



Northiam Church of England Primary School

Pupil Premium Strategy Statement

1. Summary Information					
School	Northiam Church of England Primary School				
Academic Year	2020-2021	Total PP Budget	£39,881	Date of most recent PP Review	September 2020
Total Number of Pupils	84	Number of pupils eligible for PP	25	Date for next internal review of this strategy	January 2021

Current Attainment *all data provided is Teacher Assessment		
End of Key Stage Results 19/20	Pupils eligible for PP	All Pupils
EYFS ELG % achieved		
Phonics % achieved		
KS1 % achieved		
KS2 Combined % achieved		

3.Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Low aspirations – Children don't have a well developed sense of belonging and lack self-belief which impacts on their aspirations to do well at school (I can't do it/ I'm not good at...) Data indicates loss of learning during Covid 19 and parents report little or no engagement in home-school learning.
B.	Children have not developed the key reading skills needed to enable them to fully access the curriculum by the end of KS1
C.	Underdeveloped speaking, listening and language skills impacts on ability to communicate meaning.
External barriers	
D.	Attendance of PP children is below whole school attendance.



4. Desired Outcomes		
	Desired Outcomes and how they will be measured	Success Criteria
A	<ul style="list-style-type: none"> PP children make at least good progress from their starting points – <i>children close gap due to Covid-19 school closure.</i> Pupil progress meetings identify gaps in learning and best next steps to address these – with agreed outcomes. Rapid action is taken to address underachievement Children develop a ‘can do’ attitude 	<p>PP children show accelerated progress in their learning. PP children have good attendance to access good teaching provision PP children attain the expected standard or better PP children enjoy coming to school and develop good self confidence and self-esteem (pupil voice)</p>
B	<ul style="list-style-type: none"> Quality of Education and teaching provision is at least good, so that all children have access to quality first teaching Rapid action is taken to address poor performance PP children receive timely and focused intervention Effective phonics and reading provision ensures children are able to read by the end of KS1 	<p>End of KS1 results in reading are in-line or above national The % of PP children passing phonics test is in line or above national Whole school approach identified for the teaching of early reading skills. Policy identifies interventions to support children who are not making progress or who are falling behind.</p>
C	<ul style="list-style-type: none"> Speech and Language needs are identified early and appropriate intervention is put in place to address any identified gaps Children have a range of opportunities to speak, develop language and purpose, listening to develop ideas and vocabulary Children make progress in writing 	<p>A creative and engaging curriculum to provide opportunities to develop a wide range of vocabulary and opportunities to develop and engage this. The English policy and manual for teaching reading and writing is implemented across the school</p>
D	<ul style="list-style-type: none"> Attendance of PP children is in line or above non-PP children. 	<p>PP attendance meets the school attendance target of 96.5% and is in-line with whole school attendance.</p>



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					
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?
B.	Reading interventions for children falling behind. All children receive high intensity 12 week reading support 3 x a week. Track standardised reading assessments across all year groups & PIRA assessments. Targeted Interventions Development of phonic assessment and tracking. Use of remote learning platforms to drive engagement Reading (Oxford Owls and Purple Mash)	Developing good early reading skills is essential in giving children access to KS2 curriculum and ensuring good outcomes (EEF) Phonics is a key skill in children learning to read and spell	Training Contracted TA hours Utilise Beanstalk training and provision Purchase standardised reading tests Increase information, training and resources to parents to develop parental engagement.	English SL EYFS SL	Reading assessments in term 1, 3 & 5 Termly TA
A.	Embed and develop the use of Maths mastery approach to deliver quality first maths teaching Remote Learning platform to drive engagement in Maths (Matheletics)	Maths mastery is a researched and evidence based approach to teaching high quality Maths based on the National Centre for Excellence in Teaching mathematics (NCETM)	In-depth training for Maths Subject leader Contracted TA hours Training for teaching staff. Purchasing resources to support use of practical apparatus & visual images Maths Learning Walks	Maths SL	Termly maths Learning Walks Puma assessment 2, 4, & 6 Termly TA
A	Development of Growth Mind-set & widening horizons through Friday Focus curriculum	Growth Mind-set is well recognised and researched approach to develop children's self esteem. Providing children with a varied and abundant range of opportunities to develop beyond the classroom will help children develop a greater sense of self and belonging.	Highly focused curriculum planning Staff training and contracted hours Clearly trained sessions Learning Walks and monitoring	SLT CT's	Termly review Pupil voice termly
A,B & C	Access to Ipad/laptops for loan – Remote learning Destination/ Accelerated Reader programme	Children did not engage with remote learning as effectively due to lack of provision	Monitor home learning engagement Monitor remote learning engagement and academic outcomes	JB/FGB	
					£ 28,358 (inc 10,000 potential support)



Total Budget Cost					
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?
A	Targeted feedback interventions to accelerate progress and plug gaps in understanding: <ul style="list-style-type: none"> • Maths and English Booster groups in Year 2 & Year 6 • Reading Booster intervention for 5 & 6 yr olds • Phonics support/ • Memory Booster work • MHEW training 	Focused feedback groups are proven to be a highly effective use of teaching provision (EEF) Booster sessions by teachers and HLTA are shown to have greater impact on accelerating progress and improving outcomes.	Termly Pupil Progress meetings to identify provision groups needed. Focused and agreed outcome expectations Monitoring of delivery and progress Pupil Voice	Senco SLT	Termly Pupil progress Meeting Puma/PIRA Termly TA
C	Infant and Junior language link assessments and interventions Targeted interventions Friday Focus curriculum	Language difficulties for children will hinder their ability to access the curriculum, learn and make good progress Language and Junior Link are recognised and recommended by the Speech and Language therapies as a high quality and effective intervention The Friday Focus curriculum is focused on developing Oracy across the curriculum and developing those skills.	Monitor delivery and progress Pupil Voice	Senco	Termly Pupil progress Meetings Progress made against targets set ANP reviews if needed Termly TA
A C & D	A wide a varied curriculum, interventions and approaches to support children's mental health and wellbeing: Friday Focus Curriculum/Forest School/ Wellbeing Warriors/ Farm School/ Art Factory/ DT Bots/ Techno Wizards all work to develop arrange of skills and support mental health.	To be able to access learning children need to firstly identify and then regulate their emotions	Parent/ child feedback Monitor Behaviour incidents Higher attendance. Improved academic outcomes Better parental engagement Trained staff provided Effective resources and safeguarding provision	SLT	At the end of each term Analysis of Friday attendance



Total Budget Cost					£ 6,252
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?
A & D	Subsidised enrichment activities: <ul style="list-style-type: none"> • Clubs • Swimming lessons • Class trips and residential visits 	Children will be excited and engaged by extra-curricular opportunities. Giving all children the change to take part in new experiences and opportunities	Attendance meetings identify need for support with Breakfast clubs Pupil & Parent voice	SLT	Terms 2, 4 & 6
D	Subsidise school uniform and essentials for school	Children will be proud to be part of the school and develop a sense of belonging within the school community and wider community. Feel smart and 'ready to learn'.	Pupil & Parent feedback External feedback	SLT	September & July
Total Budget Cost					£3,545