

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Northumberland Heath Primary School |
| Number of pupils in school | 550 |
| Proportion (%) of pupil premium eligible pupils | 298 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 – 2024/25 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Julie Carson |
| Pupil premium lead | Leanna Rogers |
| Trustee lead | Nav Sanghara |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £397,000 |
| Recovery premium funding allocation this academic year | £42,848 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £31,000 |
| 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 | £397,000 |

Part A: Pupil premium strategy plan

Statement of intent

As part of our Pupil Premium strategy, we aim to ensure that all pupils, from all backgrounds, can make expected or better progress and to ensure that children achieve highly in all subject areas of the curriculum. The purpose of our strategy is to ensure that the disadvantaged versus non disadvantaged gap is closing and to ensure that all pupils make progress, including those who are more able.

As part of this strategy, we will reflect on the different challenges that our most vulnerable groups of children face and ensure that we use appropriate strategies to ensure these pupils can access high quality education and achieve their potential. This includes our child protection, child in need families and our young carers.

Quality first teaching is the priority and the tool that will benefit all of our pupils, including disadvantaged groups the most. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The aim of this is to ensure the attainment gap is reduced and disadvantaged pupils perform in line with non disadvantaged pupils in the same cohorts.

The strategy also fits with the wider plans for post covid education recovery. This is inclusive of the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. This strategy is based on research and robust diagnostic assessment, not assumptions about the impact of disadvantage.

The aim of this strategy is to ensure that all disadvantaged pupils have adequate challenge in their learning to fulfil their potential, have early identification and intervention where necessary to ensure gaps are closing and to have a whole school ethos where all staff are responsible for the outcomes of all children, based on high expectations.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Parental literacy and support for reading habits |
| 2 | Historically poor attendance for those children identified as disadvantaged, especially persistent absenteeism at a rate of 29.4% in 20-21. |
| 3 | Ensuring that Quality First Teaching is driving achievement; beyond intervention to authentic inclusion |
| 4 | EYFS baseline assessment shows low levels of communication and oral language skills |
| 5 | Correlation between disadvantaged and SEND pupils leading to issues with identification, provision and impact of interventions |

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 |
|---|---|
| <i>Reading for purpose and pleasure culture embedded at NHP</i> | <ul style="list-style-type: none"> • A genuine culture of reading for purpose and pleasure is embedded within the children, parents and staff of NHP • Introduction of a Reading Champions • Teacher involvement in Reading for Pleasure pedagogy group • CLO introduction of a Reading Group for parents (PPG) |
| <i>An improvement in attendance to be in line or above national</i> | <ul style="list-style-type: none"> • The attendance of all PP pupils is in line with the attendance of others and reaches 97% by the end of the 24-25. PA is reduced to ≤ 16% • Breakfast club is targeted for PP pupils by the inclusion team • All avenues are explored on a weekly basis to ensure that PP pupils are able to attend |
| <i>Outcomes at the end of KS1 and at KS2 are at least in line with the national averages at the expected standard and at greater depth in all three areas of Reading, Writing and Mathematics</i> | <ul style="list-style-type: none"> • The attainment gap has reduced • Disadvantaged pupils' outcomes are in line with other pupils in each year group • Interventions for targeted key marginal pupils are monitored for impact on a weekly basis. Progress for targeted pupils is accelerated. • Target setting for disadvantaged and other pupils is "owned" by the class teacher. Planning is individualised and bespoke. |
| <i>There is no discernible gap in GLD outcomes for pupils deemed disadvantaged and others in EYFS, especially in the prime areas of learning</i> | <ul style="list-style-type: none"> • Gaps are quickly identified on entry and key workers target disadvantaged pupils to accelerate learning and social skills – gaps reduce at EYFS and Year 1 Phonics. Gaps at KS1 are reduced • Planning in EYFS specifically identified named children who are the focus for observation or adult-initiated learning • Speech & language therapy [SALT] successfully impacts to enable disadvantage pupils to catch-up with their peers. |
| <i>All disadvantaged children are identified, provision mapping is accurate and interventions are reducing the attainment gap</i> | <ul style="list-style-type: none"> • Provision Mapping demonstrates clear links between PPG and SEN pupils whereby interventions target the specific gaps in learning. • Internal and external QA shows that provision is bespoke to individual learners and that resourcing and staffing are allocated on need and impact • Additional timetabling and resourcing has focused support on QFT and not just a series of Interventions |

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: £80,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>Central School improvement support</i></p> <p>Focus on creating reading for pleasure culture, book barn, reading gladiators, accelerated reading, reading tree, modelling of reading lessons, marking and feedback modelling in reading and writing lessons, parent groups and phonics groups.</p> | <p>Working on improving reading and writing outcomes linked to EEF Improving Literacy in KS2 Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) and Improving literacy in KS1 Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Developing communication and language, early reading, self-regulation, work with parents in EYFS Linked to EEF Preparing for Literacy Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Parenting-based initiatives linked to the EEF Working with parents to support children's learning Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 3</p> |
| <p>All staff have received training to be pedagogical experts to ensure teaching and learning is consistently good</p> | <p>CPD for staff is pivotal in ensuring whole school improvement.</p> | <p>3</p> |

| | | |
|---|---|---|
| across all year groups. | <p>Delivery of CPD, linked to the EEF Effective Professional Development</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> | |
| Planned opportunities for staff to observe outstanding practice which includes marking and feedback and planning support. | <p>There is strong evidence which highlights the impact on pupil progress linked to marking and feedback and planning which meets the needs of individuals through differentiation and challenge for all.</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p> | 3 |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £78,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>HLTA SALT interventions</i></p> <p>Target 1:1 and small group SALT interventions for disadvantaged pupils. In class support and modelling for class teachers.</p> | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 4 |

| | | |
|---|---|----------------|
| <p><i>Sports Coach- social skills</i></p> <p>Small group social skills interventions for disadvantaged pupils. In class support and modelling for class teachers.</p> | <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> | <p>4, 5</p> |
| <p><i>Teaching Assistant interventions</i></p> <p>TAs leading intervention small groups to reduce attainment gap.</p> | <p>Making best use of TAs for greater inclusion of pupils with special educational needs and disabilities (SEND) into mainstream schools, with TAs providing the key means by which inclusion is facilitated Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | <p>3, 4, 5</p> |
| <p><i>Speech and Language support</i></p> <p>Target 1:1 and small group SALT interventions for disadvantaged pupils. In class support and modelling for class teachers.</p> | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | <p>4</p> |

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

Budgeted cost: £189,400

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>Pastoral Support</i></p> <p>To liaise with parents and act as a communication link between parents and</p> | <p>Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.</p> | <p>2</p> |

| | | |
|---|--|------|
| external agencies, such as the family wellbeing service who can offer families additional support and give guidance to parents | Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) | |
| <i>Wellbeing HLTA</i> To speak to children about their wellbeing and help them to develop emotional awareness and understanding, as well as teaching de-escalation strategies | Improving social and emotional learning Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) | 2 |
| <i>CLO</i> The Community Liaison Officer will meet with vulnerable families to build a professional relationship and to signpost to further support and make onward referrals | Building respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) | 2 |
| <i>Wellbeing Coach</i> To offer individualised social and emotional support, as well as targeted therapies to reduce anxiety and help children feel safe and confident in school | Social and emotional support is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) | 2, 5 |
| <i>AHT Inclusion Support</i> To co-ordinate the inclusion team, monitor provision mapping for impact, support differentiation for quality first teaching and to ensure all vulnerable pupils are accessing additional support when necessary | Improving social and emotional learning Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) | 1, 2 |
| <i>Pupil Counsellor</i> To give 1:1 and small group counselling to | Social and emotional support is especially important for children from disadvantaged backgrounds and other | 2, 5 |

| | | |
|--|--|----------|
| <p>pupils who have been identified as needing SEMH support</p> | <p>vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> | |
| <p><i>EWO</i> To meet with parents of PA children to explore reasons behind absence and avenues of support to improve attendance</p> | <p>Pupils who are persistently absent might need involvement with external agencies. It is key to establish clear and effective service level agreements with external partners to support pupils with persistent absence</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> | <p>2</p> |

Total budgeted cost: £347,400

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.

| Aim: | Outcome |
|---|--|
| Phonics | Even though there is no national data, in school data shows that phonics results are 83% for year 1 in 2020/21, 91% (year 2 included). This is a result of high quality and targeted intervention and this is above previous national average. |
| Key Stage 1 continuous provision | Key stage 1 continuous provision has been built and is in regular use on a daily timetable. This has assisted in the transition of R into 1, especially given the missed learning time due to covid lockdowns. |
| Early identification of SALT with interventions | Infant and Junior language link have been successfully implemented for both new intakes and casual admissions over the whole year. The language link programme has been used in small group interventions and SALT interventions have been ran consistently virtually and in person. |
| Mental Health Provision | School counsellor has been working with vulnerable disadvantaged children in liaison with the DHT Inclusion. The inclusion team have had a comprehensive mental health and wellbeing timetable with a range of interventions including talk ad draw and Lego therapy. Edukey mapping has documented the interventions and impacts on Boxall profile and SQLs. |
| Reading for Pleasure | Reading pleasure is beginning to be seen with accelerated reader becoming a standard part of daily practice in all key stage 2 classrooms. The book barn has been re-instated post covid and each classroom has a small reading library where children can choose their own reading for pleasure books. This now needs to be fully embedded with parental engagement to bridge the home school reading approach. |

| | |
|-----------------|---|
| Magic Breakfast | Magic Breakfast successfully ran for term 1 (Autumn) where every disadvantaged pupil had a daily bagel breakfast. This programme has now finished, due to charity funding. |
| EWO | Bexley EWO has successfully been meeting bi-weekly with the DHT Inclusion to ensure families with low attendance are carefully monitored and early referrals have been made to family wellbeing and social care, where necessary for early support. |

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 (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 |

Further information (optional)

Additional activity

- Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:
- utilising a [DfE grant to train a senior mental health lead](#).
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.

Planning, implementation, and evaluation

- We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.
- We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.