

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 2023
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.
Pupils to develop strong basic skills including good number knowledge to support fluency, reasoning and problem solving.	<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.

Externally provided programmes

Programme	Provider
Reading Plus	Reading Solutions
Accelerated Reader	Renaissance Learning
Number Sense	Number Sense Maths
Maths no Problem	Fig Leaf Group