alan Gaunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14, 760
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16,760

Part A: Pupil premium strategy plan

Statement of intent

MAT INTENT:

All schools within The Rivers C of E MAT have prioritised provision and outcomes for all vulnerable pupils (disadvantaged and SEND) during 2021-22.

Aims:

- To improve outcomes for all disadvantaged pupils so that the proportion of pupils attaining ARE or better in RWM combined compares favourably to disadvantaged and non-disadvantaged pupils nationally
- To improve attendance for all disadvantaged pupils across the MAT so that attendance figures compare favourably to non-disadvantaged pupils

North Worcester Primary Academy Intent:

As with every child in our care, a child who is eligible for the Pupil Premium Grant is valued, respected and entitled to develop to his or her full potential, irrespective of need. The PP grant is used on approaches shown to be effective in improving the achievement and opportunities for disadvantaged pupils. This echoes our mission statement, 'Love – Learn - Live'.

Aims:

- To consistently improve outcomes for all disadvantaged pupils so that the proportion of pupils attaining ARE or better in RWM combined compares favourably to disadvantaged and non-disadvantaged pupils nationally
- To improve and maintain attendance for all disadvantaged pupils so that attendance figures compare favourably to non-disadvantaged pupils both in-school and nationally
- To provide all disadvantaged pupils with the knowledge and cultural capital they need so that they succeed in life

Key principles of our strategy plan:

1. Promote our whole school ethos of 'Love, Learn, Live' with all pupils but in particular disadvantaged pupils, igniting in them a lifelong love of learning and aspiration to succeed.
2. Assess the needs of all disadvantaged pupils then design and implement individually-tailored extension and support programmes that accelerate academic progress e.g. we will ensure that our plan meets the needs of our PP pupils and as a result the PPG is spent appropriately
3. Recognise when assessing needs that not all pupils in receipt of FSM will be socially disadvantaged and planning for pupils and the extension and support packages on offer will reflect this.
4. Ensure that the most vulnerable are our priority.
5. Endeavour to close the gap between the disadvantaged and non-disadvantaged pupils.
7. Build in pastoral packages that ensures that all basic needs are met and that all disadvantaged pupils thrive and enjoy good health and mental well-being; pupils with the greatest need will be prioritised.
8. Provide mentoring support for all pupils to help them develop strong life-long learning behaviours.
9. Enrich their educational and life experiences through educational visits that are fully funded through the PPG.

10. Utilise staff strengths so that planned action has the biggest impact.
11. Rigorously and frequently track their progress.
12. Work in partnership with parents and external agencies to ensure the best outcomes for disadvantaged pupils.
13. Pupils are in school.

Challenges

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

Challenge number	Detail of challenge
1	Social and Emotional needs of children eligible for PPG – Lower self esteem/aspirations/anxiety/returning to school full time after extended period in and out of education.
2	Gaps in reading, writing, maths and phonetical knowledge as a result of Covid-19 and the enforced school closures..
3	Children eligible for PPG who also have SEND issues – specifically identified Speech and Language needs/ASD – multi-disadvantaged.
4	Communication and Language skills – development of oracy/use of vocabulary in KS1
5	Many pupil lack a variety of life experiences due to lockdown, there is a need to provide a greater variety of opportunities
6	Attendance

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
The social and emotional needs for pupils eligible for the PPG are identified/assessed and provision in place to meet these needs.	Pupils are displaying use of strategies learnt through provision. Less incidents of poor behaviour reported. The percentage of identified children become less.
Increase the number of disadvantaged children reaching ARE at the end of each academic year in reading.	The percentage of disadvantaged pupils who make expected or better progress from the end of EYFS to the end of KS1 in Reading, writing and maths is in line with or above national. Pupils will express a love of reading
Children eligible for PPG who also have SEND issues – specifically identified Speech and Language needs/ASD – multi-disadvantaged.	Support is in place for multi-disadvantaged children, who are then making expected or better progress.

Develop oracy and language skills to enable children to communicate effectively in order to have impact on outcomes in reading and writing.	The percentage of disadvantaged Year 1 pupils who pass the PSC is above national disadvantaged and closer to national non-disadvantaged figures Children will demonstrate the acquisition and application of a wider variety of vocabulary.
Increase the cultural capital/educational opportunities accessible for children eligible for PPG, giving them a wealth of personal experiences to promote resilience, independence and confidence. Promoting healthy lifestyle and physical activity.	A greater portion of children eligible for PPG will participate in opportunities to engage in clubs and extra-curricular activities. Pupils will be able to talk about variety of opportunities offered.
Maintain attendance for pupils across school	Children eligible for PPG is higher than last year (96.5%)

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: £2,846

Activity	Evidence that supports this approach	Challenge number(s) addressed
In-class support with additional teacher/ teaching assistants to promote language skills. In-class support with additional adult to support reading opportunities.	<ul style="list-style-type: none"> Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. (EEF Improving Literacy in KS1) On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress. (EEF 2021) EEF making best use of teaching assistants 	2, 4
CPD Language training	<ul style="list-style-type: none"> On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress. (EEF 2021) 	4

Targeted academic support (for example, tutoring, one-to-one support

structured interventions)

Budgeted cost: £2,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adult support to address gaps in Reading, writing and Maths as a result of Lockdown	<ul style="list-style-type: none"> Oral language interventions supported or led by trained teaching assistants have broadly similar impact (+6 months) as those by teachers. (EEF 2021) Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments. (Supporting the attainment of disadvantaged pupils: articulating success and good practice 2015) 	1
Book – Handwriting skills	<ul style="list-style-type: none"> EEF early years and KS1 writing report 	2
Books promote a love of reading Ensuring Children in receipt of PPG have access to age appropriate books at home of their own	<ul style="list-style-type: none"> There is convincing evidence that the interactions young children enjoy at home with their caregivers—especially conversation and hearing stories read aloud—play a significant role in academic success and beyond. Children who are read aloud to at home develop a stronger vocabulary, more background knowledge, better expressive and receptive language abilities, and stronger phonological awareness and early literacy skills. Neuman and Celano (2006). Findings show that providing children access to print materials accomplishes the following: <ul style="list-style-type: none"> Improves reading performance. Among the studies reviewed, kindergarten students showed the biggest increase Is instrumental in helping them learn the basics of reading, such as letter and word identification, phonemic awareness, and completion of sentences Prompts them to read more frequently and for greater amounts of time Improves their attitudes toward reading and learning. Lindsay (2010) 	4, 5
Specific Maths Catch up intervention – NUMBERSTACKS	<ul style="list-style-type: none"> Gaps in maths learning identified through ongoing teacher assessment demonstrate pupils need more access to regular and repetitive mathematical support EEF maths guidance reports 	2

	• EEF Maths Counts project	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,271

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to promote social skills, mindfulness resulting in increased confidence, resilience	<ul style="list-style-type: none"> “Schools should adopt a more holistic outlook which recognises the value of both teaching and learning interventions and more pastoral initiatives” NGA Spotlight on Disadvantaged. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective 	1, 5
Parental Engagement Attendance/specific targeted support for families eligible for PPG	<ul style="list-style-type: none"> Parental engagement has a positive impact on average of 4 months’ additional progress. The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular.(EEF 2021) 	5, 6
Sports Club – Lunchtime Activity club and afterschool club opportunities	<ul style="list-style-type: none"> Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, there are also benefits of physical activity for core academic attainment particularly literacy and mathematics. EEF (2021) Participation in sport improves children’s educational attainment and skills development including empowerment, leadership and self-esteem – contributing to their overall well-being and future prospects, according to new research released by the Barça Foundation and UNICEF (28 March 2019). 	5
Varied opportunities for cultural capital –	<ul style="list-style-type: none"> Evidence suggests that the cultural capital passed on through families helps children do better in school. (Cultural Learning Alliance 2019) 	5

	<ul style="list-style-type: none"> • 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' (Ofsted 2019) 	
<p>Incentives for attendance</p> <p>Attendance awards/rewards</p> <p>Attendance monitoring and follow up systems</p>	<ul style="list-style-type: none"> • Children with the worst attendance in the early years tend to come from the lowest socio-economic groups where attainment on entry to primary schools is often already notably lower than that of their peers. By ensuring that the parents of these children get into good attendance habits, schools will be able to do the work required to narrow this gap. Primary schools will allow far fewer term-time holidays and they will challenge parents more robustly before they authorise absence. Children will feel more included in the life of their school and will experience academic and social success. This will mean fewer children become disillusioned with education. (Improving attendance at school, Charlie Taylor 2012) 	6
<p>Wrap around care for siblings of PPG children wanting to attend extra provision</p>	<ul style="list-style-type: none"> • The demographic of our families means that it is too difficult to return to school to pick up twice and therefore sibling may miss out on club due to other sibling. 	1, 5, 6
<p>Nuture Provision during Lunchtime – additional support, language with TA</p>	<ul style="list-style-type: none"> • Special Educational Needs in Mainstream Schools 	1, 3, 4

Total budgeted cost: £15,127

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Families access to literature/online subscription – All families eligible for the PP grant were supplied with several books to keep at home to ensure they had access to quality texts. During the subsequent periods of lockdown a subscription was taken out with Oxford Owl to allow continual reading practise at home alongside the daily live phonics sessions for all year groups – 9/9 children attended online phonics sessions. The result of this was that pupils returned to school having made progress in reading.

Mindfulness – Relax Kids sessions for all children eligible for PP grant when returning to school meant that anxiety levels were managed within bubbles and pupils had a number of strategies to implement at times of higher anxiety on their return to school. It has been noted by adults that 8/9 of these children returned to school well.

After School Clubs – Providing access to lunchtime and after school clubs has meant that social skills of children eligible for PP grant has been promoted. Children have accessed an array of activities that promote a healthy lifestyle and life skills, this had meant that a larger variety of opportunities has given the children a greater cultural capital and continued to build upon their experiences to draw upon in other areas of their learning. 9/9 children have accessed lunchtime enrichment activities.

Attendance – During covid-19 children eligible for the PP grant were loaned iPads and given ability specific work in order to promote and continue their learning whilst in lockdown. This resulted in 99% attendance and engagement with home schooling ensuring the gaps from Covid-19 were kept to a minimum.

Communication and Language/Reading – A variety of live online lessons were promoted during lockdown, including story time with class teachers and head of school, social sessions, daily phonics for all classes, 1:1 reading interventions, Maths and foundation subjects. This ensured the language and communication skills of the pupils were kept at the forefront of learning. The result of this was that gaps in language skills were kept to a minimum when returning to school.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.