

North Road Primary School Pupil Premium Strategy Statement



| School Overview | Data |
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| North Road Community Primary School | Primary School |
| Pupils in school | 106 |
| Proportion of disadvantaged pupils | 17% |
| Pupil premium allocation this academic year | £15,450 |
| Academic year or years covered by statement | 2020 - 2023 |
| Publish date | April 2020 |
| Review date | April 2023 |
| Statement authorised by | Sarah Stillie |
| Pupil premium lead | Cathy Johnson |
| Governor lead | Katy Harrison |

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---------|------------------------------|
| Reading | Supressed due to low numbers |
| Writing | Supressed due to low numbers |
| Maths | Supressed due to low numbers |

Disadvantaged pupil performance overview for last academic year

| Measure | Score |
|----------------------------------|---|
| Meeting expected standard at KS2 | 80% Reading, 60% Writing, 80% Maths, 60% SPAG |
| Achieving high standard at KS2 | 50% Reading, 0% Writing, 0% Maths, 25% SPAG |

Strategy aims for disadvantaged pupils

| Measure | Activity |
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| Priority 1 | Reduce attainment gap between PP and non-PP in pupils in Phonics, Writing and Maths through-out a school year/by the end of key stage phases through teacher led interventions, pre-teaching and verbal feedback to ensure accelerated progress and increased attainment. Ensure a readiness for classroom learning. |
| Priority 2 | Increase Nurture Groups (ELSA and Sand Box Therapy) and PSA support to address needs of identified children and needs of the wider family. |
| Priority 3 | Design a designated space in which nurture therapies and parental support can take place. |
| Barriers to learning these priorities address | Pupils unable, due to mental health issues and personal issues, to be ready to learn within the |

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| | classroom and access classroom teaching in order to make progress in line with peers. Learning support from home is limited. |
| Projected Total Spend | £16,800 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|---|----------------------------|
| Progress in Reading | To increase achievement in reading comprehension, especially vocabulary and inference. | July 2021. |
| Progress in Writing | To increase quality of cross-curricular writing and increase attainment in line with peers by the end of key stage phases | July 2021 |
| Progress in Mathematics | To embed mathematical problem solving and reasoning in order to increase attainment in these areas of mathematics. | July 2021 |
| Phonics | All disadvantaged pupils leave EYFS having completed Phase 4 Phonics and go on to meet the required standard to pass the Year One Phonics Screening Test. | June 2023 |
| Other | To ensure the effectiveness of the Pupil Premium Champion, Pastoral Lead and Specialist Therapists to ensure good physical and mental health of all pupils. To create a purpose built space for nurture and teacher interventions. | July 2022 July 2021 |

Targeted academic support for current academic year

| Measure | Activity |
|------------|--|
| Priority 1 | Interventions, pre-teaching and verbal feedback strategies to ensure accelerated progress and increased attainment. Provide targeted teacher led interventions for phonics, reading, writing and maths responsive to need. Ensure pupils are confident and competent in all Phase 4 phonic sounds by end of EYFS and pupils pass the Year 1 Phonic Screening through targeted 1:1/small group additional phonic sessions. Parental workshops to be provided to support home support with phonics and reading learning. |
| Priority 2 | Increasing ELSA time to allow for a weekly session in which to meet with parents and pick up any additional concerns that arise during the week. Introduction of Talking Mats Therapy |

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| Priority 3 | Start planning/designing of a designated nurture facility to be used for ELSA, Sandbox, parent workshops, parent drop-in sessions and 1:1/small group pre-teaching and feedback sessions |
| Barriers to learning these priorities address | Engagement of parents and carers in their child's progress. A lack of confidence by parents to support learning. Ensuring high expectations for all pupils in applying problem solving and reasoning skills to all challenges. |
| Projected spending | £9,300 of total spend |

Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Support with school equipment and readiness for school and extending opportunities for learning. Support with uniform provision Breakfast Club Provision to ensure pupils arrive at school on time and are ready to learn (including staffing and breakfast costs) Subsiding of school trips and residential camps to ensure pupils benefit from extra-curricular activities |
| Priority 2 | Introduction of Pastoral Lead to work alongside PP Champion, Therapy Specialists and PSA. Introduction of the Talking Mats Therapist with weekly timetabled provision. |
| Priority 3 | Build a Nurture Facility on site (to open Summer 2021) |
| Barriers to learning these priorities address | Addressing personal, social and financial issues and promoting a readiness to learn. |
| Projected spending | £7,500 of total spend |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
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| Teaching | Ensuring enough time is given over to allow for staff professional development | Use of INSET days and additional cover being provided by TAs/HLTAs. Designated Staff Meeting to be allocated. |
| Targeted support | Ensuring enough time for school maths-leads to support class teachers | Use of Staff Meeting time for CPD. |
| Wider strategies | Engaging those families facing the greatest challenges | Ensuring strong parent links to offer support and enable families to address issues that impact on learning. Engaging with families |

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| | | <p>from point of entry in school and continuing throughout a pupil's time at North Road.</p> <p>Develop a team of professionals around vulnerable families.</p> |
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Review: last year's aims and outcomes

| Aim | Outcome |
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| Vulnerable Readers Mentor | Evidence shows an increase in the achievement in reading for PP pupils: 33% at reading age, 33% above reading age, 33% below reading age (SEND impacting on reading progress). |
| PSA Support | PSA directly supported five families throughout the year. |
| Nurture Therapies (ELSA and Sand Box) | ELSA and Sand Box Therapies directly supported 7 families eligible for PP funding in the last year. |
| Uniform | 100% of pupils took up the offer of uniform and this developed a sense of belonging, boosting self-esteem and allowed for a readiness for school and learning. |
| Enrichment opportunities (piano lessons) | Pupils have benefitted from equal opportunities with their peers to have piano lessons and participating in whole school performances. |
| Subsidising of School Trips/Residential Camp/ | <p>100% of pupils were able to extend the range of life experiences that were open to them, both in and outside of the classroom.</p> <p>83% of pupils received subsidised payment for year 6 residential camp.</p> |
| Impact of actions of PP Champion | <p>PP Champion co-ordinates PP provision and works closely with ELSA and Sand Box colleagues, as well as working to support and liaise with parents/carers to create and promote positive working relationships and to raise aspirations.</p> <p>Monitor and liaise with lunchtime crew at least once a term. Support PP children through pastoral care and regular check ins.</p> |
| Breakfast Club provision | All vulnerable children attend school daily, receive breakfast and are on time and ready to learn. |