

North Worcester Primary Academy

Pupil premium strategy statement 2019 – 2020

The Rivers C of E Academy Trust - Academy Vision for the Pupil Premium Grant

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'.





1. Summary information					
School	North Worcester Primary Academy				
Academic Year	2020/21 2021/22	Total PP budget	£10, 560	Date of most recent internal PP Review	On-going
Total number of pupils	74	Number of pupils eligible for PP	8 (11%)	Date of most recent external PP review	Booked Feb 2021
Pupil Premium Funding					
		FSM/Ever 6	Service Premium	LAC	
Amount per pupil		£1,320	£300	£2,300	





EYFS Data will be collected at the end of the academic year 2019 - 2020	Pupils eligible for PP		Pupils not eligible for PP	
Number in cohort: 56 Number of PP pupils: 3 (5%)	Estimate due to Covid-19		Estimate due to Covid-19	
% Pupils reaching a Good Level of Development	3/6	50%	32/40	80%



2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Self belief/esteem – Social and Emotional needs of PP children.
B.	Gaps in reading and phonetical knowledge
C.	PP who also have SEND issues – specifically identified Speech and Language needs/ASD – multi-disadvantaged.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Communication and Language skills on entry are low.

E.	Attendance
----	------------


3. Planned expenditure						
Academic year 2020-2022						
The headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review of Expenditure
A – Emotional well being for PP children having returned from C-19	<ul style="list-style-type: none"> Relax Kids mindfulness sessions Nurture provision Structured conversation Individual pupil interviews – All About Me Parental engagement Social Skills intervention programme Enrichment activities. School visits-curriculum linked 	<p>Well conducted mindfulness interventions can improve the mental, emotional, social and physical health and wellbeing of young people who take part. It has been shown to reduce stress, anxiety, reactivity and bad behaviour, improve sleep and self-esteem, and bring about greater calmness, relaxation, the ability to manage behaviour and emotions, self-awareness and empathy.</p> <p>Mindfulness can contribute directly to the development of cognitive and performance skills and executive function. It can help young people pay greater attention, be more focused, think in more innovative ways, use existing knowledge more effectively, improve working memory, and enhance planning, problem solving, and reasoning skills</p> <p>Interventions which target social and</p>	<ul style="list-style-type: none"> Monitoring through pupil engagement and pupil progress. Monitoring through parental engagement / structured conversations Relax Kids evaluations Pupil Voice – individual interviews Early Intervention Family Support Team (EIFST) Pre and Post intervention assessment Monitor number of PP pupils who participate in enrichment activities 	External practitioner – Charlotte Denham HoS Class Teachers	Half termly.	<p>£95 per session – RELAX KIDS</p> <p>Autumn Term (7 weeks) £665</p> <p>Poss to be extended into Spring and Summer terms –</p> <p>Spring – £950</p> <p>Summer - £950</p> <p>Additional £500</p>

		<p>emotional learning seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. SEL interventions have a valuable impact on attitudes to learning and social relationships in school. They have an average overall impact of four months' additional progress on attainment. (EFF)</p> <p><u>EEF Cost/Evidence Summary</u></p> <p>Social and emotional learning Moderate impact for moderate cost, based on extensive evidence. </p> <p>Metacognition and self-regulation High impact for very low cost, based on extensive evidence. </p>				
<p>A. Experience a wide variety opportunities that will promote language, confidence and social skills.</p>	<ul style="list-style-type: none"> 50% funding of extra curricular activities /clubs 	<p>In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus. However, it is not clear whether this is due to the additional activities or to improved attendance and better engagement.</p> <p><u>EEF Cost/Evidence Summary</u></p> <p>Sports participation Low impact for moderate cost, based on limited evidence. </p> <p>Extending school time Low impact for moderate cost, based on moderate evidence. </p>	<p>Monitor number of PP pupils who participate in enrichment activities</p> <ul style="list-style-type: none"> Pupil Voice – individual interviews Monitoring through pupil engagement and pupil progress. 	Head of School	Ongoing	£500

<p>A/B. Promote good progress in reading for PP children so that they enjoy a wide variety of books.</p>	<p>School to purchase sets of age appropriate books for PP children to take home and keep, treasure and enjoy.</p>	<p>Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).</p> <p>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).</p> <p><u>EEF Cost/Evidence Summary</u></p> <p>Oral language interventions <small>Moderate impact for very low cost, based on extensive evidence.</small></p> 	<p>English Lead to assess book choice ensuring high quality choice. Books to be aligned with individuals reading ability, varying styles of books to include poetry, non-fiction, picture books etc</p>	<p>English Lead</p>	<p>Half termly pupil progress meeting with class teacher, Head of School and SENDCO</p>	<p>Home book packs</p> <p>(£15 - £20 per child)</p> <p>£120 - £160</p>
<p>B. To close the attainment gap for reading between PP pupils and non-PP (MAT focus)</p>	<p>Whole school approach to provision of enrichment activities for reading.</p> <p>Targeted support in lessons and 1:1 / small group interventions with PP TA based on collaboration with the class teacher.</p> <p>Response intervention</p> <p>Targeted intervention for phonics, reading strategies and spelling (common</p>	<p>Small group interventions have shown to be effective.</p> <p>Evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately five additional months progress.</p> <p>Short regular sessions (30 mins 3-5 mins per week) over a set period of time (6-12 weeks) appear to result in optimum impact (EEF).</p> <p><u>EEF Cost/Evidence Summary</u></p> <p>Phonics <small>Moderate impact for very low cost, based on very extensive evidence.</small></p>  <p>Reading comprehension strategies <small>High impact for very low cost, based on extensive evidence.</small></p>  <p>Small group tuition <small>Moderate impact for moderate cost, based on limited evidence.</small></p> 	<p>Ongoing assessment Termly</p> <p>Pupil Progress Meetings Data evidence recorded on pupil trackers/assessment.</p> <p>Staff to review and act upon the work that pupils complete during PP intervention.</p> <p>Pit stops – planning to include specific reference to PP pupils</p> <p>Monitoring of home reading via PP pupil reading diaries.</p>	<p>SenCo English Lead</p>	<p>Half termly pupil progress meeting with class teacher, Head of School and SENDCO. Data from termly assessment</p>	<p>SENDCO £50 per hour</p> <p>4 hours per term</p> <p>£600</p> <p>TA intervention times</p> <p>4 hours per week =</p> <p>£1520</p>

	exception words) Targeted parent support for home reading. Access to online resources					
C. To accelerate speech and language development of PP pupils within EYFS.	Partially fund Speech and Language SLA to ensure all pp children gain access to quality speech and language tuition. Train up 2 specific speech and language TAs	Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year <u>EEF Cost/Evidence Summary</u> Oral language interventions <small>Moderate impact for very low cost, based on extensive evidence.</small> 	Through listening skills program Quality specific intervention Whole staff CPD for speech and language PP to attend English lead specific language/story based club	SENDco, English Lead, TAs and Class teachers	Speech and language TA to complete training. Relevant resources shared with parents Children make accelerated progress, evidence to be found through intervention, Language link and speechlink.	£225 – Speechlink 2 x afternoons with 2 TA's at £10 p/h delivering interventions £1520 English Lead Club £40 per hour – 1 x weekly. £1520 Partial funding of Speech and language SLA £2500
D. No gap allowed to develop between pupil premium and non-pupil premium pupils. Communication and language promoted.	Continued part funding of an additional qualified support teacher.	To increase adult to pupil ratio in order to be able to run small speaking and listening groups (Talk Boost) with highly qualified staff have shown to be effective (John Hattie/ EEF Toolkit). <u>EEF Cost/Evidence Summary</u> Small group tuition <small>Moderate impact for moderate cost, based on limited evidence.</small> 	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Ensure identification of target pupils is transparent and monitored.	SENco S&L TA	Informally through learning walks 1 x fortnight, formally through pupil progress meetings every half term	Spending report Therapies e.g speech and language, lego therapy etc £990

<p>A/D. Opportunity to experience and enjoy wider world learning, using a variety of external experiences to promote language and self esteem.</p>	<p>Plan, implement and resource themed days, visitors and curriculum trips to support learning outside the classroom.</p>	<p>To provide learning through a variety of different mediums, using specialists and to incorporate real life experiences that will develop a deeper understanding of life, opportunities to develop language and communication skills and engage with real world skills.</p> <p><u>EEF Cost/Evidence Summary</u></p> <p>Outdoor adventure learning Moderate impact for moderate cost, based on moderate evidence.</p> <p>Individualised instruction Moderate impact for very low cost, based on moderate evidence.</p>	<p>Organise a timetable to ensure staff are delivering high quality provision. Visits, Visitors and themed days and schemes of work.</p> <p>Where appropriate, cost of clubs is covered for PP children</p>	<p>Class teachers</p>	<p>Through pupil progress meetings and expectations of language development.</p>	<p>Enrichment Lunchtime clubs – summer term £600</p> <p>Club certificates, paper work, badges £50</p> <p>Subject specific resources to engage all pupils and support themes and visitors £500</p>
<p>E. Ensure rates of attendance are high for pupils eligible for PP</p>	<p>Achievement for All including structured targetting for PP children</p>	<p>Ensure attendance rates are high.</p> <p>Good attendance at school is not just beneficial, it's essential. Attending school is directly linked to improved exam performance which should in turn lead to further learning opportunities and better job prospects. As well as this, going to school helps to develop:</p> <ul style="list-style-type: none"> • Friendships • Social skills • Team values • Life skills • Cultural awareness • Career pathways <p>Research based evidence of improved concentration following a healthy breakfast. Pupils can also develop their social and communication skills.</p>	<p>Ensure identification of target pupils is transparent and monitored.</p> <p>Engage with parents and pupils before interventions begin to address any concerns or questions.</p> <p>Head and SW to run regular attendance data checks using Scholar Pack database. SW and SENco to discuss concerns and liaise with school health & Early Intervention Team.</p> <p>TA to run breakfast club and make available to all children eligible for Pupil Premium. Liaise with class teachers</p>	<p>Head and class teachers</p>	<p>End of each half term</p>	<p>Staff e.g. TA time, CPD and interventions, etc</p> <p>Uniform/Breakfast club</p> <p>£800</p>

		<p>Awareness of the importance of healthy eating and a balanced diet to sustain and promote a healthy lifestyle.</p> <p><u>EEF Cost/Evidence Summary</u></p> <p>Parental engagement</p> <p><small>Moderate impact for moderate cost, based on moderate evidence.</small></p> 	<p>regarding children's readiness to learn and concentration.</p>			
					Total Income	£10, 520
					Total budgeted cost	£14, 325

4. Additional detail

Pupil Premium Funding and the impact of this is a regular item on the School Improvement Board agenda, the link SIB members attends regular meetings. As a small school care is taken to not include information in public reports which would enable individual children to be identified. More detailed analysis of impact of funding on individuals, groups and the school is available to the appropriate authorities, on request. Our PP strategy document can be found online at: <https://www.northworcesterprimary.co.uk/>

