

Northern Saints CofE (VA) Primary School

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

April 2021 – April 2022

“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	21/22	Total PP budget	£331,180	Date of most recent PP Review	April 2021
Total number of pupils	549	Number of pupils eligible for PP*	260	Date for next PP Strategy Review	April 2022
*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 (£1345 per child)				£330,870	246
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)					
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) (£310 per child)				£310	1
TOTAL				£331,180	247

NOTE: Attainment taken from 2019 data as no data available for 2020 or 2021.

2. Current attainment 2018-19*		
KS2 2019 (Year 6 outcomes)	<i>Pupils eligible for PP July 2019</i>	<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 and 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. There is a significant gap between PP and non-PP for persistent absence rates. Current attendance: Non-Pupil Premium - 96.36%, Pupil Premium - 94.07% Persistently Absent: % of all pupils who met the threshold - 14.51 % (82 children), Pupil PA 70.73% (58 children), Non-Pupil Premium PA 29.27% (24 children)
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.

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 to reasoning and problem solving.
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 disadvantaged, 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, working alongside our Place2be counselling service, 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.	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

Academic year

April 2021-April 2022

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, they are able to read and access the broader curriculum.	Sounds Write Phonics scheme To fully implement systematic phonics scheme, training new staff and	Sounds Write DfE reports: https://www.sounds-write.co.uk/sites/soundswrite/uploads/files/56-dfe-report-on-sounds-write-Feb-2013.pdf https://www.sounds-write.co.uk/sites/soundswrite/uploads/files/55-dfe-report-on-sounds-write.pdf	New teaching staff/ TAs in Reception to Receive 4-day equivalent certificated training course. £1,350 TA identified and trained from the Y5/6 phase to deliver targeted interventions. £450	CS/EM	January 2022

Improve the percentage of disadvantaged pupils attaining the national expectation in reading. Promote a love of reading for all pupils.	To purchase additional reading books for Accelerated Reader (implemented Y2-Y6).	Book audit – gaps in reading books have been identified within the Accelerated Reader programme. Education Endowment Fund evaluation states - “Accelerated Reader appears to be effective for weaker readers as a intervention catch up”. FSM pupils made on average an additional 5 months progress during their study.	Purchase additional reading books. £6,000 Reading Lead to monitor pupil access, number of books read and % achieved on reading quizzes. Reading Lead to hear readers and monitor progress.	AJ/ LT RH/CS	January 2022
	To purchase additional library books (promoting reading for pleasure).	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 to	New Learning Resource Centre (LRC). Comprehensive audit undertaken to electronically catalogue all library books in school to identify gaps in provision. £2,000	AJ/LT RL/RH/CS	September 2021
	To purchase an additional 60 Reading Plus licences. (KS2 reading intervention)	60 licences purchased 2020/21 as part of our Covid Catch Up Programme. Initial feedback from teachers and pupils notes an improvement in reading fluency. 2021/22 plan to maintain high numbers of current Y5 pupils accessing the programme and maintain numbers in Year 4 and Year 5.	Reading Lead and DHT for T&L to monitor usage and impact/ progress made. Reading lead to capture pupil voice as part of the evaluation. £6,000	CS/RH	October 2021
Total budgeted cost					£15,800

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?
Children are supported to develop strong basic skills including good number knowledge.	Maths no Problem maintained Year 4, Year 5	<ul style="list-style-type: none"> Singapore consistently top the international benchmarking studies for maths teaching 	Maths lead to deliver Maths CPD to support implementation of scheme with resources to support	DC	January 2022
	1stClass@ Number. Access TA training through education	<ul style="list-style-type: none"> Education Endowment Fund found that pupils make on average 2 months additional progress in maths. The impact of lockdown has been most significant for children in 	Maths lead to ensure the accurate identification of pupils to participate and monitor the quality of delivery and impact.	DC/CS/RH	October 2021

	Gateshead.	Reception and Key Stage 1.			
Total budgeted cost					£13,000
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 £170,150 from 17 TAs full salary of £289,255 (59% PP) 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	Termly through pupil progress meetings.
Smaller ability groups maintained in Year 2 and Year 6 to ensure teaching is bespoke to pupils needs in maths and English. Targeted teaching ensures accelerated progress for all pupils, including those termed disadvantaged.	An additional full time equivalent teacher deployed to increase teaching capacity. (0.5 Y2/ 0.5 Y6) £31,778	Experience at Northern Saints in Year 6 has shown that this has raised standards and accelerated progress.	Termly pupil progress meetings.	AJ	Termly
Total budgeted cost					£201,928
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	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 £307 20hrs per week = £11,973	KMcB DC	December 2021
			Deputy Head Teacher release time £503 15hrs per week = £19,617	DC AJ	
			AT100 £3,933	KMcB, CB, DC.	

Total budgeted cost £35,523

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.	To embed our new counselling service: Place2be	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	Maintain Full time Family Worker to deliver 1:1 support for pupils and parents.		DHT responsible for behaviour, welfare & support to line manage	DC	March 2021

through informal support or the delivery of recognised parenting programmes).	Provision to include delivery of nurture groups				
Total budgeted cost					£27,327

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 understanding of the wider world, build aspirations, promote confidence and self-esteem.	Enrichment of curriculum through highly subsidised school visits and visitors in school: Outward Bound Trust Derwent Hill	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-curricular activities and private tutoring than their poorer peers.	Enrichment activities – visits and visitors.	SB	March 2021
	Participation open to all children to attend residential experiences in Years 4, 5 & 6.		Outward bound experiences. Cultural City break.	SB	March 2021
Total budgeted cost					£40,000

6. Review of expenditure

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Previous Academic Year	April 2020- March 2021:	
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.	No national published data for 2020 or 2021 due to Covid-19.	£17,600
Pupils to develop strong basic skills including good number knowledge to support fluency, reasoning and problem solving.	<p>Feedback from HMI Deep Dive into mathematics (April 2021). This included subject leader interview, joint lesson observations with HMI, joint book scrutiny with HMI and pupil interviews:</p> <p>Subject Leader has a systematic approach to planning the curriculum with clear end points identified.</p> <ul style="list-style-type: none"> • Curriculum intent – there is a clear vision and rationale with carefully selected programme. • Progression documents and GAP assessments are monitored and valued. • Consistent approach taken throughout school using Big Maths, Flash back four, Maths No Problem! and White Rose Maths. • A consistent approach to pedagogy evident, especially in Year 2 and Year 6. • Teachers demonstrate a strong subject knowledge. • Staff are well trained and support one another. • Pupil work-books show that planned components build systematically and move on to reasoning and problem solving at the right time. • Children enjoy maths. They have a safe space to ask questions if they do not understand. • Support for SEND evident through use of PIVATS/ Numicon/ adult support. • Pupil work-books clearly show pupils are learning more and remembering more. Clear progression evident. • Strength: staff do not shy away from using correct mathematical terminology. • Strength: teachers were observed pushing “why?” and developing pupil explanations 	£12,000
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.	<ul style="list-style-type: none"> • Wave 3 children accessing Sounds-Write interventions in Year 4 have moved from Unit 1 to Unit 8. 100% of children have made progress. • Wave 3 children with EHCP for Behaviour x 6 reintegrated from PRU provision, with support, with no further exclusions. • Year 2 children (SEN group) making progress with Colourful Semantics. Additional work being completed to further move children on in their independent use of the resource. • Yr 1 children accessing Beh Support Service x 2 – no longer at risk of longer term PRU placement. • EYFS – Wave 3 Beh Support Service x 5 children; able to access lessons with strategies in place; 1 x child referred for VPP placement. • Yr 4 DLD child now accessing Language Provision placement. • 7 x EHCPs in progress due to limited progress. 	£140,000

	<ul style="list-style-type: none"> • 3 x EHCP children awaiting a change of placement. • EYs children accessing NELI intervention: 29 SALT referrals and further observations carried out/planned. • 2 ASD school refusers now attending following 'scaling of emotions' interventions. 	
<p>To further improve attendance, narrow the gap in attendance between disadvantaged pupils with pupils ALL.</p>	<p>Gap between PP and non pp was narrowed between March 2020 and March 2021 to 95.48 % for pp and 96.3% for non pp.</p> <p>Deputy Head for Behaviour and Welfare worked with wider welfare team to ensure that our most vulnerable pupils were in school during lock down. As a result, 100% (12/12) pupils RAG rated as red attended school during school closure periods. All of these pupils were also pp.</p> <p>Welfare team are proactive in their attempts to ensure that all vulnerable pupils attend school as regularly as possible.</p> <ul style="list-style-type: none"> • First Day response and immediate action taken. • Family worker contacts parents to find out why child is absent. • Support with food parcels to ensure pupils have packed lunches • Support with uniform including shoes (shoe aid) • Financial support – Waer Deanery Applications / Fiscus referrals • Referrals to Early Help, CAHMS, Place 2Be to support pupils with anxieties in coming to school. • Breakfast provided for all pupils • AT100 worked with school to identify pupils who were working remotely and were classed as vulnerable. • AT 100 conducted home visits to check on pupil welfare and took on a wider safeguarding role. • Supported the school in the delivery of food parcels, work packs and other resources to support pupils learning from home. 	<p>£31,535</p>
<p>To build emotional resilience and support most vulnerable pupils/families in school to ensure children can fully access the curriculum.</p>	<p>Place2be</p> <p>Impact of Place2be to be measured using SDQ tests pre/post counselling sessions once the first cohort have completed their allocated sessions.</p> <ul style="list-style-type: none"> • Family Working nurture groups • Incredible years, parenting course, delivered by family worker. Sessions delivered on a 1:1 basis and around the flexibility of parents work schedules. This has had an impact on pupil behaviour, pupil attendance and improved school and parent partnerships. • Kids Safe, pupil safety lessons delivered to all Y4 pupils by school family worker. This programme is taught every week for 1 hour with a focus on child safety in the local community, at home and in school. Sessions are tailored to meet the needs of the cohort and are adapted by the family worker to address any issues occurring in school. These sessions have helped to improve pupil behaviour and have help pupils to become risk adverse. 	<p>£24,788.50</p>

<p>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.</p>	<p>Cancelled due to current Covid-19 regulations from the DfE (September 2020)</p> <p>Money was vired for:</p> <ul style="list-style-type: none"> • £11,376 to buy IPADS to support remote learning • £7,500 held with Outward bound for next course • £5,000 for a CTouch for intervention teacher • £6,124 for new books for LRC 	<p>£30,000</p>
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