

Pupil premium strategy statement North Marston C E School

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	North Marston C E School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	27.09.22
Date on which it will be reviewed	01.09.23
Statement authorised by	Mrs Marian Smedley
Pupil premium lead	Mrs Catherine Gouldstone
Governor lead	Mr James Manthorpe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,005
Recovery premium funding allocation this academic year	£2000
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	£20,005

Part A: Pupil premium strategy plan

Statement of intent

The use of our pupil premium funding is to ensure that all pupils in our school, irrespective of their background or the challenges that they face, have the same opportunities to make good progress and achieve their highest attainment potential in all areas of the curriculum. Whether this is in supporting academic progress outcomes or additional provisions, the funding is directed to address any needs that are identified throughout the year. The DfE recognise that the use of funding to support improving outcomes for the whole school is good practice therefore we have identified staff training or whole school/cohort resources to support this.

Our school vision is “Challenging each other to love learning and truly care”

We aim to be the best we can by demonstrating our values of

Compassion-to acknowledge pupils individual needs and identify the best ways to support them and meet the needs. To praise and congratulate every pupil in what they achieve

Justice-to treat every pupil as equal and enable them to access all opportunities within school. We provide a broad and balanced curriculum in order that all pupils achieve their potential.

Courage-To provide opportunities for all pupils which challenge them both academically and personally and identify where support may be required to meet the needs of some pupils.

Lockdown has been a difficult time for many families and this funding has been used to support families over the past year and will continue to do so in the coming year.

Challenges

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

Challenge number	Detail of challenge
1	<p>Cognition and learning</p> <p>A number of pupils who are in receipt of PP are also on the SEN register for cognition and learning. They are identified as having specific learning difficulties and these are met through a PDP. In class support and small group work is identified on these plans.</p>
2	<p>Phonics</p> <p>Phonics Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p>Issues with speech and language development</p> <p>To narrow the gap between the attainment of PP pupils and national – PP pupils. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
4	<p>Pupils with specific social and emotional needs which affect their learning</p> <p>Social, emotional mental health and Family Life To improve PP and disadvantaged pupil's softer skill set which supports social, emotional and mental health. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths. Our assessments (including wellbeing survey), observations, tracking and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to behaviours for learning, and a lack of enrichment opportunities- some during school closure. These challenges particularly affect disadvantaged pupils, including their attainment and behaviour for learning.</p>

	Access to extra-curricular activities- educational experiences such as trips, music lessons and physical activities helps to ensure enrichment is available.
5	Issues due to bereavement and/or caring responsibilities A number of our PP pupils have additional caring responsibilities or have suffered parental bereavement. Specific support and intervention is needed to help meet the needs of these pupils in a small group, individual or professional way.
6	Attendance The attendance of some of our disadvantaged pupils is a concern. The attendance data is monitored regularly and pupils who are flagged up are often on the PP register.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	The gap between attainment of PP pupils Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Reading outcomes show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Maths outcomes in show that more than 80% of disadvantaged pupils met the expected standard.
Disadvantaged pupils are supported in class to achieve their potential	All PP pupils to make at least expected progress.
Disadvantaged pupils attend school happily and regularly	All pupils to have an attendance rate of at least 95%

Pupils access extra-curricular activities to meet needs and interests appropriate to them, and to increase opportunities for social interaction and wellbeing.	All pupils access at least 1 extra-curricular activity and access all curricular enrichment opportunities.
Specific and appropriate staff training is provided to meet the needs of the disadvantaged pupils. Eg, phonics, mental health, SEN interventions	Appropriate staff to be fully trained to support pupils with their learning. The needs of the disadvantaged pupils are met.
Groups and opportunities for support are provided for all pupils	Pupils' wellbeing is supported appropriately. All pupils feel safe and happy to attend school.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics training and continuation of Little Wandle phonics scheme</i>	All staff need training to ensure consistency https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/teacy-in-practice-and-approach	1,2,3
<i>S+L training from therapists.</i>	Ensure specialist training meets needs of pupils https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/	2, 3
<i>Whole staff mental health and wellbeing training.</i>	COVID pandemic has left many children needing emotional support. https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	4, 5
<i>Reduced class size KS1</i>	Small class teaching for English and maths so that teachers can teach to the year group objectives more specifically.	1,2,3
<i>Individual staff development time to upskill staff to meet specific</i>	Specific training needs for staff to support key aspects of teaching and learning, and meet the needs of the pupils.	1,2,3,4

<i>needs eg. phonics, OT.</i>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 tutoring using interventions recommended by EEF</i>	The gaps in pupils learning can be targeted and individual support given so that accelerated progress can be made. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3
<i>Daily reading support from TAs</i>	All pupils should be heard to read daily, and support at home is not always given.	1,2,3
<i>S+L interventions following plan created and supported by SALT.</i>	Trained staff can provide the SLT recommended in the plan. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3
<i>Small group learning support in class from TAs</i>	Support within lessons can facilitate progress in learning and identify any misconceptions or gaps and address them within lessons. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1,2,3
<i>Additional learning resources eg phonics, maths, small world.</i>	Identified resources to support gaps, or areas of need for reinforcement can help learning.	1,2,3,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Morning club attendance</i>	Pupils are settled and ready to learn at the beginning of the school day. Attendance is supported	4,6
<i>Educational visits</i>	All pupils can access all opportunities which support the curriculum.	4,5,6
<i>Extra-curricular activities</i>	Pupils can participate in activities which support their physical, emotional and social wellbeing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4,6
<i>Nurture group</i>	Pupils have the opportunity to receive support and time to talk in a safe environment.	4,5

Total budgeted cost: £ 20,000

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 2021 to 2022 academic year.

Following 2 previously very disrupted years through lockdowns, the regular pattern of teaching and learning was able to take place over the 2021-2022 academic year.

The opportunities for extra-curricular activities and trips/visits increased, and a number of pupils were funded for this so that they could attend these opportunities.

The provision of morning club places, and after school activity places has supported the attendance for some PP pupils.

Internal assessments were made and data was collated and the evidence shows that at the end of the academic year expected progress made by pupil premium pupils was 80% in reading, 60% in writing and 70% in maths.

End of KS2 data shows that in year 6 100% of pupil premium pupils achieved the expected standard and 100% made expected progress in reading, writing and maths.

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

Service pupil premium funding – we have no pupils who are eligible for this.