



Northlew 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	Northlew C of E Primary School
Number of pupils in school	31
Proportion (%) of pupil premium eligible pupils	19% (6 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022 – 2023
Date this statement was published	12.12.22
Date on which it will be reviewed	12.12.23
Statement authorised by	Sally Banfield (inclusion team)
Pupil Premium lead	Janine Cook (Principal)
Governor / Trustee lead	Richard Hollingsworth (Chair of LSB)



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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5, 540
Recovery premium funding allocation this academic year	£0
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	£5, 540



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Part A: Pupil Premium Strategy Plan

Statement of intent

We are creative and inclusive in our aim to provide a fully sequenced and progressive curriculum for all our learners, regardless of their entry point, social status or learning need, providing opportunities for all children to flourish. Our curriculum is exciting, engaging, robust and is tailored to meet the needs of all children with a distinct focus on the progression of skills and knowledge required to become lifelong learners.

For all children to succeed, we must ensure high standards of pupil engagement and a positive relational and inclusive approach to behaviour of all our learners. Through collaboration, we will continue to develop staff to have excellent subject knowledge, confidence to take risks and embedded pedagogical strategies that will always benefit all pupils.

Across all areas of the curriculum, PP funding will assist to provide focused support to ensure that all pupils are able to progress from their individual starting points. Enrichment activities, small, focused group support and a nurtured environment will enable our most vulnerable children to flourish and be respectful, resourceful and resilient in all areas of the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Wellbeing and mental health issues
2	Gaps in prerequisite knowledge and skills
3	Lack of engagement and access to wider experiences through enrichment has created gaps in learning



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Intended outcomes

Intended outcome	Success criteria
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • Quantitative data from pupil and parent surveys, lesson observations and wellbeing workshops • Feedback and action points from weekly 'Pupil of the week' surveys • Active engagement and participation across the curriculum • Pupil voice feedback within our school leadership teams and enrichment groups
To improve pupils' achievement in key areas of the curriculum to ensure that prerequisite age-related knowledge and skills are embedded.	Pupils eligible for PP make rapid progress by the end of the year so that a greater number of pupils meet or exceed age related expectations across the curriculum through the following: <ul style="list-style-type: none"> • Daily Pre teach and keep up sessions • Additional 1:1 Reading sessions, small group interventions and keep up RWi sessions • Nurture Groups – developing mental health and wellbeing • Small, focused group activities that embed key skills through precision teaching
To assure accessibility of wider cultural experiences for all pupils	<ul style="list-style-type: none"> • All children can access curricular opportunities such as: swimming, theatre trips, sporting events, residential trips etc • Use of PPG to assist with curriculum catch up so that all pupils have equity in school experiences
To involve parents and carers to work in collaboration with the school to find solutions to barriers to learning	Parental/Carer engagement with the school is effectively supporting pupil's achievement through the following: <ul style="list-style-type: none"> • Participation in parental/carers consultations with agreed next step targets • Parent/Carer workshops which help to support the curriculum at home



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Activity in this academic year

Targeted Teaching: Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number addressed
Continue to develop pupils' self-esteem and well being Nurture groups will be interwoven throughout the curriculum. School leadership team will drive forward pupil voice	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1
Continue to develop high quality first teaching focussed on oracy and language development with a particular focus on mathematics	EEF toolkit - Using pupil premium EEF (educationendowmentfoundation.org.uk)	2
CPD for teachers and support staff with a focus on Reading skills to enable high quality teaching for all	The Sutton Trust (2011) https://www.suttontrust.com/wp-content/uploads/2019/12/READINGGAP.pdf https://www.suttontrust.com/wp-content/uploads/2019/12/Developing-Teachers-1.pdf	2
CPD for teachers and support staff with a focus on wellbeing, SEMH and SEND needs	EEF toolkit - Using pupil premium EEF (educationendowmentfoundation.org.uk)	1
Access to a broad rich curriculum	EEF toolkit - Using pupil premium EEF (educationendowmentfoundation.org.uk)	3



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Targeted academic support Budgeted cost: £2,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of staff for tutoring and small group pre teach and keep up sessions	EEF toolkit - Using pupil premium EEF (educationendowmentfoundation.org.uk)	1 and 3
Speech and language intervention (Speech link)	Implemented across KS1 to support language and communication – as per County guidance. https://speechandlanguage.info/	1 and 3
Focussed reading groups, reading intervention work	EEF suggest oral reading interventions have a good impact on pupil Reading ability Precision teaching of grapheme/phoneme correspondence GPC https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics	1, 3 and 4
Phonetically decodable books and support for parents in home reading. Implementation of a new systematic synthetic phonics scheme RWi – links shared with parents	Books securely aligned with Phonics Scheme, flashcards and tricky word flashcards embedded as part of the delivery of phonics/parental support. Parents' guide for reading at home. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics Ruth Miskin School Portal	1, 3 and 4



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Wider Activities Budgeted cost: £1,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop enrichment opportunities for all children including access to the arts, music and sport.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <ul style="list-style-type: none"> • EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) 	1 & 3
Extra-curricular enrichment for pupils eligible for PP	<ul style="list-style-type: none"> • Access to after school provision; opportunities such as music lesson provision – EEF research suggests these provide life skills that are important in determining life chances • Access to residential trips and visits including overnight trips to outdoor educational centres – wellbeing/ physical health improvement. <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	2

Total budgeted cost: £ 5,540



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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 2020 to 2021 academic year.

Teaching priorities – to diminish the attainment gap between PP and non-PP eligible pupils.
Activity – half termly assessments; monitoring and evaluation of progress between PP and non-PP peers through pupil progress meetings.
Outcome – progress from baselines show that overall PPG pupils made good progress to their starting points.

Previous Academic Year	2021 -2022
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i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact	Review / Lessons learned	Cost
Children’s attainment and progress is recorded and monitored on the school’s Assessment Tracking system and informs planning.	The assessment tracking system is being used effectively by staff to inform planning including catch-up and pre-teach sessions.	Impact hard to measure due to school closures and no formal assessments in 2019/20 and 2020/21 academic years. Many disadvantaged children were able to attend school during the closures.	Continue with approach to ensure that disadvantaged children remain a focus for all teaching staff and that teaching, questioning and detailed feedback is directed towards them.	£500



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Desired outcome	Chosen action/approach	Estimated impact	Review / Lessons learned	Cost
Children make at least expected progress relative to their starting points and achieve at least in line with national age-related expectations.	All children are receiving teaching and learning daily that is good.	PP children given every chance to succeed both in the classroom and through wide range of after school provision.	Disadvantaged children remain a focus for all teaching staff. Teaching, questioning and detailed feedback is specific for all children with a focus on PP group.	£1200
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact	Review / Lessons learned	Cost
Children with delayed speech and language development make rapid and sustained progress to meet age related expectations at the end of EYFS and year 1.	Phonics Intervention Programme – RWi keep up sessions derived from half termly assessments	Current EYFS – 75% making good or better progress (3/4 children) Current year 1 cohort 20% (1/5 children) currently off track to achieve Phonics screen in June 2023 – additional teaching sessions, extra reading practice and support for reading at home.	Continue to support parents through a range of resources available on the RWi portal with reading and speedy reading at home	£300



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Desired outcome	Chosen action/approach	Estimated impact	Review / Lessons learned	Cost
Children with delayed speech and language development make rapid and sustained progress to meet age related expectations.	Liaison with SALT team and referrals where appropriate to gain outside agency expertise Assessment using Speech Link and Language Link and analysis to guide intervention	PP pupils with S&L difficulty are offered targeted support through pre teach and keep up sessions either individually or in small groups	Ensure that assessments are carried out early in the year so that barriers to learning are identified and targeted support put in place to close	£300
Children not on track in Reading to make rapid and sustained progress to meet age related expectations.	Phonics teaching is tailored to pupil needs providing opportunities for keep up sessions daily A research-based Phonics programme and training is put into place to ensure best practice – implement new RWi phonics program	PP pupils who are not on track in Reading are offered targeted support to catch up with peers Half termly assessments linked with new scheme support intervention programs created to support all children to make good or better progress	Implementation of a new phonics scheme is embedded with staff confident to deliver daily lessons, implement pre teach and keep up sessions	£200
Children not on track in Writing to make rapid and sustained progress to meet age related expectations.	Teaching of Spelling, Punctuation and Grammar is tailored to pupil needs within daily English lessons building on key skills across a sequence of learning	PP pupils who are not on track in writing are offered targeted support to catch up with peers Bespoke precision teaching interventions in spelling and handwriting offered to PP pupils/ pupil conferencing with CT	Continue to build upon key skills to ensure children learn and remember more	£200



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Desired outcome	Chosen action/approach	Estimated impact	Review / Lessons learned	Cost
Children not on track in Maths to make rapid and sustained progress to meet age related expectations.	<p>Maths teaching is tailored to pupil needs within daily pre teach/keep up sessions</p> <p>Development of oracy in maths to support the development of reasoning and problem solving</p> <p>Recognition of maths MICE evident in each maths lesson/display/learning walls</p> <p>Half termly assessment and analysis are used to identify Maths gaps</p>	<p>PP pupils who are not on track in maths are offered targeted support to catch up with peers</p> <p>Bespoke interventions in key skills – number bonds/times tables etc build upon key skills</p> <p>Additional support within lessons through tailored guided group sessions</p>	<p>Provide more opportunities for children to use and apply knowledge and understanding to solve reasoning and problem questions within lessons</p> <p>Create useful word display to support children’s oracy skills</p>	£200
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact	Review / Lessons learned	Cost
Systems of communication and collaboration between home and school are having a positive impact on children’s achievement, both academically and on the soft measures tracker.	<p>Relational approach underpins the curriculum interwoven with schools Christian Values</p> <p>Strong links with all parents – through formal/informal meetings and support</p>	<p>Individual targets sent home will support individual children in all areas of the curriculum</p> <p>The targets offer additional support for parents to enable them to support their child/ren at home</p> <p>Targets are reviewed termly</p>	<p>Continue to build upon relational approach with all parents, in particular vulnerable families</p> <p>Targets sent home are clear and precise to engage and support individual children to build upon key skills and understanding</p>	£650



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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc	Ruth Miskin
Speech and Language Link	Speech link Multimedia Ltd
Nelson Handwriting	Oxford Owl
DMAT Base curriculum	The Reach Foundation

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A