

Northern Saints CofE (VA) Primary School

Pupil Premium Strategy Statement & Coronavirus (COVID-19) Catch-Up Premium

September 2020 – March 2021

“Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge”.

“Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, we are launching a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help”.

Department for Education 20/07/20

“Many children—particularly those from disadvantaged backgrounds, or who are vulnerable in other ways—will have been adversely affected by extended time away from school. Some will have inevitably suffered from the traumatic loss of a loved one or struggled with the loss of familiar routines. In terms of learning, many children may have been unable to access and engage fully with remote learning. Of course, some children will have had a positive experience, able to make the most of home learning as well as additional family time. However, the evidence suggests they are likely to be disproportionately from better-off backgrounds and that, as a result, existing learning gaps will have widened”.

Professor Becky Francis Chief Executive



PUPIL PREMIUM STRATEGY

1. Summary information					
School	Northern Saints Church of England Voluntary Aided Primary				
Academic Year	19/20/21	Total PP budget	£289,340	Date of most recent PP Review	April 2020
Total number of pupils	566	Number of pupils eligible for PP*	220	Date for next PP Strategy Review	September 2020
*PP refers to children who are eligible in the categories below.				Funding amount	No of pupils
Who have been in receipt of free school meals (FSM) since the age of 4 in year groups reception to year 6 (£1320 per child)				£286,440	217
Who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (Post LAC) (£2,300 per child)				£2,300	1
Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£300 per child)				£600	2
TOTAL				£289,340	220

NOTE: Attainment taken from 2019 data as no data available for 2020. Actions remain largely unchanged as full implementation and an evaluation of impact was not possible due to Covid-19 and a national lockdown in March 2020.

2. Current attainment 2018-19*		
KS2 2019 (Year 6 outcomes)	<i>Pupils eligible for PP</i> July 2019	<i>All pupils in school (national average)</i>
Y6 % achieving expected standard or above in reading, writing & maths	41%	50% (65%)
Y6 % achieving expected standard or above in reading	50%	58% (73%)
Y6 % achieving expected standard or above in writing	73%	78% (79%)
Y6 % achieving expected standard or above in maths	73%	78% (79%)

Y6 Average progress score in reading	-3.5	-3.6
Y6 Average progress score in writing	-1.4	-1.3
Y6 Average progress score in maths	-0.3	-0.1
Y2 % achieving expected standard or above in reading	33.3%	56% (74.9%)
Y2 % achieving expected standard or above in writing	33.3%	53% (69.2%)
Y2 % achieving expected standard or above in maths	45.8%	58% (75.6%)
Y2 % of children reaching the expected standard in the phonic screening	0%	10%
Y1 % of children reaching the expected standard in the phonic screening	71.4%	75% (82%)
EY % of children achieving GLD	70.3%	69.3% (71.8%)

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	A significant proportion of pupil premium pupils have a reading level below their chronological age.
B.	Poor recall and fluency of basic skills, this impacts on other aspects of the curriculum such as mathematics.
C.	Attainment across the school is varied for PP, with some gaps in children's learning. The reasons include, poor working memory, retention, understanding of language, absence, lack of experiences. Some pupil premium pupils need additional support to address gaps in learning and ensure good progress

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Attendance rates continue to be below national for disadvantaged pupils. Persistent Absence rates are high and above national average.
----	--

E.	Interrupted emotional development of a significant number of children resulting in underachievement in some PP children. Some disadvantaged pupils are affected by wider family circumstances and relationships which impact on their development. Some of these families have engagement with social services or other agencies, whilst others have refused to engage in external support which falls short of statutory intervention.
F.	Financial hardship for children eligible for pupil premium limits access to learning opportunities outside the classroom.
G.	Many children—particularly those from disadvantaged backgrounds, or who are vulnerable in other ways—will have been adversely affected by extended time away from school during lockdown. Intended outcomes and strategies to address this are threaded throughout our pupil premium strategy and compliment our Coronavirus (Covid-19) catch up plan - also available on our website.

4. Intended Outcomes		Success criteria
A.	Improve the percentage of PP children attaining expected level in reading	% achieving expected or higher standard is higher for all pupils with a diminished gap for disadvantaged pupils. Progress is at least in line with national.
B.	Pupils to develop strong basic skills including good number knowledge to support fluency, reasoning and problem solving.	Teaching timetables provide opportunities to teach basic skills Children have increased recall of number facts and apply skills
C.	Pupils who have additional needs, who have gaps in learning or are at risk of falling behind are supported through effective interventions to help them keep up/ catch up.	Pupils will be involved in high quality 1:1 or small group interventions which will focus on addressing gaps in learning Children will make rapid progress in acquiring basic skills and will be able to apply these in daily learning. Responsive/ same day intervention ensures more pupils, including the disadvantages, keep up rather than catch up.
D.	To further improve attendance, narrow the gap in attendance between disadvantaged pupils with pupils ALL.	Targeted support in place for individuals and families who have poor attendance or are at risk from poor attendance Pupil premium attendance improves with a reduction in the % of persistent absence for all pupils, but particularly the disadvantaged group.

E.	To build emotional resilience and support most vulnerable pupils/ families in school to ensure children can fully access the curriculum.	1 to 1 and small group sessions with staff from welfare team ensures target pupils emotional developmental needs are addressed. Reduction in behavior plans Reduction in number of repeat fixed term exclusions
F.	To provide children with experiences outside of their normal range which will promote understanding of the wider world, build aspirations, promote confidence and self- esteem. THIS OBJECTIVE HAS BEEN AMENDED IN LIGHT OF COVID-19 RESRICTIONS AS OVER NIGHT EEDUCATIONAL VISITS ARE NOT PRESENTLY PERMITTED. Funding that has been allocated to this aspect will be redirected to support our Recovery Plan.	The curriculum offers exciting opportunities to engage beyond a normal school day e.g. outdoor adventurous activities, cultural visits and visitors into school.

5. Planned expenditure April 2019-April 2020

Academic year

How school is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

A Improve the percentage of PP children attaining expected level in reading (linked to spelling).

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?
A high proportion of disadvantaged pupils attain the Y1 phonics check. Therefore, the are able to read and access the broader curriculum.	To roll out new phonics scheme – Sounds Write into Key Stage 2 A)Catch up intervention for pupils not attaining Y1 Phonics	HT monitoring of phonics teaching Consultant Advice/ St Michael's English Hub Partnership DfE Report 2013 DfE Report 2012	To train remaining Early Years/ KS1 teachers and lower KS2 Teachers and TAs to deliver Sounds Write, a systematic approach to the teaching of synthetic phonics. KS2 Staff training to deliver new Sounds Write spelling scheme	AJ	January 2021

<p>Improve the percentage of disadvantaged pupils attaining the national expectation in reading.</p> <p>Promote a love of reading for all pupils.</p>	<p>Complete implementation of Accelerated Reader from Year 2 to Year 6.</p>	<p>Book audit – gaps in reading books have been identified which match each stage of the Accelerated Reader programme. £9,500 for three years Pupils are unable to access book quizzes immediately once they have completed a book, due to a lack of IT equipment.</p>	<p>Purchase additional reading books. Create mini-hubs in shared Y2 corridor, Y3/4 corridor and Y5/6 corridor. Areas to include demarcated book storage for separate levels, work areas and equipped with netbooks.</p>	<p>AJ/ LT RH/CS</p>	<p>January 2021</p>
	<p>To ensure all pupils, including the disadvantaged, have regular access to a</p>	<p>Ofsted evidence base – importance of Early Reading. Pupils to foster a love of reading. Books to be selected by school matched to sounds taught and accessible with an additional element of free choice linked</p>	<p>New School Computing and Library hub (funded by devolved capital/ diocese) New books purchased and IT based check in scheme introduced to enable pupils to take books home.</p>	<p>AJ/LT RL/RH</p>	<p>January 2021</p>
Total budgeted cost					<p>£17,600</p>
B Pupils to develop strong basic skills including good number knowledge to support fluency, reasoning and problem solving.					
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?
<p>Children are supported to develop strong basic skills</p>	<p>Maths no Problem maintained Year 4, Year 5</p>	<ul style="list-style-type: none"> Singapore consistently top the international benchmarking studies for maths teaching 	<p>Maths lead to deliver Maths CPD to support implementation of scheme with resources to support.</p>	<p>DC</p>	<p>January 2021</p>
Total budgeted cost					<p>£12,000</p>
C Pupils who have additional needs, who have gaps in learning or are at risk of falling behind are supported through effective interventions to help them keep					
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?

Children who have additional needs, who have gaps in learning or are at risk of falling behind are supported through effective interventions to help them catch up.	Small group/ 1:1 support. 10 TAs - 7 hrs per week each Emphasis on immediate/ same day/ responsive intervention.	Sutton Trust. Evidence of impact of teaching assistants	SENCO over sees planned intervention programmes and monitors impact – WAVE 3 pupils DHT for Teaching & Learning to line manage TAs/ deliver TA training and monitor impact - WAVE 2 pupils	GG RH	March 2021
---	--	---	---	--------------	------------

Total budgeted cost £140,000

D To further improve attendance, narrow the gap in attendance between pupil premium and non-pupil premium.

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?
Further improve attendance, narrow the gap in attendance between disadvantaged pupils and pupils ALL. Reduce persistent absenteeism for all pupils, particularly the	Review Policy Monitor attendance fortnightly Parents invited into school Home visits Attendance rewards	Ofsted reports show where schools have a robust approach to attendance, clear policy and procedures in place, attendance improves.	Family Support Worker time	KMcB DC	December 2020
			Deputy Head Teacher release time	DC AJ	
			AT100 £3,933	KMcB, CB, DC.	

Total budgeted cost £31,535

E To build emotional resilience and support most vulnerable pupils/ families in school to ensure children can fully access the curriculum.

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?
-----------------	--------------------------	---	---	------------	--------------------------------------

Early identification of pupil's emotional developmental needs, through direct contact sessions, allows pupils to build resilience and resourcefulness – contributing to improved mental health and wellbeing.	Place2be Counselling Service (See school development plan)	Children who are emotionally vulnerable and may suffer from attachment issues/ early childhood trauma are more at risk of exclusion and not accessing the curriculum.	DHT for behaviour and support to line manage.	DC	March 2021
Pupils have a “go to” person for social and emotional support. Parent's feel supported and are better equipped to parent (either through informal support or the delivery of recognised parenting programmes).	Maintain Full time Family Worker to deliver 1:1 support for pupils and parents. Provision to include delivery of nurture groups		DHT responsible for behaviour, welfare & support to line manage	DC	March 2021
Total budgeted cost					£24,788.50

F To provide children with experiences outside of their normal range which will promote understanding of the wider world, build aspirations, promote confidence and self- esteem.

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?
Children are provided with experiences outside of their normal range which will promote	Enrichment of curriculum through highly subsidised school visits and visitors in school.	Sutton Trust research brief analyses Office for National Statistics data and finds children from the most advantaged households benefit from significantly more spending on extra-	Enrichment activities – visits and visitors	SB	March 2021

<p>understanding of the wider world, build aspirations, promote confidence and self-esteem.</p>	<p>Participation open to all children to attend residential experiences in Years 4, 5 & 6.</p> <p>Cancelled due to current Covid-19 regulations from the DfE (September 2020)</p>	<p>curricular activities and private tutoring than their poorer peers.</p>	<p>Outward bound experiences.</p> <p>Cultural City break.</p> <p>(explore idea of taking pupils abroad linked to new MFL curriculum)</p> <p>Money has been vired for IPADS to support remote learning - £11,376</p>	<p>SB</p>	<p>March 2021</p>
<p>Total budgeted cost</p>					<p>£30,000</p>

6. Review of expenditure

6. Review of expenditure		
Previous Academic Year	April 2018- March 2019: Measured against July 2019 data.	
Intended outcome	Actions/ 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 the percentage of PP children attaining expected level in reading.	<p>2019 reading data shows only 50% of pupils eligible for pupil premium achieved the expected standard or above in reading.</p> <p>Therefore, we have amended the pupil premium plan to allocate funding to roll out accelerated reader from Years 5 & 6 to Year 2 up over.</p> <p>2019 Phonics data showed a 3-year declining trend for all pupils, including the disadvantaged, which fell below national to 76.2% (national 83%). Monitoring showed that phonics teaching was inconsistent. Therefore, money reallocated for 15 teachers to attend the Sounds Write 4 day accredited training.</p> <p>Moving forward (2020/21), additional funding must be allocated for chrome books to enable all pupils online access to reading quizzes to support comprehension skills.</p> <p>Additional expenditure is also required to plug gaps in reading books. Top up required in phonically decodable books and accelerated reading. Additional books to be purchased for the new library to promote reading for pleasure. This will benefit all children, but particularly the disadvantaged.</p>	£10,000
Children are supported to develop strong basic skills including good number knowledge to support fluency, accurate use of speech and grammar, developing vocabulary and improving spelling.	<p>Pupil performance in maths at KS2 in 2019 was stronger and close to national average for disadvantaged pupils.</p> <p>However, internal data shows weaknesses in basic skills, ie. number work, comprehension, spelling and handwriting from Year 1 up over.</p> <p>Monitoring shows that Maths No Problem has brought a greater consistency to the teaching of maths and raised teachers' subject knowledge and expectations.</p> <p>Additional support from English Consultant and staff inset (every teacher has attended a 0.5 day session on planning an English unit of work, with a focus on embedding opportunities for speech, grammar and punctuation).</p> <p>Moving forward (2020/21) investment is needed in a new handwriting scheme and additional resources to teach spelling throughout school.</p>	£15,000

<p>Children who have additional needs, who have gaps in learning or are at risk of falling behind are supported through effective interventions to help them catch up.</p>	<p>The following intervention programmes were implemented, academic year 2018/19:</p> <ul style="list-style-type: none"> • Letters and Sounds: Phonics interventions • BRP/ FFT reading recovery programme (1:1 Years 3 & 4) • Colourful Semantics/ shape coding (1:1 Years 1 & 2) • No Nonsense Spelling (Years 3 & 4) • Project X Reading (Years 5 & 6) • Spelling, Grammar & Punctuations Groups (Year 6) • Accelerated Reader (Year 6) <p>Analysis of impact shows a mixed picture, and support not always consistent due to additional pressures and support staff being reallocated, often at short notice to respond to behaviour incidents or cover classes.</p> <p>Moving forward (2020/21), our new curriculum will take a mastery approach to learning. Emphasis for support staff will be in class support. Intervention will be immediate and responsive to need, as school adopts the approach “keep up” rather than “catch up”. This will have training implications for teachers and TAs. Where specific gaps have been identified an external programme may be required, e.g. Year 3 phonics catch up – training implications for support staff.</p>	<p>£143,510</p>																					
<p>Further improve attendance, narrow the gap in attendance between Pupil Premium and Non-Pupil Premium children. Family Worker to support vulnerable children and their families. DHT to lead pastoral support team to meet weekly to identify actions to address barriers to learning.</p>	<p>While there remains a small in school gap between disadvantaged and non-disadvantaged pupils, attendance for disadvantaged pupils at Northern Saints Primary School for 2018/19 was slightly above the national for this group.</p> <table border="1" data-bbox="667 869 1704 1198"> <thead> <tr> <th></th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Attendance 2018/19 all pupils</td> <td>94.8%</td> <td>95.5%*</td> </tr> <tr> <td>Attendance 2018/19 disadvantaged pupils</td> <td>93.7%</td> <td>92.8%*+</td> </tr> <tr> <td>Persistent absence 2018/19</td> <td>12.58%</td> <td>10.528%*</td> </tr> <tr> <td>Attendance September 2019 – February 2020 all pupils</td> <td>94.2%</td> <td>N/A</td> </tr> <tr> <td>Attendance September 2019 – February 2020 disadvantaged pupils</td> <td>92.9%</td> <td>N/A</td> </tr> <tr> <td>Persistent absence September 2019 – February 2020</td> <td>18.6%</td> <td>N/A</td> </tr> </tbody> </table> <p>Welfare, behaviour and support team. Attendance at Child Protection, Child in Need and Early Help meetings – follow up of actions to support children/families back at school. Family Worker – regular informal parent drop-in meetings to offer support alongside the delivery of specific courses and programmes. Family working delivering whole class, small group and 1:1 pupil support, e.g. Kidsafe programme, nurture groups.</p>		School	National	Attendance 2018/19 all pupils	94.8%	95.5%*	Attendance 2018/19 disadvantaged pupils	93.7%	92.8%*+	Persistent absence 2018/19	12.58%	10.528%*	Attendance September 2019 – February 2020 all pupils	94.2%	N/A	Attendance September 2019 – February 2020 disadvantaged pupils	92.9%	N/A	Persistent absence September 2019 – February 2020	18.6%	N/A	<p>Family Support Worker, Nurture Groups, Enrichment activities, Teachers and Deputy Head time £104,630</p>
	School	National																					
Attendance 2018/19 all pupils	94.8%	95.5%*																					
Attendance 2018/19 disadvantaged pupils	93.7%	92.8%*+																					
Persistent absence 2018/19	12.58%	10.528%*																					
Attendance September 2019 – February 2020 all pupils	94.2%	N/A																					
Attendance September 2019 – February 2020 disadvantaged pupils	92.9%	N/A																					
Persistent absence September 2019 – February 2020	18.6%	N/A																					

<p>Early identification of pupil's emotional developmental needs, through direct contact sessions, allows pupils to build resilience and resourcefulness and therefore re-engage with learning.</p>	<p>The Psychotherapist has worked with 5 identified pupils over an extended period. The welfare team has evaluated the impact of this work to date. While there have been clear benefits for a small number of children, we feel there are alternative models of support available to schools which would have a greater impact. Moving forward (2020/21), the DHT for Behaviour, Welfare and Support and the DHT are evaluation alternative provider packages, e.g. Place2be, to present a new option to governors for approval.</p>	<p>Psychotherapist £10,000</p>
<p>Children are provided with experiences outside of their normal range which will promote understanding of the wider world, build aspirations, promote confidence and self- esteem.</p>	<p>In 2019/20 133 pupils attended a residential visit. Of these children, 67 were eligible for pupil premium = 50%. This is broken down by year group:</p> <ul style="list-style-type: none"> • Derwent Hill (2 nights) Year 4 – May 2019 22/62 pupils eligible for PP • Loch Eil (4 nights) Year 6 – October 2019 22/48 pupils eligible for PP • Ullswater (2 nights) Year 5 – March 2020 23/48 pupils eligible for pp 	<p>Outward bound experiences £20,000</p>