

Northchapel Pupil premium strategy statement 2022-23

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	Northchapel Primary
Number of pupils in school	48
Proportion (%) of pupil premium eligible pupils	17% (9FSM 1LAC)
Academic year/years that our current pupil premium strategy plan covers	2022-23 (21-24)
Date this statement was published	December 2022
Date on which it will be reviewed	February 2023 & July 2023
Statement authorised by	Anthea Martin Jenkins & Deborah Coggin
Pupil premium lead	Deborah Coggin
Governor lead	Andy James

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,481
Recovery premium funding allocation this academic year (inc school led tutoring premium)	
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	£14,481

Part A: Pupil premium strategy plan

Statement of intent

At Northchapel Primary, our intention is that all pupils, will grow into kind and curious children who aspire to succeed. We recognise that disadvantaged pupils irrespective of their background or the challenges they face, should make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and have difficulty with being ready for learning, self-regulation and resilience, this may be part due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attendance & attainment.</p> <p>Teacher referrals for support markedly increased during the pandemic. 7 pupils (3 of whom are disadvantaged) were identified in 2021 currently require additional support with social and emotional needs due to vulnerabilities, with 3 (3 of whom are disadvantaged) receiving small group interventions.</p>
2	Internal assessments indicate that prior attainment in learning for core subjects and basic skills in disadvantaged pupils is significantly below that of non-disadvantaged pupils. The gap widens in KS2 for disadvantaged pupils.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Monitoring of attendance indicates that Covid-19 and other factors have severely affected attendance for some disadvantaged pupils, therefore affecting academic progress and attainment despite the home/remote learning offer.
5	Assessments, observations, and discussions with pupils suggest some disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. They also have poor access to resources for reading at home i.e. high quality books, support in their home learning and experiences that contribute to good comprehension skills.

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
Gaps are identified and targeted in reading, writing and maths. Teaching and interventions are put in place to close the gaps in learning.	<p>Formative and summative assessments will show gaps to be addressed. Planning is adapted accordingly.</p> <p>Pupils will make expected or better progress.</p>

Pupils can access the learning in class because they are self-regulating and more resilient when facing problems.	Provide access to ELSA sessions and strategies for self-regulation and to boost self-esteem will be established to support pupils to be more resilient.
Oracy is improved and speech and language issues are addressed with targets met for the individuals which will improve reading and writing outcomes.	Literacy skills in reading and writing will improve. Pupils achieve expected levels in reading and writing by 2025 and/or have significantly narrowed the gap.
Attendance improves and or engagement through remote learning improves, if having to self-isolate or lockdown.	Through ELSA sessions issues at home as well as in school will be addressed and attendance will improve as a result.
Parents and pupils are supported to achieve improved routines to be ready for school and to access the remote home learning and homework.	Pupils are seen to engage more with remote learning and homework set by teachers. Improves ready for learning outcomes in class too.
Pupils have access to high quality texts both within the class and to take home to read which are appropriate reading ability. All pupils achieve the national average or better in reading, writing and maths. Pupils are equipped and ready for learning on a par with their peers. Pupils are exposed to a wide range of social/cultural and sporting experiences.	Literacy skills in reading and writing will improve. Pupils achieve expected levels in reading and writing. Pupils are more aware of the wider context of life by experiencing events and places that they would not normally receive in their family experiences.
Gaps in phonics knowledge closed across the school due to a robust phonics scheme in place from Reception to KS2.	Staff training and use of Floppy Phonics scheme will show increased scores of disadvantaged pupils will be evident in Year 1 phonics tests and KS2 reading outcomes will be at least consistent to local and national figures.

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: £ 10, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Rolled over from 21/22 - Purchase of standardised diagnostic assessments for spelling and reading to accompany new PIRA/PUMA purchased last year.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2,3,4,5</p>
<p>Continue to roll out training for any new staff on teaching phonics with the Floppy Phonics Scheme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>5</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>

<p>Continued research and development of teaching staff and their knowledge of metacognition and how this impacts all children's learning and thinking skills.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</p>	<p>1,2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>2,3</p>
<p>Enhancement of our English teaching and curriculum planning in line with DfE and EEF Guidance.</p> <p>We will fund curriculum resources and teacher training. We will adopt a mastery style of teaching writing including a focus on improving oracy and vocabulary which will transfer to writing.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm_source=/education-evidence/guidance-reports/literacy-ks-1&utm_medium=search&utm_campaign=site_search&search_term=improving%20literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=improving%20literacy</p>	<p>2,3</p>

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

Budgeted cost: £ 2,981

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading & phonics interventions for targeted pupils across KS1 & 2.	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	5
ELSA support for pupils' wellbeing, self-regulation, self-esteem and resilience.	https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/articles/childrensviewsonwellbeingandwhatmakesahappyifeuk2020/2020-10-02	1

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

Budgeted cost: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school in line with Therapeutic Behaviour Approach. Plus Team Teach training.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1
Develop a new Relationship and Behaviour policy that	The DfE guidance has been informed by engagement with schools that have	4

<p>reflects principles of good practice set out in the DfE's but taking a therapeutic approach. Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>significantly reduced levels of absence and persistent absence.</p>	
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Total budgeted cost: £ 15,570

Inc money sourced £2,345 from external trust fund to support ELSA for 1 academic year.

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 2021 to 2022 academic year.

Education outcomes for primary pupils:

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 screening 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.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in

2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.