

Pupil Premium

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (FSM - allocated to pupils who have been registered for free school meals at any point in the last six years, known as 'Ever 6 FSM') Looked After Children (LAC) and Armed Forces Services Children (FC) .

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Schools have the freedom to spend the Pupil Premium in a way they believe will best support the raising of attainment and help overcome barriers to learning for the most vulnerable pupils.

Pupil premium strategy statement

School overview

Metric	Data
School name	North Stainley CE Primary School
Pupils in school	51
Proportion of disadvantaged pupils	15%
Pupil premium allocation this academic year	£10.800
Academic year or years covered by statement	2020 -2021
Publish date	December 2020
Review date	November 2021
Statement authorised by	Louise Wallen- Head teacher
Pupil premium lead	Louise Wallen
Governor lead	Glenys Bailey

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	NA
Writing	NA
Maths	NA

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	NA
Achieving high standard at KS2	NA
Measure	Activity
Priority 1 SEMH	Ensure that mental health and wellbeing are a priority for our school community. To focus on self-esteem, self-confidence and happy children as a firm foundation to effective learning.
Priority 2 Reading and phonics	That staff including new staff have an in depth knowledge and the skills required to teach our school's new approach to reading and phonics. That training and CPD are available to ensure this.
Priority 3 Maths	To introduce the 5 big ideas for Maths mastery over the academic year. To ensure all staff are trained in this approach and resources are available to support this approach.
Barriers to learning these priorities address	<p>Low self-esteem and self-confidence leads to a lack of resilience when approaching learning and therefore impacts on the progress made.</p> <p>Breakdown of families affects attainment, attendance and progress.</p> <p>Support in reading and maths outside of school impacts on children's progress.</p>
Projected spending	£3400

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve positive progress scores in KS2 Reading	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2021
Progress in Mathematics	Achieve positive progress scores in KS2 maths	July 2021
Phonics	Achieve above national average in the phonics screening check 2021	July 2021
Other	To improve attendance in school to between 95%-97% for our disadvantaged pupils.	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1 SEMH	<p>The introduction and embedding of the 5 Ways to well-being to support children's understanding and allow children to maintain their own wellbeing.</p> <p>Targeted intervention by support staff focusing on individual needs.</p> <p>Support from outside agencies including Compass Buzz, SEMH team, CAMHS to ensure interventions are effective.</p>
Priority 2 Reading and phonics	<p>The embedding of our new systematic approach to reading through information events for parents and training of all staff including support staff.</p> <p>Additional focus on delivering reading and phonics learning across the school that sponsors a joy for reading and learning.</p>
Priority 3 Maths	<p>To work with County maths lead to ensure the full introduction of the mastery approach to mathematics, the resources and the training required to ensure this outcome are available. (Possibility of joining a maths hub.)</p>
Barriers to learning these priorities address	<p>The dynamic nature of recent and current circumstances may impede these priorities over this academic year</p>
Projected spending	£1300

Wider strategies for current academic year

Measure	Activity
Priority 1 SEMH	With the introduction and the consistent use of the 5 Ways to well-being in conjunction with our Christian vision, values and customs we will ensure that mental health and wellbeing are embedded within our school's culture. This will be monitored consistently by staff and governors through staff and pupil voice as well as questionnaires in summer half term 1.
Priority 2 Reading and phonics	Through the embedding of our new systematic approach to phonics we will further increase the focus on reading through: new resources for reading; some that have been specifically chosen to fulfil individual needs; through bespoke planning for class reading, group reading and individual 1:1 interventions and through events and challenges organised to promote a love of books and reading.
Priority 3 Maths	Maths lead to cohesively introduce each of the 5 big ideas in the maths mastery approach to learning mathematics. To monitor this across the school so ensuring all teachers and support staff know how to deliver maths learning through consistently good teaching.
Barriers to learning these priorities address	The dynamic nature of recent and current circumstances may impede these priorities over this academic year
Projected spending	£6000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development; for subject leader time to monitor and support improvements within these priorities.	Staff access CPD and where relevant feedback to all staff through staff meeting and the sharing of information. Time is given for subject leaders to monitor the impact of provision for disadvantaged pupils within their subject areas feeding back to PP lead.
Targeted support	Ensuring that bespoke planning is put in place to address the individual and various needs of our disadvantaged children in relation to each of the priorities.	SENCO and class teachers to work together to ensure class, group and 1:1 interventions are meaningful, measurable and motivating with regard to our disadvantaged pupils.

Wider strategies	Engaging the families facing most challenges	To show fidelity and tenacity in our approach to engaging parents in their child's learning. Ensure that our approach is systematic and accessible for parents whilst taking into account the needs of both the parents and the children.
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Review: last year's aims and outcomes

Aim	Outcome
Priority 1 SEMH focus	A number of children were able to access individual interventions up to March 2020. Further interventions were designed and implemented during lockdown when a number of our children continued to come to school and extra support was provided to address individual circumstances at this time. This enabled continued learning to be assured and transition into classes when schools reopened to be consistently smoother.
Priority 2 Progress in writing	Children made good progress to March but this was not maintained due to lockdown. This has become a priority for 'catch up' premium and is focused on in the SDP.
Priority 3 Progress in reading	This was in the early stages of development when lockdown occurred. However, adjustments were made so that reading of High quality class books became a priority during lockdown and materials and resources were delivered to some children in order that they could continue to make progress in their reading. This reading was also used as a cross curricular tool for other remote learning. Developing a systematic approach to reading was also a priority in lockdown and included research by and training of staff. As a result the school is now embedding this system and will make this a Pupil Premium priority for 2020-21.