# Pupil premium strategy statement – Northowram Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 405 - Primary  35 - Nursery |
| Proportion (%) of pupil premium eligible pupils | 11% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022/23 to  2024/2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Jane Scardifield, Headteacher |
| Pupil premium lead | Alison Wild, Deputy Headteacher |
| Governor / Trustee lead | Chris Green, Lead for disadvantaged pupils |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £74,625 |
| Recovery premium funding allocation this academic year | £6,525 |
| Pupil premium (and recovery premium) funding carried forward from previous years | £0 |
| **Total budget for this academic year** | £81,150 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Northowram Primary School we aim to ensure that all pupils are equipped with the knowledge, skills and cultural capital they need to succeed in life. It is our intention that children will achieve the best possible outcomes and are fully prepared for the next stage of their education.  Our Pupil Premium strategy is informed by high quality research to ensure we provide best possible route to improve the educational outcomes of children. This is done through a tiered model with focuses on:   * high quality teaching * targeted academic support * wider strategies   We firmly believe that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. With this in mind, our Pupil Premium Strategy will be rooted strongly in providing highly skilled staff to provide quality first teaching and learning. This will be matched with an equal emphasis on providing wellbeing support to ensure pupils are emotionally ready to lean. We also aim to maximise our opportunities to provide wider experiences and opportunities. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | In the academic year 2021-22, attendance data shows that the average attendance for disadvantaged pupils was 91.57% in comparison to 94.41% for non-disadvantaged pupils. Data also shows that 51% of disadvantaged pupils (25 out of 49) were persistently absent in the academic year 2021-22. Our assessments and observations indicate that these periods of absence are negatively impacting disadvantaged pupils’ progress. |
| 2 | From the last 3 years where phonics data was officially collected (2018, 2019 and 2022), disadvantaged children have achieved below non-disadvantaged children in 2 out of the 3 years. 2018: 60% in comparison to 91%. 2022: 83% in comparison to 98%. |
| 3 | Data collected from the last 4 years of KS1 SATs information, show that in Reading, disadvantaged children achieved significantly below non-disadvantaged children (an average of 50% in comparison to 84% in the years 2019-22). Observations and discussions also show that the impact of children having a lower reading proficiency entering KS2 has a negative impact on their understanding of the wider curriculum. |
| 4 | Our summative assessments, observations and discussions with pupils and families show that there are a number of pupils whose communication and interaction difficulties are impacting on their academic progress. This is even more significant among the disadvantaged pupils in school, where 25% of disadvantaged pupils across school are on the SEND Register with a primary need of Communication and Interaction. |
| 5 | Our assessments, observations and discussions with pupils and families have identified that social and emotional difficulties (including for a number of individuals who have been significantly impacted by trauma) are impacting on the academic progress and social relationships for specific pupils. These challenges particularly effect disadvantaged pupils. |
| 6 | Through discussion with parents and analysis of data around destination schools, it is clear that some disadvantaged children do not have the same opportunities to access extra-curricular activities, visits and tuition for grammar school entrance exams. |

## 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.

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| Intended outcome | Success criteria |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance by 2024/25 demonstrated by:   * average attendance for disadvantaged children meeting the government’s 96% target * the overall unauthorised absence rate for all pupils being no more than 1% |
| To improve phonics knowledge in KS1 for our disadvantaged pupils | Improved phonics results in the Phonics Screening Check by 2024/25 demonstrated by:   * all children, including those who are disadvantaged, who do not have a significant cognitive SEND passing the Phonics Screening Check |
| To improve reading results in KS1 for our disadvantaged pupils | Improved reading results in KS1 by 2024/25 demonstrated by:   * cohort results being in line or above the national average from 2019 (pre-Covid results) of 75% * results for disadvantaged pupils are in line with non-disadvantaged pupils within school and nationally |
| Improved oral language skills, vocabulary and social interaction skills for all pupils, particularly our disadvantaged pupils. | Improved Communication and Interaction skills by 2024/25 demonstrated by:   * Assessments (including those from specific intervention) and observations indicating significantly improved oral language and social interaction skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved ability for specified children to regulate their emotions and to interact positively with other pupils. | * Assessments and observations from staff and children show that children are using taught techniques to regulate their emotions. * Staff and peers of children with SEMH difficulties have an increased understanding of the needs of these children and strategies which can be used to support them. * Questionnaires and discussion with children with SEMH difficulties to show an increase in positive interactions with their peers. |
| To achieve and sustain improved wellbeing and equality of opportunities for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing by 2024/25 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils * an increase in the number of disadvantaged pupils taking part in 11+ tutoring |

## 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: **£7,942**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Maximising the Impact of Teaching Assistants & Maximising the Practice of Teaching Assistants training.  (£2,450) | The Guidance Report from the EEF explains the impact that Teaching Assistants can have when they are utilised effectively. Training with Sally Franklin to fully explore the recommendations from the EEF and to support staff to implement them.  Full day course for Teaching Assistants and HLTAs within school (split over 2 days in November).  Four twilight sessions for leadership and teachers to explore research and recommendations (September – November 2022).  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> | 2, 3, 4, 5 |
| Refresher Read, Write Inc. phonics training for all staff and in-depth training for new phonics leaders.  (£3,000)  Purchase of online resources and tracking system for phonics delivery. (£2,492 annual cost) | Phonics training day for all staff in October 2022 to improve consistency in practice of phonics delivery across school.  Phonics leaders training day with Head Teacher to focus on provision for children who are not making expected progress.  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2, 3 |

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£57,686**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Use PP and recovery premium to pay £12% of all teaching assistant wages £57,686 to support in classes and deliver targeted interventions | The school has invested in creating a larger Teaching Assistant team across school, including having an HLTA and additional TA in each year group. The research shows that the best adults to deliver interventions are those who know the children and their academic progress. HLTAs and TAs will deliver specific, targeted interventions with a focus on children who are disadvantaged and may need additional support. Maximising the Practice of Teaching Assistant Training will ensure that these interventions compliment the work within the classroom and children make the best progress possible.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  HLTAs and TAs will also deliver daily activities (such as Brain, Body, Boost) to support specific disadvantaged children with emotional regulation. | 2, 3, 4, 5 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in KS1 and those who have not completed the Read, Write Inc. scheme in KS2. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2, 3 |
| Speech & Language interventions to support children with Communication and Interaction difficulties | Calderdale Cluster are funding one day a week for each school to have the benefit of a Speech & Language Therapist.  Two school staff to be trained by the S&L therapist to deliver ‘Language Legends’ (Years 3/4) and ‘Chatterboxes’ (Reception) Interventions.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 4 |

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£15,640**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Invest in Attendance Support from BCL Consultancy to work directly with school to improve the attendance of families who are persistently absent.  (£5,900 annually) | BCL to work with the Attendance Lead to ensure that principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice are followed and to work with specific families who have barriers to good attendance. | 1 |
| School to invest in visualisers for each classroom.  10% of total cost to be taken from Pupil Premium funding = £140 | Evidence shows that teachers demonstrating their own thought processes when modelling, is an effective way to teach children metacognitive skills and self-regulation.  This will also support the embedding of teachers using an ‘I do, we do, you do’ approach to teacher input.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation> | 2, 3, 4 |
| Additional Forest School session once a week for a targeted group of children to support with Communication & Interaction and well-being. | Research shows that Forest School sessions give children a chance to improve their confidence, social skills and communication and also supports their motivation to come to school.  <https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/> | 5 |
| The option of musical instrument and performing arts lessons to any child in receipt of pupil premium.  (£3,000) | Research shows that musical instrument and performing arts tuition has been found to have an impact on academic performance and well-being.  Part of the pupil premium funding will be used to offer these opportunities to children who may not be able to access these otherwise.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation> | 6 |
| 1:1 tuition at Kip McGrath  (£1,000) | Funding for targeted disadvantaged children to access 1:1 tuition outside of school hours to increase their progress in maths and/or English.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> | 2, 3 |
| The option of joining group tuition sessions for the 11+ with Studywrite in Years 4 & 5 for any child in receipt of pupil premium.  (£1,000) | Weekly 11+ tuition sessions for any disadvantaged child who would like to attend Grammar school. This will enable a child to have equality of opportunity when sitting the entrance exam. | 6 |
| Contributions towards Residential and trips.  (£2,000) | In discussion with our leadership team, funding will be used to enable all disadvantaged children to attend the PGL residential visit in Year 6. This will support non-cognitive skills such as resilience, self-confidence and motivation.  Funding will also be used on an individual basis to offset costs for other academic visits.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning> | 6 |
| Uniform Vouchers  (£600) | Vouchers will be given to families in receipt of pupil premium that need assistance with buying uniform. This will be a £30 voucher per pupil. | 6 |
| Educational Psychologist Involvement  (£500 x2 = £1,000) | Some of our disadvantaged children have the most complex, unidentified needs. Funding has been allocated to allow for the Educational Psychologist to be involved with these children to ensure their needs are met in the most appropriate ways. | All |
| Contingency fund for acute issues.  (£1,000) | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost: £81,268**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.  Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.  DfE has shared our school’s 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.  To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.  **Summer Term 2022 Results:**  EYFS:  1 out of 3 disadvantaged children in EYFS reached a good level of development. 33% was well below the school non-disadvantaged level of 83%.  Phonics – Year 1:  10 out of 12 disadvantaged children in Year 1 passed the phonics check. 83.3% of disadvantaged children was below the school non-disadvantaged level of 97.9% but above the national average for non-disadvantaged children (79.1%).  KS1:  3 out of 5 disadvantaged children in KS1 achieved expected standard in Reading and Maths. 60% in Reading was well below the school non-disadvantaged level of 86.5%. 60% in Maths was also well below the school non-disadvantaged level of 90.4%. 2 out of 5 disadvantaged children in KS1 achieved the expected standard in writing. 40% was well below the school non-disadvantaged level of 65.4%.  KS2:  6 out of 6 disadvantaged children met the expected standard for Reading in KS2. 4 out of 6 disadvantaged children met the expected standard for writing in KS2. 66.7% is below the school non-disadvantaged level of 77.8%. 5 out of 6 disadvantaged children met the expected standard for maths at the end of KS2. 83.3% is above the school non-disadvantaged level of 75.9%.  The data above shows a mixed picture for individuals in receipt of pupil premium at key data points across school. It shows the low entry points that many of our disadvantaged children come into school with, strong phonics teaching and a trajectory of improved progress throughout KS2.  The impact of COVID-19 is still evident and some children still have significant gaps due to this. The attendance of disadvantaged pupils is also a factor in terms of progress and needs to be addressed as last year’s attendance figures for disadvantaged pupils were much lower than previous years.  We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above with a focus on EYFS and KS1. |

## Externally provided programmes

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| Programme | Provider |
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