



Pupil Premium Strategy Statement 2021 2022

1. Summary information					
School	Norton Juxta Kempsey CE Primary School				
Academic Year	2020 2021	Total PP budget	£21,450	Date of most recent PP Review	September 2021
Total number of pupils	201	Number of pupils eligible for PP	13	Date for next internal review of this strategy	December 2021

Attainment for July 2021	EYFS PP	Not PP	Year 1 PP	Not PP	Year 2 PP	Not PP	Year 3 PP	Not PP	Year 4 PP	Not PP	Year 5 PP	Not PP	Year 6 PP	Not PP
% achieving the expected standard or above in reading	0%	83%	100%	96%	100%	84%	0%	75%	50%	83%	33%	95%	50%	93%
% achieving the expected standard or above in writing	0%	79%	100%	82%	0%	81%	0%	75%	25%	83%	33%	90%	50%	85%
% achieving the expected standard or above in maths	0%	90%	100%	82%	0%	88%	0%	80%	25%	70%	33%	81%	50%	86%



2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Increased prevalence of Speech, Language and Communication Needs (SLCN)	
B.	Gaps in basic skills	
C.	Increased prevalence of SEMH needs.	
D.	Time lost during lockdown	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Lack of routine.	
F.	Fewer opportunities for physical activity.	
G.	Parent engagement in learning.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved Speech, Language and Communication skills.	Increase % PP children assessed as typical primary talk using the WellComm resources provided by SALT.
B.	Gaps in basic skills	Pupils to have bespoke plans for providing basic skills. 15 minutes per day.
C.	Increased support for SEMH needs.	Employ new support staff to work in class to free up time for the Thrive practitioner to take on more pupils.
D.	To ensure pupil progress is good and pupils catch up quickly in any specific areas of the curriculum.	Attendance for pp to be in line with AAT expectations- 95% 100% PP parents attending parents' evenings. DFE Broad and balanced document used to ensure pupils are next year group ready. NTS Mark to identify gaps for tutoring programmes and interventions.
E.	Pupils in Year R, 1 and 2 have had less school experience than previous cohorts due to lockdown.	More PSHE built into the curriculum for groups of pupils who are still becoming accustomed to school routines.



F.	Increase daily physical activity and weekly PE sessions plus extracurricular opportunities.	Ensure PP pupils are encouraged to join after school clubs and take part in daily physical activity.
G.	Promote curriculum workshops for parents.	Subject leaders consider what information is needed by parents to fully support their children at home and provide this in a workshop. PP pupils make good progress at least in line with non-PP pupils.



4. Planned expenditure					
Academic year	2021 2022				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure pupils catch up the learning they have lost.	NTS QLA and recovery curriculum to address gaps.	PP pupils have been impacted by spending time at home during lockdown/or inconsistent attendance.	Class provision tailored to meet the needs of these pupils.	KG JD	£2500
To increase support for pupils through mental health and wellbeing programme.	Staff training on mental health issues Emotion pots in all classrooms Developing the PSHE Curriculum to ensure that all children can talk about their feelings	High levels of family breakdown in our school and observing the distress and anxiety that this can cause. Increased number of PLAC and LAC pupils in school.	TISUK Thrive FGB	JD	£3500
Increased opportunity for physical activity	PE leaders to arrange a variety of lunchtime and after school sports clubs.	Pupils have had fewer opportunities to engage with sport during the past 12 months.	Ensure the provision is included in the PE action plan so that it can be monitored.	JC	£1000
Increased access to the curriculum through targeted in class support	Employment of a tutor to team-teach in class interventions.	Gaps in learning identified through end of year assessments	SENDco to monitor the provision.	JD /JS	£9450
Improved communication with parents to support home learning	Use of Seesaw as home learning platform. Continue its use for homework and special projects such as Extreme Reading (Recovery Curriculum 1).	Pupils will not be able to access such a large range of enrichment activities due to COVID restrictions.	Cultural Capital Survey Seesaw monitoring	JD SM Subject Leaders	£1000
Total budgeted cost					£17,450
ii. Targeted support					



Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children have access to a range of new opportunities	Afterschool clubs funded for PP pupils Funded places for PP pupils on school visits and residential experiences	Raised self-esteem of pupils attending sports clubs	Termly review of opportunities available	All	December 2021 £1000
Financial support to families	Ensuring that finance is not a barrier to pupils participating in the wider life of the school	Importance of children interacting with their peers in after school activities e.g music. Widening PP experiences and aspiration Sports kit and uniform.	Engaging with parents to access their individual needs	JD	July 2022 Cricket ASC funded for PP pupils Transport funded for PP pupils £3000 (ASC/Breakfast Club and taxi)
Total budgeted cost					£21,450

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					

5. Review of expenditure

Previous Academic Year 2020 2021

Pupil Premium Budget for 2020 2021: £24,265

i. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost



		Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)		
ii. Other approaches					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Impact	
Improved attendance	EWO Breakfast club for 6 pupils	Improved attendance for 6 pupils	Providing breakfast - pupil more engaged in class and attendance improved.	Increased attendance rate	
Increase participation of PP in the wider life of the school	Financial support	All pp children took part in after school activities and attended West Malvern trip	Important to engage parents	All pupils in Y4 attended West Malvern 2021	
To ensure all pupils are accessing daily education.	Home learning packs. Paper copies and additional IT equipment.	PP Pupils might not have access to IT at home.	Regular updates for home learning packs. Monitor access through Seesaw.	SM JD	All pupils were contacted, engaged, or attended school during lockdown. This continued over the summer break
To increase support for pupils through mental health and wellbeing programme.	Staff training on mental health issues Emotion pots in all classrooms Developing the PSHE Curriculum to ensure that all children can talk about their feelings Staff member trained to implement play therapy and Thrive. JD to undertake Trauma Informed Schools Diploma.	National agenda and awareness of supporting pupils health and wellbeing High levels of family breakdown in our school and observing the distress and anxiety that this can cause. Increased number of PLAC and LAC pupils in school.	Well-being committee (GB) TISUK Final Task Thrive Accreditation	JD SB	SB has carried out training for all staff in the use of Thrive 5 pupils accessing Thrive to date. JD gained a merit in TISUK Diploma Case study reflects significant impact on 1 pupil
Improved gross and fine motor skills	Gross motor development – balance bikes Reception Fine motor support during continuous provision in Reception	Evidence seen in other schools / cluster moderation	English lead/SENDco to measure success of interventions.	SM JD	Pupils enjoyed engaging with these opportunities but still require support with fine motor skills.



	Bikeability for Y4,5 and 6				More pupils are cycling to school following Bikeability
Increased access to the curriculum through targeted in class support	EHCP Support during lockdown	Outlined in EHCP	Regular monitoring at PP meetings to ensure QFT Analysis of tracking data and provision maps	JD /JS	3 out of 4 EHCP pupils attended school during lockdown
Improved communication with parents to support home learning	Use of Seesaw as home learning platform. Continue its use for homework and special projects such as Extreme Reading (Recovery Curriculum 1).	Pupils will not be able to access such a large range of enrichment activities due to COVID restrictions.	Cultural Capital Survey Seesaw monitoring	JD SM Subject Leaders	Seesaw used by all pupils.
Total budgeted cost					£14,894
i. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Improve early reading and writing	1 -2-1 and small group provision using language Links screening and resources Reception Small group intervention – phonics Increase RWI sessions during the Autumn Term 2xper day (Recovery Curriculum 1)	Recommended by Speech and Language	½ termly monitoring at pupil progress meetings Base line and end of intervention data analysed by SENDCO	All	Positive end of year outcomes in RWI.
Improve outcomes in maths for PP children and narrow the attainment gap.	Targeted in class support in KS1	Teacher led intervention to target specific needs.	Impact overseen by Maths coordinator and regular reviewed during pupil progress meetings with SENCO using 1/2 termly tracking data	JS/JT	NTS used at the end of the year identified gaps in areas of Y2 maths.
Financial support to families	Ensuring that finance is not a barrier to pupils participating in the wider life of the school	Importance of children interacting with their peers in after school activities e.g sports clubs, music and outdoor education West Malvern visit. Widening PP experiences and aspiration Sports kit and uniform.	Engaging with parents to access their individual needs	JD	Cricket ASC funded for PP pupils Transport funded for PP pupils 96.7% attendance for whole school 2020 2021



Total budgeted cost					£19,894
ii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
D Increase attendance	Employee EWO to monitor pupil and follow up persistent absence. Ensure all absences are followed up on the first day.	Children need to be in school to ensure that they do not have gaps in their understanding.	Regular meetings for the headteacher with the EWO to ensure all possible measure have been implemented ad followed up.	JD/MC	96.7% attendance for whole school 2020 2021
E Improve pupil behaviour and physical activity.	Renew playground markings to increase participation in physical activity. All breaktimes arranged in bubbles. Sports Coach employed to run lunchtime clubs. Training for lunchtime supervisors (LTS).	Lower physical activity rates during lockdown and restrictions. Higher levels of pupil engagement in purposeful play. LTS staff will have knowledge of IPMs and Thrive.	Monitor behaviour at playtimes and regularly review approaches being used so that teaching time is maximised in class.	Class teachers	Positive impact on pupils.
Total budgeted cost					£22,144