

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	Northowram Primary School
Number of pupils in school	445
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21/22
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jane Scardifield
Pupil premium lead	Laura Horsfall
Governor / Trustee lead	Rod Black

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,410
Recovery premium funding allocation this academic year	£6525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5500
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£84,435

# Part A: Pupil premium strategy plan

## Statement of intent

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 learn. 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.

Some pupils who are pupil premium and who have SEND are behind their peers in year groups across school.

Challenge number	Detail of challenge
1	Some pupil premium children in years 1 and 2 are behind in Phonics skills and knowledge they need due to missed face to face teaching during school closures.
2	Some pupil premium pupils, who also have SEND are not yet working at ARE in reading especially in years 2, 3 and 4.
3	Some pupil premium children, particularly in years 2 and 3 are behind in Maths skills and knowledge they need due to missed face to face teaching during school closures.
4	Some pupil premium children, particularly in years 1, 2 and 3 are behind in writing skills and knowledge they need due to missed face to face teaching during school closures.

5	Some pupil premium pupils require additional assessment and support (academic/ social/emotional) from internal and external sessions and this need has increased due to school closures.
6	Financial barriers for parents that affect their ability to provide wider experiences for their children.

## 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
Children will be emotionally ready to learn and fully engaged in the curriculum.	Children will be able to manage, regulate and talk about their feelings appropriately with other children and staff.
All children will have a wider range of opportunities and experiences to enable them to access the curriculum with their non-pupil premium peers.	Data will evidence the impact of the opportunities and experiences provided across the curriculum, including participation in clubs and events.
Pupil Premium children are supported by parents in the home with reading and homework. Parents have a positive attitude towards their child's learning and engage with school.	Reading records show increased parental engagement. Attendance at school events and workshops show a good level of parental engagement.
Pupil Premium children's attainment progress and attainment in reading, phonics, writing and maths is equal to or greater the national data for pupil premium children. Where in school data evidences there is a gap between pupil premium and non-pupil premium peers this will be reduced.	Pupil Premium pupils achieve at or above national average progress scores in KS2.  Attainment data shows Pupil Premium children are achieving at or above the national expectations in EYFS, KS1 and KS2.  Data shows that the gap (where identified) has been reduced between pupil premium and non-pupil premium pupils by the end of the strategy plan.
Pupil premium children who require additional assessment or support from external services e.g. Noah's Ark sensory support.	Pupil premium children are able to regulate and manage their emotions effectively to ensure that this does not impact on their learning.

## 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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Contribution to developing non fiction book collections in all classrooms (4000)</i>	<a href="https://www.marymyatt.com/blog/using-stories-in-the-curriculum">https://www.marymyatt.com/blog/using-stories-in-the-curriculum</a>	1,2

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

Budgeted cost: £62,886

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase teaching assistant team (+5 Tas). Use PP and recovery premium to pay £12% of all teaching assistant wages £57,686 to support in classes and deliver targeted interventions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,3,4
<i>Training for 4 new HLTAs to provide targeted support for pupils falling behind (£3,200)</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,3,4
<i>Contribution to additional teacher salary to allow HT/DHT/SENCO to teach targeted groups of pupils (2,000)</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,3,4

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

Budgeted cost: £20,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Contribution to Pastoral manager salary (10 000)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5
Contribution to learning mentor salaries (5 000)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5
School uniform (1000)	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Un-equal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Un-equal_Playing_Field_report.pdf</a> <a href="http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf">http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf</a>	6
School trips (1000)		6
Music lessons (1000)		6
Education Welfare Officer service (150)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	
Safeguarding SLA (1100)		
Increase forest school provision (1000 for resources and cover for staff training)	<a href="https://www.ncl.ac.uk/media/wwwnclacuk/socialjustice/files/forest-school-for-wellbeing.pdf">https://www.ncl.ac.uk/media/wwwnclacuk/socialjustice/files/forest-school-for-wellbeing.pdf</a>	5,6

**Total budgeted cost: £ 87,136**

# 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 2020 to 2021 academic year.

In year 2021/2022 the pupil premium strategy was impacted by the partial closure of schools. School continued to support our Pupil Premium families during the lockdown and school closure period in range of ways with 33% of Pupil Premium children attended in-school key worker provision. 10 devices (laptops) were loaned out to children during lockdown or periods of isolation to ensure engagement of online learning. The online learning platform 'Google Classroom' was used to provide live lessons for children to access at home as well as a range of work that was set for the children to complete. Work as marked by teachers and feedback was given. In total we had 96% engagement of all children accessing the home learning offer. Additionally, to this phone calls home were made on a weekly basis to support our vulnerable families.

During the summer term end of year data was collected and the summary below shows the attainment for our pupil premium cohort of children.

### Pupil premium

Year group	Cohort size	Reading	Maths	SPAG	Writing
Nursery	3			-	100%
Reception	11			-	55%
Year 1	5	60%	40%	-	20%
Year 2	6	20%	33%	17%	17%
Year 3	9	33%	78%	73%	33%
Year 4	8	100%	71%	57%	71%
Year 5	5	100%	100%	60%	40%
Year 6	7	85.7%	86%	86%	43%

\*Data from end of academic year 2020- 2021

### Key findings

- Pupil premium children in years 4, 5 and 6 achieved well against end of year standards.
- Pupil premium children in years 1- 3 are achieving lower reading is lower than other year groups.
- Pupil premium children have achieved lower in writing than in other subjects.
- Pupil premium children in Year 2 are not achieving as well as children in other year groups.

The pupil premium funding this year has been spent to reflect these findings.