

# Pupil premium strategy statement 2023-24

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 Academy
Number of pupils in school	494
Proportion (%) of pupil premium eligible pupils	51.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026 To be reviewed annually
Date this statement was published	October 2023
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	£359,991.25
Recovery premium funding allocation this academic year	£36,540.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£396,531.25







# 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 (51.8%) 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 CE Academy to address the gap between disadvantaged pupils and their non-disadvantaged peers.

All members of staff and the governing body at Northern Saints CE Academy 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 CE Academy, 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. This can impact through later years in school.

## 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
------------------	------------------

<p>Improve the percentage of PP children attaining expected level in reading.</p>	<ul style="list-style-type: none"> <li>• % achieving expected or higher for all pupils with a diminished gap for disadvantaged pupils.</li> <li>• Progress is at least in line with national.</li> </ul>
<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"> <li>• Curriculum design provides opportunities to teach basic skills.</li> <li>• % of PP pupils achieving their times tables, who pass multiplication check in year 4.</li> <li>• % achieving expected or higher for all pupils with a diminished gap for disadvantaged pupils.</li> <li>• Children have increased recall of number facts and apply skills to reasoning and problem solving.</li> </ul>
<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"> <li>• 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.</li> <li>• Responsive / same day intervention ensures more pupils, including the disadvantaged, keep up rather than catch up.</li> </ul>
<p>To further improve attendance. Narrow the gap in attendance between disadvantaged pupils and non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Targeted support in place for individuals and families who have poor attendance or are at risk from poor attendance.</li> <li>• Pupil premium attendance improves with a reduction in the % of persistent absence for all pupils, but particularly the disadvantaged group.</li> </ul>
<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"> <li>• 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.</li> <li>• Surveys to show emotional developmental needs are being addressed.</li> <li>• Reduction in number of repeat fixed term suspensions.</li> </ul>
<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"> <li>• The curriculum offers exciting opportunities to engage beyond a normal school day e.g. outdoor adventurous activities, cultural visits and visitors into school.</li> </ul>

## 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: **£30,258**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To purchase additional library books and complete school reading spine (promoting reading for pleasure).	<ul style="list-style-type: none"> <li>Ofsted evidence base – importance of Early Reading.</li> <li>Books to be selected by school matched to sounds taught and accessible with an additional element of free choice linked to pupil interest.</li> </ul>	1 £6,000
To replenish the Sounds Write books and purchase books for the reading spine.	<ul style="list-style-type: none"> <li>Ofsted evidence base – importance of Early Reading.</li> </ul>	1 £2,000
To purchase number sense scheme and train all EYFS – YR4 staff.	<ul style="list-style-type: none"> <li>Number Sense Maths provides three teaching programmes and associated training for teachers. The programmes build a deep understanding of number and number relationships and develop fluency in addition, subtraction, multiplication and division facts and concepts. The comprehensive training supports teachers to implement the programmes and to achieve the best outcomes for their children.</li> </ul> <p><a href="https://cogsci.mindmodeling.org/2014/papers/204/paper204.pdf">https://cogsci.mindmodeling.org/2014/papers/204/paper204.pdf</a></p>	2 £963



<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 &amp; 6.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>6 £20,000</p>
<p>Enrichment of the EYFS curriculum through high quality resources, e.g. number rhyme story sacks</p>	<ul style="list-style-type: none"> <li>• Sutton Trust research finds pupils from disadvantaged households benefit from significantly more spending on extra-curriculum activities.</li> <li>• Mathematical story picture books of a more substantial nature, have the power to foster children’s conceptual understanding of maths and to develop engagement and improve the spoken communication of mathematical thinking.</li> <li>•</li> </ul>	<p>7 £1,000</p>
<p>Launchpad for Literacy</p>	<ul style="list-style-type: none"> <li>• 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&amp;L interventions and creates a firm, broad-base of skills in readiness for all aspects of literacy.</li> </ul>	<p>1,7 £295</p>

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

Budgeted cost: £285,278.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>To provide school led tutoring sessions for our disadvantaged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>1,2</p> <p>£66,687 1 and half teachers</p>
<ul style="list-style-type: none"> <li>To renew 3-year licence and purchase additional books for Accelerated Reader.</li> </ul>	<ul style="list-style-type: none"> <li>Education Endowment Fund evaluation states – “Accelerated Reader appears to be effective for weaker readers as an intervention</li> </ul>	<p>1</p> <p>£12,645</p>
<ul style="list-style-type: none"> <li>To purchase Pathways to Read (Literacy Company) to support guided reading.</li> </ul>	<ul style="list-style-type: none"> <li>Pathways to Read covers reading comprehension and vocabulary development within the mastery approach and divides the national curriculum into three sections: ongoing skills, core skills and mastery skills. The planning ensures a consistent approach to reading across the school with clear, detailed lesson plans and resources linked to high-quality texts. This will also reduce teacher workload.</li> <li>guarantees complete coverage of the content domains, incorporating high-quality discussions that revolve around the essence of rich language. Units of work incorporate a variety of activities and tasks at every level, allowing pupils to enhance their vocabulary, make predictions, retrieve information and respond effectively using their mastery keys.</li> </ul>	<p>£2,010</p> <p>£5,212.25 books</p>

<ul style="list-style-type: none"> <li>• Small group/ 1:1 support. 8 TAs £198,724 from 14 TAs full salary of £347,767 (57% PP)</li> <li>• Emphasis on immediate/ same day/ responsive intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Sutton Trust. Evidence of impact of teaching assistants.</li> <li>• Intervention reviews over the school year shows at least 80% (or more) pupils make progress within interventions.</li> </ul>	3 £198,724
--	---	---------------

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

Budgeted cost: £80,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Monitor attendance weekly</li> <li>• Parents invited into school</li> <li>• Home visits</li> <li>• Attendance rewards</li> </ul>	<ul style="list-style-type: none"> <li>• Ofsted reports show where schools have a robust approach to attendance, clear policy and procedures in place, attendance improves.</li> </ul>	4 £13,500
<ul style="list-style-type: none"> <li>• To carry on embedding our Place2Be counselling service.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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)</li> <li>• CYPS waiting lists are now 18 months or longer.</li> <li>• CAMHS waiting lists are three months or more.</li> <li>• Many children who have accessed Place2Be have then not required further input from outside agencies such as CAMHS/CYPS.</li> </ul>	5 £28,900

<ul style="list-style-type: none"> <li>• Maintain Full time Family Worker to deliver 1:1 support for pupils and parents.</li> <li>• Provision to include delivery of nurture groups</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>5 £38,595</p>
--	---	----------------------

**Total budgeted cost: £396,531.25**

## 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 2022 to 2023 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.

Summer data for year 5 and 6 showed all pupils making at least 2.75 years progress by the end of the year. All children have made above average progress with their speed rate of silent reading which has had a positive effect on reading comprehension. The average reading comprehension score is currently 80% and above.

End of year data for year 6 Reading was 67%. Reading remains a focus for 2023-2024.

Sounds Write Phonics programme data:

Phonics Data Y1 –

68/90 =76% in line with Sunderland

29 Pupils who passed were pupil premium pupils.

Year 2 - Phonics Data

7/16 passed the *repeat* screening check = 42%

Final phonics data at the end of Y2: 55/66 passed the phonics screen= 83%

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

Feedback from DHT Deep Dive into mathematics (October 2023). This included subject leader interview, joint lesson observations and joint book scrutiny with School Challenge and Support Partner. The final report includes the following feedback:

- The subject leader is enthusiastic in her role and is extremely knowledgeable. She expresses a clear vision for mathematics education, one of high expectations for all. She organises and delivers an extensive training and support programme for staff to ensure they have the required subject knowledge and confidence to deliver high quality lessons.
- The curriculum is suitably adapted to meet the needs of all children.
- The school's approach to the teaching of mathematics and the schemes used to support this is clearly outlined. It includes:
  - A daily 15-minute lesson to secure mathematical fluency and number facts, using Number Sense to Y4 and 'Big Maths for Years 5 and 6.
  - A daily 60-minute mathematics lesson using the 'Maths No Problem!' scheme. Lesson structure begins with 'Flashback Four' designed to develop fluency and strengthen memory recall.

- White Rose Hub, NCETM and NRICH materials are indicated as resources used to supplement activities designed to provide additional challenge for all pupils and secure depth of learning.
- Clear progression in the teaching of number sense and number facts and fluency from reception up to Y4.
- All staff from YR to Y4 have been trained on how to use the number sense programme.
- MTC results for Y4 pupils have been above the National average for the last 2 consecutive years.
- Lesson observations and joint teaching lessons, with maths lead, show that children who have been exposed to the Number Sense programme, throughout KS1 are more confident in mental strategies and are more efficient in their approach to calculations using the four operations.
- Reduced number of pupils counting on their fingers, when calculating mentally.
- In mathematics, outcomes at the expected standard were in line with national averages at key stage 1 and above at key stage 2. A significant minority of pupils (28%) achieved the higher standard at key stage 2.
- Senior leadership at the school is highly effective. They set high expectations for all, and their hard work and determination is rewarded by improving pupils' outcomes seen in 2023. Subject leaders are knowledgeable and passionate about their role. Monitoring activities are used effectively to adjust curriculum planning and improve curriculum implementation as required.
- Pupils across the school demonstrate highly positive attitudes to their learning and are keen to contribute to lessons. Classrooms are calm and purposeful.

**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.**

Groups for Autumn Term 2023:

The attendance team have a rigorous approach to analysing the attendance of all dynamic groups. To better understand the percentage difference between PP and ALL other children, analysis of attendance codes between these two groups has informed us of the following data:

Overall Attendance of Pupil Premium 92%

Overall Attendance of Non –Pupil premium 94.6%

Analysis of G codes (holidays not authorised) shows the following:

So far this term 66 children have taken a holiday during school term time and the equivalent of 586 sessions have been therefore lost. Out of the 586 sessions lost, 343 (59%) is made up of Pupil Premium children and 242 (41%) non-pupil premium. This may explain why non-pupil premium children have better attendance than pupil premium children.

With all holidays (G codes) removed the attendance comparison between disadvantaged and all other pupils is:

Pupil Premium Children: 93.7%

Non –Pupil Premium. Children: 94.2%

Proving that the gap is narrowing between these groups.

New attendance officer from Clennell Safeguarding Solutions is now in role and will support with attendance for the equivalence of 1 day per week, spreading her hours accordingly. She has conducted home safe and well checks and has already targeted 10 families for parent contract meetings.

The school have been working with the Local Authority attendance office with a focus on PA, both for this term and for historic persistent absenteeism. Six families (10 children) have already had a meeting with LA officer and school attendance lead. Attendance targets have been set with weekly monitoring in place.

**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.

Breakfast Club is completely free and is now open to ..... children on a daily basis. This has had a significant impact on the attendance and punctuality of some of our most vulnerable pupils.

New PSHE curriculum – 1 decision. - is in place to strengthen emotional resilience.

Pupil voice from poverty proofing audit demonstrates the positive impact of Place 2 Be and Place 2 talk services. Pupils value the self-referral service, which allows them to gain immediate therapeutic support.

Place 2 Be Parenting Partnership offering therapeutic support to parents are now in place.

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.

No fixed term. suspensions or permanent exclusions this academic year.

Significant reduction in behaviour plans

**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 2022/23 36 pupils attended a residential visit. Of these children, 18 were eligible for pupil premium = 50%.

Other trips which took place in 2022/23 were:

Reception – Tweddle Farm 48% of PP children

Year 1 – Winter Gardens – 52% of PP children

Year 2 – Durham Cathedral – 58% of PP children

Year 3 – Bowes Museum, Hylton Castle, Segedunum and Jarrow Hall – 66% of PP children

Year 4 – Hancock Museum – 61% of PP children

Year 5 – Beamish – 49% of PP children

Year 6 – Bowling – 46% 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