

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Northern Saints Church of England Voluntary Aided Primary
Number of pupils in school	545
Proportion (%) of pupil premium eligible pupils	49.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	May 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Jo Warner – Chair of Governors
Pupil premium lead	Andy Jones
Governor / Trustee lead	Olivia Vickers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£377,040.00
Recovery premium funding allocation this academic year	£39,440.00
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	£416,480.00

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The percentage of our pupils eligible for pupil premium (49.7%) is significantly higher than the national average (20.8%*) for primary schools. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. It is our intent at Northern Saints CofE (VA) Primary School to address the gap between disadvantaged pupils and their non-disadvantaged peers.

All members of staff and the governing body at Northern Saints CofE (VA) Primary School accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We are aspirational for all our pupils and encourage each child to develop a love for learning and acquire the skills and abilities needed to fulfil their potential and as an adult finding employment.

Overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We provide quality first teaching, targeted academic support for pupils who are not making expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, wellbeing and cultural capital.

Through our reporting, we demonstrate how and why, this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium, by the school and governing body throughout the year and this allows us to be critical and confident that pupils are being given opportunities to excel.

At Northern Saints CofE (VA) Primary school, we recognise the vital role that parents and carers play in the lives of their children. Working with parents of disadvantaged children is essential to our pupil progress, and so we ensure that they understand that they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference. We actively encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.

Challenges

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

Challenge number	Detail of challenge
1	A significant proportion of pupil premium pupils have a reading level below their chronological age.
2	Poor recall and fluency of basic skills in mathematics, this impacts on other aspects of the curriculum.
3	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.
4	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.
5	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, relationships and the impact of Covid 19, which will then 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.
6	Financial hardship for children eligible for pupil premium limits access to learning opportunities outside the classroom.
7	A significant number of pupil premium children in EYFS show a significant delay in overall child development which includes, physical, emotional, general regulation of behaviour and communication and language.

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
Improve the percentage of PP children attaining expected level in reading.	<ul style="list-style-type: none"> • % achieving expected or higher for all pupils with a diminished gap for disadvantaged pupils. • Progress is at least in line with national.

<p>Pupils to develop strong basic skills including good number knowledge to support fluency, reasoning and problem solving.</p>	<ul style="list-style-type: none"> • Curriculum design provides opportunities to teach basic skills. • % of PP pupils achieving their times tables, who pass multiplication check in year 4. • % achieving expected or higher for all pupils with a diminished gap for disadvantaged pupils. • Children have increased recall of number facts and apply skills to reasoning and problem solving.
<p>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.</p>	<ul style="list-style-type: none"> • Pupils will be involved in high quality 1:1 or small group interventions which will focus on addressing gaps in learning. Children 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.
<p>To further improve attendance. Narrow the gap in attendance between disadvantaged pupils and non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> • 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.
<p>To build emotional resilience and support most vulnerable pupils / families in school to ensure children can fully access the curriculum.</p>	<ul style="list-style-type: none"> • 1:1 and small group sessions with staff from the welfare team. Working alongside our Place2Be counselling service, ensures targeted pupils emotional developmental needs are addressed. • Surveys to show emotional developmental needs are being addressed. • Reduction in number of repeat fixed term suspensions.
<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>	<ul style="list-style-type: none"> • The curriculum offers exciting opportunities to engage beyond a normal school day e.g. outdoor adventurous activities, cultural visits and visitors into school.

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: **£33,449**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sounds Write Phonics scheme</p> <p>To fully implement systematic phonics scheme, training new staff and expanding into Years 5 and 6 for intervention.</p>	<ul style="list-style-type: none"> 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 	1
<p>To purchase additional library books (promoting reading for pleasure).</p>	<ul style="list-style-type: none"> Ofsted evidence base – importance of Early Reading. Books to be selected by school matched to sounds taught and accessible with an additional element of free choice linked to pupil interest. 	1
<p>Maths no Problem maintained Years 1- Year 6.</p>	<ul style="list-style-type: none"> Singapore consistently top the international benchmarking studies for maths teaching A highly effective approach to teaching maths based on research and evidence Builds students' mathematical fluency without the need for rote learning Introduces new concepts using Bruner's Concrete Pictorial Abstract (CPA) approach Supports Cognitive Load theory, by utilising a 'spiral curriculum' (based on Vygotsky's 'Zone of Proximal Development') 	2
<p>1stClass@Number.</p>	<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 Reception and Key Stage 1. 	2

Access TA training through education Gates-head.		
To replenish the Sounds Write books and purchase books for the reading spine.	<ul style="list-style-type: none"> Ofsted evidence base – importance of Early Reading. 	1
To purchase number sense scheme and train all EYFS – Yr 3 staff.	<ul style="list-style-type: none"> A highly effective approach to teaching maths based on research and evidence. Fitzhugh (1978), Rochel Gelman and Randy Gallistel (1978). Klein and Starkey (1998), Clements & Callahan, (1999) Penner-Wilger et al. (2007) conducted a research study: https://cogsci.mindmodeling.org/2014/papers/204/paper204.pdf 	2
<p>Enrichment of curriculum through highly subsidised school visits and visitors in school:</p> <p>Outward Bound Trust</p> <p>Derwent Hill</p> <p>Participation open to all children to attend residential experiences in Years 4, 5 & 6.</p>	<ul style="list-style-type: none"> 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. 	6
Enrichment of the EYFS curriculum through high quality resources and	<ul style="list-style-type: none"> Sutton Trust research finds pupils from disadvantaged households benefit from significantly more spending on extra-curriculum activities. 	7

subsidised school visits and visitors.		
Launchpad for Literacy Helicopter stories development (Poetry and story baskets)	<ul style="list-style-type: none"> Launchpad for Literacy has shown to be a tool to identify and close the gaps within language and literacy. Can be used to support and embed S&L interventions and creates a firm, broad-base of skills in readiness for all aspects of literacy. 	1,7

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

Budgeted cost: £253,141

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> To provide school led tutoring sessions for our disadvantaged pupils. 	<ul style="list-style-type: none"> We know tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. Tutoring can also help pupils to build resilience. Research by the Education Endowment Foundation (EEF) and National Foundation for Educational Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom. 	1,2
<ul style="list-style-type: none"> To purchase additional books for Accelerated Reader. 	<ul style="list-style-type: none"> Education Endowment Fund evaluation states – "Accelerated Reader appears to be effective for weaker readers as a intervention 	1

<ul style="list-style-type: none"> To purchase an additional 30 Reading Plus licences. (KS2 reading intervention) 	<ul style="list-style-type: none"> 120 licences purchased 2021/22 as part of our Covid Catch Up Programme. Our evaluation shows a significant improvement in reading fluency. 2022/23 plan to maintain high numbers of current Y5 pupils accessing the programme and maintain numbers in Year 4 and Year 5. Research show that Reading Plus produces 2.5 years of growth in just 60 hours of personalized instruction. 	1
<ul style="list-style-type: none"> Small group/ 1:1 support. 10 TAs £170,150 from 18 TAs full salary of £316,729.52 (54% PP) Emphasis on immediate/ same day/ responsive intervention. 	<ul style="list-style-type: none"> Sutton Trust. Evidence of impact of teaching assistants. Intervention reviews over the school year shows at least 80% (or more) pupils make progress within interventions. 	3
<ul style="list-style-type: none"> An additional full time equivalent teacher deployed to increase teaching capacity. (0.5 Y2/ 0.5 Y6) £31,778 	<ul style="list-style-type: none"> Experience at Northern Saints in Year 6 and Year 2 has shown that this has raised standards and accelerated progress. 	3
<ul style="list-style-type: none"> To build a sensory room in the EYFS area. 	<ul style="list-style-type: none"> NCSE booklet highlights the benefits of well planned sensory spaces: https://ncse.ie/wp-content/uploads/2021/10/NCSE-Sensory-Spaces-in-Schools-2021.pdf 	7

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

Budgeted cost: **£129,590**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Monitor attendance weekly Parents invited into school Home visits Attendance rewards 	<ul style="list-style-type: none"> Ofsted reports show where schools have a robust approach to attendance, clear policy and procedures in place, attendance improves. 	4
<ul style="list-style-type: none"> To carry on embedding our 	<ul style="list-style-type: none"> Children who are emotionally vulnerable and may suffer from attachment issues/ early childhood 	5

<p>Place2Be counselling service.</p>	<p>trauma are more at risk of exclusion and not accessing the curriculum.</p> <ul style="list-style-type: none"> • Recent neurobiological, epigenetics, and psychological studies have shown that traumatic experiences in childhood can diminish concentration, memory, and the organizational and language abilities children need to succeed in school. (Trauma Sensitive Schools) • CYPS waiting lists are now 18 months or longer. • CAMHs waiting lists are three months or more. • Many children who have accessed Place2Be have then not required further input from outside agencies such as CAMHS/CYPS. 	
<ul style="list-style-type: none"> • Maintain Full time Family Worker to deliver 1:1 support for pupils and parents. • Provision to include delivery of nurture groups 	<ul style="list-style-type: none"> • 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. • Attachment theory – Boxall and Bennathan • Trauma Informed Practice in Schools – related articles • Nurture Groups work: https://www.nurtureuk.org/reports/now-you-see-us-repor 	<p>5</p>

Total budgeted cost: £416,480.00

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 2020 academic year.

Improve the percentage of PP children attaining expected level in reading.

120 pupils from year 5 and 6 receive Reading Plus intervention to develop reading fluency.

The majority of children in year 5 and 6 have made 3.8 level reading gains. This is above the average of 3.2. All children have made good progress with their rates of silent reading which has had a positive effect on reading comprehension. The average reading comprehension score is currently 80% and above.

Sounds Write Phonics programme data:

62 children in year 2 with 51 children passing the phonics screening which equates to 82% of all children. There are 35 PP children and 28 of them passed the phonics screening = 80%

Pupils to develop strong basic skills including good number knowledge to support fluency, reasoning and problem solving.

Feedback from DHT Deep Dive into mathematics (April 2022). This included subject leader interview, joint lesson observations with HT, joint book scrutiny with HT and pupil interviews:

- Subject Leader has a systematic approach to planning the curriculum with clear end points identified.
- 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

Staff have undertaken national training on Number Sense.

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.

Wave 3 children accessing Sounds-Write interventions in Year 4 have moved from initial code to extended code. 100% of children have made progress.

SEN children making progress with Colourful Semantics. Additional work being completed to further move children on in their independent use of the resource.

Yr 1 and 2 children accessing Beh Support Service x 2

EYFS – Wave 3 Beh Support Service x 3 children; able to access lessons with strategies in place; 1 x child referred for VPP placement.

3 IIT children now accessing Language Provision placement.

17 x EHCPs in progress due to limited progress.

10 final EHCPs in place.

2 x EHCP children awaiting a change of placement.

EYs children accessing NELI intervention: 24 SALT referrals and further observations carried out/planned.

1 successful PRU reintegration.

Successful intervention training.

80% of pupils making progress in small intervention groups.

Staff training on interventions showing good child progress.

To further improve attendance, narrow the gap in attendance between disadvantaged pupils with pupils ALL.

Gap between PP and non PP was narrowed between March 2021 and March 2022 to 90.64% for pp and 91.66% for non pp.

Welfare team are proactive in their attempts to ensure that all vulnerable pupils attend school as regularly as possible.

Referrals to Early Help, CAHMS, Place 2Be to support pupils with anxieties in coming to school.

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.

Attendance in line with national data.

AVI robot to assist with a poorly child working from home proving to be successful.

Family parent in partnership sessions being successful.

Telephone consultations with parents on attendance is showing an increase in parental engagement.

To build emotional resilience and support most vulnerable pupils/ families in school to ensure children can fully access the curriculum.

Place2be

Impact of Place2be to be measured using SDQ tests pre/post counselling sessions once the first cohort have completed their allocated sessions.

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.

Significant reduction in behaviour plans

Significant reduction in fixed term exclusions

New PHSE curriculum in place to strengthen emotional resilience.

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.

In 2021/22 48 pupils attended a residential visit. Of these children, 21 were eligible for pupil premium = 44%.

Other trips which took place in 2021/22 were:

Reception – Centre for Life. 47% of PP children

Year 2 – Durham Cathedral – 56% of PP children

Year 5 – Beamish – 46% of PP children

Year 6 – Bamburgh Castle – 47% of PP children.

Internal visit - History Bloke for year 4 – 47% of PP children.

Externally provided programmes

Programme	Provider
Reading Plus	Reading Solutions
Accelerated Reader	Renaissance Learning

Number Sense	Number Sense Maths
Maths no Problem	Fig Leaf Group