

Covid-19 – the most recent attainment and progress data is from the summer term 2019

North Primary and Nursery School Pupil Premium Grant Strategy Statement 2020-2021

Most Recent Attainment Headlines 2018-2019 (2018 in italics)

	All Pupils	<i>Pupils eligible for PPG</i>	<i>Pupils not eligible for PPG</i>
Reception Good Level of Development	76% 73%	55% 50%	80% 83%
Year 1 Phonics pass	78% 79%	69% 70%	82% 79%
End of Key Stage 1 at age related expectations or working at greater depth			
Reading	67% 83%	50% 83%	71% 83%
Writing	66% 78%	40% 66%	71% 80%
Maths	64% 77%	50% 83%	67% 76%
End of Key Stage 1 working at greater depth			
Reading	25% 23%	10% 16%	28% 24%
Writing	7% 12%	0% 0%	8% 13%
Maths	16% 7%	10% 0%	18% 7%
End of Key Stage 2 at national standard or Higher Standard			
Reading Test	70% 73%	67% 64%	71% 76%
Writing Teacher Assessment	76% 73%	56% 57%	85% 78%
Maths Test	78% 76%	67% 64%	83% 80%
Combined (reading and maths tests & writing teacher assessment)	63% 64%	50% 43%	68% 73%

End of Key Stage 2 at Higher Standard

Reading Test	24% 41%	17% 21%	27% 47%
Writing Teacher Assessment	22% 25%	17% 14%	24% 29%
Maths Test	27% 20%	33% 7%	24% 24%
Combined (reading and maths tests & writing teacher assessment)	10% 17%	0% 0%	15% 22%

Barriers to future attainment (for pupils eligible for PPG)

In-school barriers

- A. Historically, many children start Nursery and/or school with speech and language delay
- B. In some year groups there are a number of children with significant social, emotional and mental health needs
- C. In some year groups there are a number of children with significant learning needs

External barriers

- D. Average attendance rates for children on the PPG register is lower than their peers.

PPG		Cohort Averages		
Yr Group	No.	Av 2017	Av 2018	Av 2019
R	9		95.01	95.15
1	13	93.08	94.9	94.39
2	11	98.16	97.9	89.1
3	10	93.87	95.38	95.1
4	12	94.32	95.94	93.68
5	12	92.88	92.24	90.95
6	17	97.54	96	92.73
totals	84	94.71	95.02	92.2

Red	<90% [Persistent Absentee]
Amber	90% < 95%
Green	95% +

In October 2017 Ofsted commended the school's work in tackling low attendance rates and lateness amongst children on the PPG register. The data, above, demonstrates that the improvement in attendance rates for this group of children in 2018 has not been sustained in 2019.

Improvement is required if children are going to benefit fully and make accelerated progress, where required, to diminish the difference with their peers.

Attendance suffered huge disruption in 2019-2020 and there has already been significant disruption to the current academic year. This has and will continue to impact on more children who are now not able to attend school and are accessing learning remotely.

Pupil Premium Grant 2020-2021

Action Plan to Improve Learning Outcomes for Disadvantaged Pupils

Desired Outcomes 2020- 2021

Diminish the difference in every year group between PPG and non PPG in all core subjects for children reaching age related expectations.

To increase number of children on PPG register who exceed age related expectations.

Accelerate progress of all children not on track to make at least expected progress from the end of their previous Key Stage.

Work with children and families to address historic attendance and punctuality issues.

Children with social, emotional and mental health difficulties receive support to help them to engage fully with all aspects of school life, and to attain and achieve in line with their peers.

Children with identified language delay, working memory difficulties and specific literacy difficulties receive targeted, evidence-based intervention to overcome barriers to learning.

Total Grant Allocation: £118 665.00

Quality of Teaching:

Provide outstanding Early Years Provision including speech and language screening of all children and intervention programmes to tackle delay.

Improve provision for all disadvantaged pupils.

Action

Professional Development - Improve quality of teaching and learning – contribute towards training costs for teachers, NN and LSAs.

LSA with responsibility for Wellcomm screening and teaching programmes.

Targeted Interventions

To deliver enhanced provision to overcome barriers to learning in every classroom.

This detailed and comprehensive programme is outlined in a Provision Map.

The Map is reviewed and updated termly based on need and the impact of the interventions.

The Headteacher and SENCo lead this work.

Achievement for All**Improve engagement and participation in all aspects of school life, including boosting attendance**

Action	detail
Provide additional services to pupils and families – access to educational psychologist, family support worker, play therapist, speech and language therapist	Membership of Child First local delivery group, annual fees
Provide opportunities for all pupils to learn to play musical instruments	Music teachers' costs
Enhanced opportunities for before and after school activities accredited to Children's University	After School Club twice weekly, choir
Extra Pupil courses	e.g Authors Abroad for high attaining pupils
Year 6 residential	Subsidise costs

Contingency

To meet the additional needs of pupils who arrive during the school year or whose needs change during the year.

To take advantage of new opportunities.