



Pupil premium strategy statement – Northgate Primary School

School overview

Metric	Data
School name	Northgate Primary School
Pupils in school	609
Proportion of disadvantaged pupils	25.9%
Pupil premium allocation this academic year	£157,365
Academic year or years covered by statement	2021-22
Publish date	30 th November 2021
Review date	July 2022
Statement authorised by	Amanda Harrison
Pupil premium lead	Phil Tree
Governor lead	Hope Laver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,365
Recovery premium funding allocation this academic year	£4,345
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£161,710
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Statement of intent

Children who are disadvantaged will thrive in an environment where expectations are high and support is provided for all pupils to reach their full potential in a school of excellence and happiness in the heart of the community. They will be able to analyse information and have resilience to make informed decisions about a range of situations that they encounter. They will have a basis of knowledge that enables them to think critically about the world in a range of contexts and apply existing knowledge to understand it further. Through a broad and balanced curriculum, the children will have access to learning that teaches them about the areas of interest and joy that can be found outside of the school building. We will teach skills through a range of concepts so we can capture their interests and aspirations for the future

Identification of Pupils

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children at Northgate Primary School, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged children are not fluent readers
2	Relationships with families in our school community need to be strengthened following Covid
3	Some children have mental and emotional health issues that mean it is hard for them to be regulated and access learning
4	More able disadvantaged children need to be challenged to meet their full potential

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
Improve phonics and reading to enhance reading skills and influence reading for pleasure.	<p>Improved KS1 Phonics scores</p> <p>Progress in RWI Phonics data</p> <p>Progress data in FFT catch-up Intervention</p> <p>Progress in FFT 1:1 Reading Intervention</p> <p>Progress in whole school AR data</p>
Build relationships with families in our school community	<p>More children access learning/read at home</p> <p>Parents attend workshops/support sessions in school</p> <p>Parents Surveys indicate there are strong links between home and school and support is received for a wide range of needs.</p> <p>Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.</p>

	Behaviour incidents are reduced in school due to behaviour support in the home.
Continue to develop Well Being opportunities to support Social, emotional and Mental Health needs and ensure all children are regulated and ready to learn	Children are able to access learning in school Children are more regulated in school Less behavioural incidents with children
All disadvantaged children are challenged and meet their full potential	Children make accelerated progress in reading Enrichment opportunities to achieve across a broad and balanced curriculum



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

<u>Activity</u>	<u>Aim</u>	<u>Evidence that supports this approach</u>	<u>Challenge addressed</u>
School Magazine	To provide opportunities to challenge able writers in upper key stage 2 to write for purpose and audience	Children thrive when they are given opportunities to make decisions about what they write and to write for real audience. There was positive feedback in pupil questionnaires in 2020-21 for taking part in a school magazine. EEF Evidence: Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five months on average.	4, 2
Reading challenge with Dr Dunn	To provide opportunities to challenge more able writers in KS2	EEF Evidence: Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five months on average.	4
FFT Catch-up	To ensure all children can fully access the curriculum for their year group	Pupils taking part in the FFT Lightning Squad catch-up make accelerated progress in 2020-21 EEF Evidence: Northgate 'are using technology for students, where learners use programmes or applications designed for problem solving. Studies show that technology is associated with moderate learning gains: on average an additional four months progress. Evidence suggests that technology approach should be used to supplement other teaching'	1
FFT Reading	To ensure all children become fluent readers	All children taking part in FFT Wave 3 Reading Interventions last year made accelerated progress EEF Evidence 'Evidence indicates that one-to-one tuition can be effective, delivering approximately five additional months of progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers and for subjects such as reading. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive'	1
RWI Tutoring	To support all children to make progress with phonics	EEF Evidence 'Evidence indicates that one-to-one tuition can be effective, delivering approximately five additional months of progress on average. Results from studies is consistent and strong,	1

		particularly for younger learners who are behind their peers and for subjects such as reading. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive'	
KS1 'Love of Reading' Library time	To provide opportunities for all children to develop a love of reading	Developing reading for pleasure is a current whole school aim and library time gives an opportunity for children to engage with new books and also to borrow books for home	1, 4
Class teacher-led bespoke small group sessions	To provide bespoke opportunities for teachers to build relationship, catch-up learning and pre-teach new learning	EEF Evidence 'As the size of the class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils'	1, 4
1:1 Reading support with Mrs Laver/Mrs Gill	To ensure all children become fluent readers	EEF Evidence 'Evidence indicates that one-to-one tuition can be effective, delivering approximately five additional months of progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers and for subjects such as reading. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive'	1

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

<u>Activity</u>	<u>Aim</u>	<u>Evidence that supports this approach</u>	<u>Challenge addressed</u>
Nurture Room	To provide a nurturing environment to enable the children to play, thrive and build relationships in preparation for returning to their class	Evidence from 2020-21 shows that children to accessed the Nurture Room throughout this year were then able to return to class in s more regulated way and ready to learn EEF Evidence 'Interventions which target social and emotional learning and seek to improve pupils' interaction with others and self-management of emotions, rather than focussing directly on the academic or cognitive elements of learning. SEL	3

		Interventions might focus on ways in which students work with (and alongside) their peers, teachers, family or community.	
Time with Learning Mentor	To support emotional and mental health	<p>Prior to and even more so during the Covid Pandemic, we have seen an increase in the number of families (parents and pupils) needing community support. Our pastoral team provides a range of interventions such as time with the Learning Mentor to ensure we are meeting the needs of the whole child. These interventions are tracked by the DHT and fluid in their approach</p> <p>EEF Evidence 'parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parent skills in supporting reading skills and other support for families in crisis</p>	2, 3
Gardening	To provide outdoor learning opportunities for children who are not able to access these experiences at home	<p>Following EYFS home visits, it was clear that many disadvantaged families did not have access to outside space at home and therefore priority is given to these children to learn about nature, plants and gardening at school in order to access a broad and balanced curriculum</p> <p>Gardening sessions will also continue for some children in KS2. Evidence from last year showed that these sessions led the children to be calmer, built resilience and developed new relationships.</p>	3
Time with Khush	To provide emotional support and relaxation and to regulate children	Evidence from the past year has shown that Khush, our school dog has a calming effect on children in the school and can be used to help regulate individuals. He can also help the children to build resilience, relationships and compassion	3
Alternative Play	To support children to access playtime and lunchtime and develop relationship building and management of feelings	EEF Evidence 'behaviour interventions which are proactive seek to improve attainment but reducing challenging behaviour and keep children regulated'	3
Play Therapy	To support emotional and mental health	Prior to and even more so during the Covid Pandemic, we have seen an increase in the number of families (parents and pupils) needing community support. Our pastoral team provides a range of interventions such as time with the Play	3

		<p>Therapist to ensure we are meeting the needs of the whole child. These interventions are tracked by the DHT and fluid in their approach</p> <p>EEF Evidence 'parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parent skills in supporting reading skills and other support for families in crisis</p>	
Home School Link Worker Support	To develop relationships with families to support learning at home and school	<p>Prior to and even more so during the Covid Pandemic, we have seen an increase in the number of families (parents and pupils) needing community support. Our pastoral team provides a range of interventions such as time with the HSLW to ensure we are meeting the needs of the whole child. These interventions are tracked by the DHT and fluid in their approach</p> <p>EEF Evidence 'parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parent skills in supporting reading skills and other support for families in crisis</p>	2, 3
1:1 Music Lessons	To provide opportunities for children to learn a musical instrument	Children at Northgate who have found it harder to achieve academically have thrived in other areas such a music, computing and PE. Many of the children are not able to access music lessons or instruments at home and therefore this is an opportunity to ensure they have this provision as part of their broad and balanced curriculum	3, 4
EYFS Stay and Play Sessions	Build relationships with families in our school community	EEF Evidence 'parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parent skills in supporting reading skills and other support	1, 2
	To provide outdoor learning opportunities for children who are not able to access these experiences at home	Following EYFS home visits, it was clear that many disadvantaged families did not have access to outside space at home and therefore priority is given to these children to learn about nature, plants and gardening at school in order to access a broad and balanced curriculum	3

Review: last year's aims and outcomes

Where was the money being spent?	What support was provided?	Outcome and Impact
Learning Mentor Play Therapist	To provide social and emotional support to Children, 1:1 and small group sessions. The Learning Mentor will liaise with the class teachers and parents to support individuals.	These forms of support are extremely valuable to a large number of children in the school. There are children who may work with our Learning Mentor or School Counsellor for a short period of time but there are others who work with them over a longer period of time. We will be continuing with this support next year.
Lunchtime Alternative Play provision	To provide small group support at lunchtimes for vulnerable children. The Learning Mentors support children to develop collaborative skills, nurturing them during times of difficulty.	Children taking part were able to settle at lunchtime. This provision also changed forms depending on the children who needed it. Some children needed more calming activities inside whereas with the children the learning mentor helped to referee football and develop team working skills.
Librarian	To provide 1:1 and group reading support, leading library sessions and ensuring a rich variety of texts in school library	More able children were able to be extended and enthused via the librarian's knowledge. This provision continued online via Zoom during the Lockdown
Nurture Room	To provide social, emotional and academic support for children 1:1 and in small groups to support learning in class and behavioral needs	Most children who attended the Nurture Room will be returning to class full or part time from September
Family support worker	To provide support for the whole family to help parents and children to build strong relationships with school. Solution focused intervention for children & families	Families continued to receive support during Lockdown. Support has meant that children have attended school more and families have felt

		supported by school during the last year
Play Therapist	To support a variety of children with attachment, trauma or behavioural needs with weekly sessions and feedback to parents	The children are are regulated and able to express their feelings better. Play Therapy sessions continued for vulnerable children during the Lockdown
Pupil Premium Teacher time	Weekly sessions with class teacher where PP children can benefit from extra pastoral support, gap analysis and gap filling, pre-teaching, 1:1 target setting, family liaison.	Writing was a focus during PP time and therefore had the largest impact. Reading and maths will be a focus going forward. The gap was also narrowed in writing between PP and non-PP children The success criteria are difficult to measure but anecdotal evidence suggests that a large number of pupils have a greater understanding of their next steps and have acted upon these therefore making better progress. We are continuing with the pupil conferencing next year and we will now be including parents alongside pupils and teachers. These meetings will take the place of the traditional parents' evenings
Therapy dog	To support a variety of children with various needs e.g. attachment, trauma, behavioural to help calm and regulate children and support learning	Throughout 2020-21, Khush the dog was used to help regulate and calm children when they needed it. He was also used for planned sessions with disadvantaged children, especially those in the Nurture Room. Khush has also been a reward for certain children and he has taught them patience and respect.
Forest Schools	To support children to access a broad and balanced curriculum. Focus also on	Children who joined these groups worked better with peers, were calmer and were

	social and emotional health, building relationships and resilience	able to build resilience skills. They also found the sessions interesting and enjoyable. These sessions will continue in 2020-21
Gardener	To support children to access a broad and balanced curriculum and to work with individual children with more specific needs. Focus also on social and emotional health, building relationships and resilience	Children who joined these groups worked better with peers, were calmer and were able to build resilience skills. They also found the sessions interesting and enjoyable. These sessions will continue in 2020-21
I pads	Technology to support disadvantaged children who are unable to access at home. This would increase to laptops and internet in event of local lockdown/isolation	Evidence from record sheet shows that giving I-pads resulted in children completing and submitting more work during the Lockdown and then coming back without gaps (when completed to Lockdown 2020)
FFT training	Train for English lead and 6 PSAs with Wave 3 FFT Reading intervention. This will target children in 30 minute sessions who have gaps or have fallen behind during the past 6 months	Data showed improvements in all children taking part in FFT Lightning Squad Intervention. This will continue next year Sessions were also able to be continued via Zoom during Lockdown to ensure progress continued
AHT to lead PP provision	Assistant Headteacher employed to oversee Pupil Premium spending, manage resources and evaluate impact plus conference and training	All children in all classes have been monitored closely for academic performance and barriers to learning. All PP children accessed online learning or whole learning packs during lockdown. PP children accessed some online reading sessions during lockdown
Sensory Integration resources to	Sensory room resources and sensory bag resources to support individuals with attachment difficulties, including Nussy,	Evidence from teachers shows that using the sensory room allowed children to

<p>support individuals with sensory needs</p>	<p>Mighty writer resources to support writing and books</p>	<p>independently self- regulate when needed, as it sensory resources used in the classroom</p>
<p>Trip and uniform subsidies</p>	<p>Financial support to enable pupils to access outdoor and adventurous activities and participate in team building events beyond the school day.</p> <p>Incentive of free school uniform items made available to parents of all pupils eligible to receive Free School Meals.</p>	<p>Enables children to experience life beyond the classroom that they may never usually be able to. Allows them to bond with their friends and classmates. We will be continuing with this support next year.</p> <p>Children will feel part of the school if they have correct school uniform. This will enhance their engagements with learning. We will be continuing with this support next year.</p>