

Pupil premium strategy statement (Primary)

1. Summary information					
School	Norton Juxta Kempsey CE Primary School				
Academic Year	2020 2021	Total PP budget	£24,265.42	Date of most recent PP Review	May 2021
Total number of pupils	187	Number of pupils eligible for PP	Actual 8 LAC 3	Date for next internal review of this strategy	July 2021

2. Current attainment Data Academic year 2019 2020		
	<i>Pupils eligible for PP (your school) Based on 11 pupils</i>	<i>Pupils not eligible for PP (national average)</i>
% reaching age related expectations in reading	73%	88%
% reaching age related expectations in writing	54%	82%
% reaching age related expectations in maths	64%	83%

3. 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.	Daily practice of skills
C.	Increased prevalence of SEMH needs.
D.	Lockdown arrangements
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Lack of opportunity for 'cultural capital'-enrichment activities outside school
F.	Fewer opportunities for physical activity.
G.	Lower levels of reading engagement.
4. 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 having typical primary talk (I Can) Increased Phonics Screening and ARE Y1 and 2.
B.	Daily practice of skills	Reception – improve gross and fine motor skills-Balance-ability KS1/KS2-Gross motor skills programme Staff plan for addition basic skills time built into remote and in school provision. Additional 15 minutes teaching time per day.
C.	Increased support for SEMH needs.	Early Help services signposted. Thrive practitioner trained and planned use of Thrive assessments and support across the school. Full programme of mental health and wellbeing lessons offered in Recovery Curriculum 1 (4 weeks).
D.	To ensure pupil progress is good through consistent learning platforms and communication between home and school.	Attendance for pp to be in line with AAT expectations- 98% (remote attendance also). 100% PP parents attending parents evening/remote meetings. Remote attendance carefully monitored. Lessons planned carefully to support both pupils at home and school.
E.	Increase opportunities for 'cultural capital'-enrichment activities in and out of school	Use of Seesaw to engage pupils and families in enrichment activities. Ensure PP pupils take up opportunities for wider curriculum activities. Conduct cultural capital survey and use results to inform planning of wider opportunities. Ensure PP pupils take part in all activities on offer.
F.	Increase daily physical activity and weekly PE sessions.	Use of Seesaw to engage pupils and families in PE. Ensure PP pupils take up opportunities for after school sports/lunchtime. Ensure PP pupils take part in all activities on offer-West Malvern, Bikeability.
G.	Promote reading engagement and reignite for reading for pleasure.	Use of RWI resources to accelerate reading progress (Recovery Curriculum 1). Use of Ruth Miskin resources to ensure consistency in remote and in school learning. Implement use of Reading Eggs to ensure consistency in remote and home learning (UKS2) PP pupils make good progress at least in line with non PP pupils.

5. Planned expenditure					
Academic year	2020 2021				
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 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	£4000
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	£1394 (course fees) £2000 NCT
Improved gross and fine motor skills	Gross motor development – balance bikes Reception Fine motor support during continuous provision in Reception Biekability for Y4,5 and 6	Evidence seen in other schools / cluster moderation	English lead/SENDco to measure success of interventions.	SM JD	£2000
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	£3500
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	£2000
Total budgeted cost					£14,894
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?
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	October 2020 £2000
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	July 2021 As above £500
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	July 2021 Cricket ASC funded for PP pupils Transport funded for PP pupils £4500 (ASC/Breakfast Club) £500 (taxi)
Total budgeted cost					£19,894

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?
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	£750
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.	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	See case studies £1500

	Training for lunchtime supervisors (LTS).				
In May, £2121 available to spend. This will be put towards Thrive SLT training in line with AAT plans.					£22,144
Total budgeted cost					
6. Review of expenditure					
Previous Academic Year 2019 2020			Pupil Premium Budget for 2019 2020: £16,440		
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)	Cost	
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Improve early reading and writing	Implement RWI Programme and 1 to 1	Evaluated English Action Plan  Action Plan 2019 2020 updated summr Phonics screening check 2020: 96%	RWI had positive impact on phonic ability including provision during lockdown.	£1790	
Improving Mental health and wellbeing	TLG EIFSW Nurture support 1 to 1 Play Therapy	Play therapy extremely valuable as very clear evidence seen of emotional difficulties for the pupil being a barrier to making progress.  2019-20 Action Plan PSHE RSE.docx Play Therapy Course	Possibility of training a member of staff in Thrive 2020 2021	£3000 FB training to be a play therapist	
Financial support to families	Policy review	Pupil attendance improved as child attends breakfast club.	Regular review meetings needed with parent to address changing financial needs.	£4500 Ongoing support for families for breakfast club	

Ensuring that the support is correctly identified and implemented	Specific assessments by external professions	Collecting evidence for SEN PP child in preparation for EHCP	Quality assurance of SEND provision eg: CCN team.	£1500 £4500 EHCP gained during lockdown Summer 2020 HLN funding for 1 to 1 TA November 2019 Pupil Progress Meetings 21.10.19 22.10.19 19.12.19 20.12.20 12.2.20
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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)	Cost
Improved attendance	EWO Breakfast club for 6 pupils	Improved attendance for 6 pupils	Providing breakfast - pupil more engaged in class and attendance improved.	£750
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	£400 All pupils in Y4 attended West Malvern 2020

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.nortonprimary.worcs.sch.uk