

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School: NMPS					
Academic Year 2019-20		Total PP budget	£44500	Date of most recent PP Review	07.20
Total number of pupils	200	Number of pupils eligible for PP	37	Date for next internal review of this strategy	03/21

2. Current attainment (data from teacher assessments July 2020 end of KS2 = 7xY6 PP pupils)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected or above in RWM	57	77
% making progress at least in line with national (Zero score) in reading	100	
% making progress at least in line with national (Zero score) in writing	100	
% making progress at least in line with national (Zero score) in maths	100	

3. Barriers to future attainment (for pupils eligible for PP across the school)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Progress in oral language skills/phonics/writing is slower in KS1 for PP than other pupils
B.	Self-esteem and confidence can slow progress; wider curricular opportunities are limited compared with peers.
C.	Progress with mastery of basic maths skills is slower for some PP pupils compared with other pupils.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance/punctuality of PP pupils is broadly the same as for all pupils. Significant proportion of this group are emotionally vulnerable.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve oral language skills for pupils eligible for PP	PP pupils meet expectations.
B.	All PP pupils make the same phonics/writing/reading progress as all pupils	Good progress for all pupils
C.	All PP pupils make the same progress in maths as all pupils.	Good maths progress for all.
D.	Focussed Attachment Aware/nurture support for target pupils.	Good progress emotionally

5. Planned expenditure					
Academic year	2020-21 (37 pupils £54455)				
The three 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					
i. Quality of teaching for all					
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?
More talking	Talking in all learning Character Education	Staff are experienced in using this programme with positive results	Regular review of programme with staff / DH. Monitoring progress	Deputy Head	January 2021 May 2021
Increase rates of progress: phonics/writing	Additional TA groups lead by Additional TA	All TA staff are trained and experienced in delivery of the phonics programme.	Regular review of programme, monitoring of pupil progress	Deputy Head	January 2021 May 2021
Increase rates of progress; maths mastery	TA timetabled to deliver 'Impact' (1;1 sessions)	TA and staff experienced in working with class teachers to support target pupils	Regular review of pupil progress through testing/moderation of work.	Maths coordinator	January 2021 May 2021
Total budgeted cost					i +ii +£54455
ii. Targeted support					
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?
Improve writing outcomes	Additional writing opportunities	Some pupils need additional experiential and supported writing opportunities.	Timetabled delivery of the programme. Monitoring progress	Deputy Head Class teacher	January 2021 May 2021
Increase rates of progress: phonics/writing	Read/Write Inc programme groups	All staff experienced/trained in delivery of the programme with excellent results	Timetabled delivery of the programme. Monitoring progress	Deputy Head Class teachers	January 2021 May 2021
Increase rates of progress; basic maths	Additional classroom TA support; 'Impact'	Staff and TAs work closely, know the target groups. Past successes.	Timetabled delivery of the programme. Monitoring progress	Maths coordinator	January 2021 May 2021
1:1 for target PP pupils in writing and maths	IMPACT	PP pupils sometimes lack confidence and require 1:support in specific areas	Monitoring by class teachers	HT	May 2021
Improve emotional wellbeing/self confidence	Nurture programmes in KS1/KS2 groups (AA)	Trained and experienced staff. Time out of class for focussed wellbeing work.	Timetabled and monitored by SENCO	SENCO	January 2021 May 2021
Total budgeted cost					i +ii =£54455
iii. Other approaches					

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?
Developing the wider curriculum offer	Forest Schools/ more outdoor education/trips	We know that broadening pupils learning experiences supports good progress	Funded through Sports Premium and monitored by SLT	SF	January 2021 May 2021
Develop Attachment Aware staff skills	Surgeries with PEGS schools	Good links with PEGS colleagues AA trained and experienced	Good attendance at AA surgeries with feedback to staff team	LS	January 2021 May 2021
Total budgeted cost					£54455

6. Review of expenditure				
Previous Academic Year		2019-20		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve phonics/writing progress	Update training in R/W.Inc for all staff	Progress in phonics and writing is good across the school. Y6 Sats reading results were especially good.	Regular and scheduled monitoring of pupil progress supports the best pupil progress; pupils receive targeted and specific support	TA cost £44000
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve Y6 writing results	Add TA time for experiential writing	Improved pupil confidence and enjoyment of writing (esp experimental writing) .Y6 achieved expected level	Timetabled TA experiential writing work is essential; it must be fully embedded in all year groups and cross-curricular.	TA cost £44500
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
More visits/trips for target pupils	Trips: café/library shops/Forest	Pupils responded really well and enjoyed the extra visits. Their self-esteem was raised.	Raising self-esteem through additional sports representation.	£0

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Additional actions during 2019-20.

This year we have further developed Attachment Aware skills across the staff team; working alongside PEGS colleagues and maintaining links with the Virtual Schools team. The aim to embed AA principles for all staff is achieved. AA concerns are acknowledged by all, and addressed where possible.

All PP pupils increased their engagement in school sports activities and after school sports: Achievement of DCC Gold Sports Award 2019-20 once again.

Funding support for PP pupils to attend school trip to Houses of Parliament. Funding support for residential trips in Y5/6.

PP pupils elected by peers to be Sports Captains, School Council and HPKC reps.

Key focus areas during 2020-21

Emotional wellbeing support for PP pupils following period of school closure during Covid 19 pandemic....assessment of need in return to school in September 2020 and targeting support through School Improvement Plan 20-21.

Use of additional government funding post closure (at the time of writing no details for the amount and no guidelines for spending additional funding).

