

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School: NMPS					
Academic Year 2020-21		Total PP budget	£54450	Date of most recent PP Review	07.21
Total number of pupils	203	Number of pupils eligible for PP	38	Date for next internal review of this strategy	03/22

2. Current attainment (data from teacher assessments July 2021 end of KS2 = 4xY6 PP pupils)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected or above in RWM	75%	
% making progress at least in line with national (Zero score) in reading	100%	
% making progress at least in line with national (Zero score) in writing	100%	
% making progress at least in line with national (Zero score) in maths	100%	

3. Barriers to future attainment (for pupils eligible for PP across the school)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Progress in oral language/vocabulary development: phonics/writing progress is slower in KS1 for PP than other pupils	
B.	Self-esteem and confidence can slow progress; wider curricular/outdoor opportunities are limited compared with peers.	
C.	Progress with mastery of basic maths skills is slower for some PP pupils compared with other pupils.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance/punctuality of PP pupils is broadly the same as for all pupils.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve oral language skills/breadth of vocabulary for pupils eligible for PP	PP pupils meet expectations.
B.	All PP pupils make the same phonics/writing/reading progress as all pupils	Good progress for all pupils
C.	All PP pupils make the same progress in maths as all pupils.	Good maths progress for all.
D.	Focussed Attachment Aware/nurture support for target pupils.	Good progress emotionally

5. Planned expenditure					
Academic year	2021-22 (£51765)				
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?
More talking to broaden vocabulary in all areas	Character Education Talk Boost KS2	Staff are trained in using this programme with positive results	Regular review of programme with staff / DH. Monitoring progress	Deputy Head	January 2022 May 2022
Increase rates of progress: phonics/writing	Additional TA groups lead by Additional TA	All TA staff are trained and experienced in delivery of the phonics programme.	Regular review of programme, monitoring of pupil progress	Deputy Head	January 2022 May 2022
Increase rates of progress; maths mastery	TA timetabled to deliver 'Impact' (1;1 sessions)	TA and staff experienced in working with class teachers to support target pupils	Regular review of pupil progress through testing/moderation of work.	Maths coordinator	January 2022 May 2022
Total budgeted cost					i +ii + £51765
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 writing outcomes	Additional experiential writing opportunities	Some pupils need additional experiential and supported writing opportunities.	Timetabled delivery of the programme. Monitoring progress	Deputy Head Class teacher	January 22 May 22
Increase rates of progress: phonics/writing	Read/Write Inc programme groups	All staff experienced/trained in delivery of the programme with excellent results	Timetabled delivery of the programme. Monitoring progress	Deputy Head Class teachers	January 22 May 22
Broaden use of vocabulary	Talk Boost in KS2	Talk Boost has been shown to be successful in KS1	Timetabled delivery by trained TA	SENCO	Jan 22 May 22
Increase rates of progress; basic maths	Additional classroom TA support; 'Impact'	Staff and TAs work closely, know the target groups. Past successes.	Timetabled delivery of the programme. Monitoring progress	Maths coordinator	January 22 May 22
1:1 for target PP pupils in writing and maths	IMPACT	PP pupils sometimes lack confidence and require 1:support in specific areas	Monitoring by class teachers	HT	May 22
Improve emotional wellbeing/self confidence	Nurture programmes in KS1/KS2 groups (AA)	Trained and experienced staff. Time out of class for focussed wellbeing work.	Timetabled and monitored by SENCO	SENCO	January 22 May 22
Total budgeted cost					i +ii =£51765

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?
Developing the wider curriculum offer	Forest Schools/ more outdoor education/trips	We know that broadening pupils learning experiences supports good progress	Funded through Sports Premium and monitored by SLT	SF	January 22 May 22
Develop Attachment Aware staff skills	Surgeries with PEGS schools	Good links with PEGS colleagues AA trained and experienced	Good attendance at AA surgeries with feedback to staff team	LS	January 22 May 22
Total budgeted cost					£51765

6. Review of expenditure					
Previous Academic Year		2020-21			
i. Quality of teaching for all					
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	
Improve phonics/writing progress	Update training in R/W.Inc for all staff	Progress in phonics is good across the school. Progress in writing has been compromised due to Covid	Regular and scheduled monitoring of pupil progress supports the best pupil progress; pupils receive targeted and specific support	TAs	
ii. Targeted support					
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	
Improve Y6 writing	Add TA time for experiential writing	Improved pupil confidence and enjoyment of writing (esp experimental writing)	Timetabled TA experiential writing work is essential; it must be fully embedded in all year groups and cross-curricular.	TAs	
iii. 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	
More visits/trips for target pupils	Trips: café/library shops/Forest	Trips have been restricted because of Covid and replaced by more school based Forest schools	Raising self-esteem through additional outdoor education opportunities.	£0	

7. Additional detail

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

Additional actions during 2020-21.

Difficulties this year around full provision of actions outlines in this plan through the restrictions from Covid.

Staff have replaced missed opportunities with more outdoor/Forest schools activities for all target groups.

Y6 were able to complete their walk up Kinder and experience 2 days outdoor work at Whitehall without the residential offer.

The school purchased Talk Boost for KS2 pupils to help improve their conversational skills after lockdown

.Key focus areas during 2021-22

Arts Mark work/creativity focus across school (focus areas of dance and music)

Developing pupil voice and a return to School Council/Sports Captain participation once school bubbles reopen.