

# Pupil premium strategy statement

## School overview

Metric	Data
School name	North Denes Primary
Pupils in school	411
Proportion of disadvantaged pupils	40%
Pupil premium allocation this academic year	£166,320
Academic year or years covered by statement	2020-2023
Publish date	Sep 2020
Review date	Sep 2021
Statement authorised by	Mrs D Whiting
Pupil premium lead	Mrs S Noble-Parker
Governor lead	Mrs Ridpath

## Disadvantaged pupil progress scores for last academic year - 2018/19

Measure	Score
Reading	0.89
Writing	1.08
Maths	4.31

## Disadvantaged pupil performance overview for the last academic year

Measure	Score
Meeting expected standard at KS2	74%
Achieving high standard at KS2	22%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Raise standards of attainment in key subjects to ensure disadvantaged pupils are able to fully access the curriculum as the move up through the school into secondary education.

Priority 2	Ensure disadvantaged pupils have full access to the breadth of the curriculum, including extra-curricular activities.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Deprivation and lack of parental engagement (Low prior attainment on entry) – less likely to experience a rich home learning environment, lack of access to online facilities at home, mental and emotional resilience of parents, lack of skills and 10% of PP families also EAL which hinders parental engagement.</li> <li>• SEND – large SEN cohort of which 18% are PP children also 11 EHCPs.</li> <li>• Mobility – high % of children join and leave ND other than usual times of transfer.</li> <li>• Emotional resilience – this can result in or be the cause of poor nutrition, lack of physical exercise, low self-esteem, low personal emotional regulation, family mobility and breakups.</li> <li>• Lower levels of attendance and participation.</li> </ul>

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	Disadvantaged pupils achieve progress in line with other pupils at NDP	Summer 2021
Progress in Writing	Disadvantaged pupils achieve progress in line with other pupils at NDP	Summer 2021.
Progress in Mathematics	Disadvantaged pupils achieve progress in line with other pupils at NDP	Summer 2021
Phonics	95% of Y2 children pass phonics screening checks by the end of 2021. 100% of Y2 children pass screening checks by the end of 2022.	Summer 2021
Other	Disadvantaged pupils with identified barriers of emotional resilience and behaviour show increased engagement and attainment in the broader curriculum.	Summer 2022

### Teaching priorities for current academic year.

Measure	Activity
Priority 1	Ensure quality first teaching across the curriculum – clear focus on well planned and differentiated lessons that challenge and stretch all pupils. Extensive gap analysis used to further inform teaching and ensure continued progress of disadvantaged pupils.
Priority 2	Development of English and Maths (Power of Reading/Maths Mastery) across the whole school and a broad curriculum that includes features to support overlearning and securing key content.
Barriers to learning these priorities address	Low attainment on entry, deprivation at home. Emotional resilience.
Projected spending	£26,022

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Develop use of phonics teaching using RWI scheme, train all relevant staff to deliver group teaching of phonics so that timetabled interventions of phonics enables pupils with low attainment in reading to 'catch up' and access the full curriculum.
Priority 2	TA support in every class to provide 1:1 and small group support within the class across the curriculum with a particular focus on reading and maths. Any training supports staff to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions.
Barriers to learning these priorities address	Low attainment on entry, deprivation at home. Emotional resilience.
Projected spending	£61,994

### Wider strategies for current academic year

Measure	Activity
Priority 1	Provide a Wellbeing team that supports the pupil's emotional resilience, behaviour and learning needs. This could include but not limited to learning mentor

	support, targeted play therapy, 1:1 behaviour support within the class.
Priority 2	Support families to increase engagement, mental health and emotional resilience. Support with deprivation, families living on the 'breadline,' lack of resources to support learning at home.
Priority 3	Support families with funding to participate in extra-curricular activities including clubs, visits and wrap around care.
Barriers to learning these priorities address	Lower levels of attendance and participation. Deprivation, mobility and SEND.
Projected spending	£78,304

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Familiarity with targeted strategies for high quality teaching. Time for CPD and collaborative practice that give staff best practice knowledge and experience.	CPD training provided by relevant people in Power of Reading/Phonics/Maths Mastery. Purchasing of relevant and approved materials to support high quality teaching e.g. maths models and quality texts.
Targeted support	Time for TA CPD particularly in RWI phonics and Maths Mastery. Time for small group intervention. Ensuring every class has TA support and SEND children have the support they need.	Funding used to provide very class with a TA. Time and funding if needed to provide TAs with adequate training. (Cover provided in class if needed). Funded intervention teacher to provide 2-3 days of small group work.
Wider strategies	Engagement with families who are hard to reach due to deprivation, mobility, mental health and emotional resilience.	Wellbeing team (Assistance Head, Parent support advisor, behavioural lead, SENCO) to provide the coordinated support to both parents and pupils that enables the pupil to engage in school.

## Review: last year's aims and outcomes

Aim	Outcome
Improve progress for PP pupils in core subjects	R/W/M combined KS2 score PP children. Overall 75% reached expected (of which 21% reached higher). This is 10% above the national average.
Focus on reading/phonics improvement through the development of quality texts.	Accelerated reader used by every class including Star reader as a useful tool for assessing gaps in knowledge and monitoring progress. Use of Power of Reading as part of the English curriculum – more focused on quality texts. Reading recovery in place run by a member of full time staff.
Support pupils and families with mental health, tackle significant barriers to learning for disadvantaged pupils on some key issues. (System practitioner contract with NHS)	Wellbeing team developed that pulled together expertise across the school to provide pupils and families with the support they needed. 45% of the Pupil premium children in school received targeted support from the wellbeing team with 83% of those pupils making expected + progress in R/W/M.