



Northfield St Nicholas Primary Academy

Pupil premium strategy statement 2020/2021



School overview

Metric	Data
School name	Northfield St Nicholas Primary Academy
Pupils in school	All pupil: 409 Compulsory school age: 343
Proportion of disadvantaged pupils	PPG: 205/409 PPG: 186/343
Pupil premium allocation this academic year	£232,770 projected spend against a Funding Allocation of £225,416
Academic year or years covered by statement	1 year
Publish date	28 th November 2020
Review date	28 th November 2021
Statement authorised by	Iain Owens
Pupil premium lead	Terri Freeman
Governor lead	Catharine Earl

Disadvantaged pupil progress and attainment scores for last academic year

We have no published results for the 2019-2020 academic year due to the Covid pandemic. During the academic year 2018-2019, our most recent results are data is captured below:

Progress from KS1-2 2018-2019	Score
Reading	-3.71
Writing	-1.33
Maths	-3.07
Attainment at KS2 2018-2019	Score
Reading	46%
Writing	67%
Maths	64%
Combined	44%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Combined: 55%, Reading 65%, Writing: 65%, Maths: 65%
Achieving high standard at KS2	Combined:9%; Reading: 16%; Writing: 16%, Maths: 9%
Aim	Target
Attainment in Reading	To raise attainment of all disadvantaged pupils to narrow the attainment gap to national non-disadvantaged attainment.
Attainment in Writing	To raise attainment of all disadvantaged pupils to narrow the attainment gap to national non-disadvantaged attainment.
Attainment in Mathematics	To raise attainment of all disadvantaged pupils to narrow the attainment gap to national non-disadvantaged attainment.
To increase pupils' vocabularies and spoken language	Pupils' vocabularies will be increased and this will be evident within speaking and listening and in their writing.
To ensure that all pupils, irrespective of prior attainment and barriers to learning have access to a rich, broad and challenging curriculum with planned progression throughout the school.	<p>To implement the 'A SUPERHERO' curriculum to ensure that curriculum planning is in line with good practice and Ofsted expectations.</p> <p>To ensure that pupils access the curriculum and wider opportunities of enrichment.</p>
Barriers to learning this strategy addresses	<p>Deprivation – the IDACI index shows a high level of deprivation within the community.</p> <p>Attendance – higher than average persistent absence means less exposure to teaching and a higher risk of children falling behind in their learning.</p> <p>Social & Emotional needs – in some cases, these can inhibit/prevent learning or impact upon others' learning.</p> <p>Gaps in learning can result in pupils not meeting age related expectations in reading, writing and maths.</p>

	<p>Language - in some cases, limited vocabulary and language skills can impact upon learning.</p> <p>Cultural Capital –in some cases there may be limited exposure to life experiences which can significantly increase a child’s knowledge and understanding of the world in which they live in.</p> <p>Parental Engagement & Support from Home –home support can significantly increase a child’s attainment & rate of progress. We aim to ensure that all pupils have opportunities to consolidate basic skills and experience cultural and sporting enrichment.</p>

1. Teaching priorities for current academic year

Aim	Activities
<p>To ensure that young children have educational pre-school experiences which prepare pupils for school and academic success.</p>	<p>EARLY YEARS & FOUNDATION STAGE (EYFS): QFT is essential for a real focus on engagement with pre-reading, early number concepts and verbal reasoning.</p> <p>NSN will ensure that disadvantaged children benefit from high quality programmes: activities include:</p> <ul style="list-style-type: none"> - The delivery of HQ phonics programme, reading programme and reading initiatives. - Maths intervention in addition to group work to promote numerical skills. - Social development: Turn taking programme. - Lead on SALT: Communicate and Welcomm assessments. - Makaton Sign Language: CPD. - Frequent REMEDY training to support disadvantaged pupils and achieve early milestones.
<p>To ensure that pupils’ vocabularies are proactively increased</p>	<p>To ensure planning and subsequent provision develops the range of vocabulary and understanding of words. This will then be applied to given tasks and visually reinforced by word wall/word of day before being translated into writing.</p>

	<p>To ensure that focused support for disadvantaged pupils reaching the expected standard in phonics check at the end of year 1 is effective.</p> <p>Spelling: To improve the accuracy of spellings. QFT: Weekly spelling rules are taught to the pupils. Weekly homework is issued according to the spelling rules. Spellings are assessed every term. PiXL tracker is used to inform the gap analysis for vulnerable pupils and responses to the needs presented.</p>
<p>To ensure that the whole school reading approach accelerates progress.</p>	<p>Whole school reading: promoted in all areas of the school. Reading Race/ Busters Book Club initiatives. Authors used to engage pupils with reading. Weekly library sessions and reading corners promote reading engagement. Individual standard grids are annotated to show pupil progress within each year groups in respect to the National Curriculum.</p> <p>Power of Reading (POR) used to engage pupils with high quality text. Reading domains explicitly taught with daily 'reading fluency' sessions. Reading domains are explicitly taught through the knowledge and understanding of each of the strands of VIPERS: Vocabulary, Inference, Predict, Explain, Retrieval, Sequence/Summarise. Visual prompts are adopted in KS1 to support pupils when articulating each reading domain.</p> <p>Topic driven/cross curricular and pupil preference reading used to engage reading. Bespoke reading intervention and support in place where vulnerable pupils are identified and supported to meet ARE.</p> <p>Reading folders will demonstrate regular assessment, tracking and next steps, intervention and therapy support.</p> <p>Word recognition (common exception words), fluency (speed read) and AfL outcomes used to identify and support key marginal pupils.</p> <p>Target readers are identified using triangulated data: teacher assessment, Sulford, PiXL and PIRA test data and practice SAT assessments. Pupils are then RAG rated according to vulnerability and receive daily intervention from: Teacher, HLTA/LSA, Reading Advocate or trained volunteers. High risk disadvantaged pupils receive additional reading support and intervention from the class teacher, LSA/HLTA and trained volunteers.</p> <p>Book banding: Pupils are assessed on entry to NSN to determine starting point within the book band system. Regular</p>

	<p>opportunities to change books with an adult are facilitated. Assessments are recorded in class folders, class tracker systems in place. Book banding will ensure targeted and tiered reading will increase accessibility.</p> <p>Increased access to facilities and resources before school, during school, after school and during social breaks; including the use of ICT. High quality texts in The Street, The Library, The Hub and School Main Entrance, Corridors, Classroom, Breakfast club, Afterschool Club, Nurture, Thrive and the POD.</p> <p>Oral language promoted in the curriculum and through phonics delivery: Daily streamed Read Write and Ink sessions take place to further develop phonic knowledge and support children to achieve the Phonics Screening Test (PST). Assessment cycle in place to inform groups and identify focus pupils. 1:1 target phonic provision for vulnerable pupils x 1 a week. Staffing: strengths of teaching are used for those at greatest risk of not passing PST. Additional tutoring for pupil premium pupils: Fresh start and phonics tutoring (KS2), additional phonics intervention KS1. Year 2 pupils who did not achieve Year 1 PST, RWI group work continues. Oxford Owl Conversion tables are used to convert RWI assessments to inform book banding. RWI resource packs sent to home settings to support vulnerable pupils. Phonics lead completes audits for resources and ensures that material is accessible and tailored towards level of need. Phonics and English Lead plan and deliver CPD and monitor the effectiveness of QFT through phased monitoring.</p> <p>To improve parental engagement and reading routines in the home setting. Home-school log books will capture time and text accessed outside of school. Termly story cafes are scheduled to demonstrate the teaching of reading and writing that can be reinforced in the home setting. Termly themed 'Book Fayre' are scheduled to enthuse families. Library 'Open sessions' after school are scheduled to enthuse families and engage with text.</p>
<p>To ensure that the whole school writing approach accelerates progress.</p>	<p>Power of Reading: To ensure a cohesive whole school approach to the delivery of the Power of Reading (POR). Power of Reading is introduced half termly to engage pupils through the application of high quality texts, to guarantee high quality writing outcomes. POR teaching sequences are used to inform QFT: planning of daily English lessons. Learning journals are kept in all year groups across each phase of learning to evidence all learning opportunities and raise standards across the school for all pupils. Writing skills are developed through the POR initiative: narrative, persuasive, non-chronological, diary, etc. Poetry in readers theatre is used to perform out</p>

characters and achieve a greater understanding of characterisation.

Big Write: To safeguard weekly extended writing opportunities through the 'Big Write' whole school initiative. Big Write: All pupils undertake a weekly extended writing task, supported by encounters and POR. AfL: weekly teacher assessments used to identify gaps in learning and support vulnerable pupils through writing targets 'Pencil bookmarks in books' for all REMEDY pupils. Whole school themed 'Big Write' used to immerse children in a theme to accelerate high quality written work. Criterion scales are used for all pupils to show progress over time and data is used to inform teacher assessment. All disadvantaged pupils' work is marked first by the class teacher.

To ensure high quality writing expectations are an integral part of the broad and balanced curriculum. Specific sentence structure skills will be transferred to all subject areas. Pupils will have regular extended writing opportunities in all subject areas. Effective subject leadership monitoring will uphold standards and expectations.

Handwriting: High expectations for presentation and handwriting are demonstrated at all times. The teaching of handwriting is explicit each week. Misconceptions are addressed in all lessons. Teachers model high quality presentation during delivery. Visual writing prompt: finger spacing, letter mats and letter formation aids are in place for vulnerable pupils. The 5 step process to secure the 'Pen licence' scheme has been introduced and tracked by class teachers to show progress across the school year. Pupils are rewarded in assembly for stages and on receiving their licence.

Learning Environments: All learning environments promote high quality English Modelling and WAGOLs are used to show high expectations and support vulnerable pupils in class, or around school. Weekly learning is captured and pupils have the opportunity to reflect on new learning (image in class books). Word of the day displays and magpie boards are in place to encourage more ambitious use of vocabulary along with evidence of weekly spellings.

Alan Peat's sentence structure progression document used to improve writing skills across the school and to ensure cross phase progression and allows easy identification of gaps in learning for vulnerable pupils. Sentence structure and skills are explicitly taught through QFT in class. Visual prompts and word mats on tables support pupils in class.

<p>To ensure that the whole school maths approach accelerates progress.</p>	<p>Times tables teaching is precise and focused and explicitly taught daily across the school, in an agreed order, to ensure all tables are grasped by Year 4. PIXL times tables and Times Table Rockstars used to facilitate learning opportunities; including at home or during unstructured time in school. Times tables journals used to support the teaching of tables where appropriate. Regular competitions to maintain interest and enthusiasm.</p> <p>Maths sessions taught using White Rose Maths scheme supporting a maths mastery approach. Problem solving to form an integral part of the mathematical week. QLA and PiXL gaps analysis and AfL is effective across the school and informs planning. Children have regular opportunities to consolidate basic skills that are age appropriate. Key marginal children in UKS2 identified and supported by support staff, class teacher and maths specialist. Standards grids are used to set age appropriate mathematics learning objectives.</p> <p>Maths workout sessions held daily to facilitate the opportunity to revisit previous learning for consolidation and to assess prior learning has been embedded. Assertive mentoring approach is used.</p> <p>Maths working walls updated weekly and used to remind children of prior learning and enable them to reflect on their weekly mathematics learning. Reasoning forms a part of every maths lesson, whilst developing mathematical vocabulary.</p> <p>The CPA approach will underpin all mathematics learning. Children are able to show their understanding by using manipulative, pictorial representation and abstract representation.</p> <p>Parent events and Maths cafes held termly to up-skill/inform home settings. The Chris Quigley model of Basic, Advanced and Deep tasks adapted and adopted to ensure appropriately challenging tasks available for self-selection in every lesson; which provide a deepening of understanding in order to successfully achieve.</p>
<p>To use CPD to ensure that teaching is precise and of high quality</p>	<p>Triangulated evidence on quality of teaching (including assessment and planning) will be used to inform CPD cycle.</p> <p>Teaching and Learning, English and Maths leaders to monitor practice and work alongside staff to develop subject knowledge, pedagogy and consistency on an on-going basis.</p> <p>Directed time to be used to enable staff to collaborate on consistent, accurate formative assessment to inform planning.</p>

Barriers to address	<p>Recruitment and retention of staff in order to provide quality first teaching and learning support.</p> <p>Staff workload</p> <p>Implementing change/ change management</p> <p>Time management</p>
Projected spending	£103,580

Section 2: Targeted academic support for current academic year

Aim	Activities
To use REMEDY approach to meet individual needs of disadvantaged learners	<p>To monitor the impact of provision and ensure that gaps and needs are identified and mitigated.</p> <p>For staff to deliver bespoke intervention, or in-class support on a daily basis according to need; including catch-up support following government direction and additional funding for disadvantaged learners.</p> <p>To facilitate the use of ICT technology in the home setting, where possible, so that remote provision can meet the needs of disadvantaged learners.</p>
To ensure that additional adults are deployed effectively to address learning areas identified in assessment.	<p>To identify areas for development using different types of formative assessment, including: AfL, PiXL, summative testing and gap analysis therapy.</p> <p>To ensure teaching sequences are adapted according to assessment.</p> <p>To monitor and support teachers in deployment of additional adults in line with EEF guidance.</p>
Extra Y6 and Y5 teacher	To provide alternative strategies and ensure that needs are identified and met in accordance with social, emotional, MHWB, behaviour, attendance and learning needs.

Barriers to learning these priorities address	<p>Maintaining accurate records and information about the strand of provision and the impact this has.</p> <p>The impact of guided group activity or intervention.</p> <p>CPD opportunities for support staff are an integral part of PPG provision.</p> <p>The impact and understanding of the place and purpose of alternative strategies at Northfield.</p> <p>The impact of Covid19 on learning. The limited number of ICT Laptops for PPG children across the school @80 laptops.</p>
Projected spending	£51,730

Section 3: Wider strategies for current academic year

Aims	Activity
To meet the needs of pupils so they are ready to learn	<p><u>Safeguarding:</u> PPG FTE pupils' safety and well-being is managed during the term of the exclusion to ensure their safety is prioritised: i.e. external agencies and Safeguarding Team are advised and the school completes a daily well-being check (food, work, support).</p> <p><u>Attendance:</u> Policy and guidelines for good and regular attendance and punctuality demonstrate clear routines and expectations for the school community. Activities include:</p> <ul style="list-style-type: none"> - EWO engagement to unpick complex home settings: including prevent and fast track action. - Attendance contracts initiated for persistent absentees - Start-up new attendees to commence their placement with contract and PPG provision. - Home visits/escorted journeys to school for absentees. - To access travel/share a car taxi provision for persistent absentees. - Late gate to challenge punctuality. - MHWB provision / family support - My Attendance Charts as a strategy to promote good and regular attendance - Breakfast club for PPG pupils. - Home-school communication to share attendance percentages. - Scrutiny of sub-groups and cross relationship to PPG; for example SEN and PPG, White male and PPG etc.

Behaviour:

Policy and guidelines for positive relationships and behaviour inform clear routines and expectations for the school community; with consideration to remote learning conduct.

Data informs practice and reasonable adjustments are adopted to support PPG pupils.

For all children to independently conform to routines and structures that enable them to learn and be safe.

To have in place a range of alternative strategies to support learning and behaviour at Northfield and reduce exclusions. Where appropriate, external agencies adopt a joint-up approach.

Alternative strategies will offer environments that enable children to learn with external local support services; i.e. The LINK, The HUB, The POD, Little GEMS, Thrive, Counselling, YMCA, Chance to Shine Project, Radweald Trust, DOT, S&L, ADHD Nurse, CISS, Ashley Outreach Team. Private counselling is offered to enable children to self-regulate and access learning.

Staff receive appropriate and relevant training that enables them to manage low level and / or challenging behaviour where staff know and understand the relationship between PPG and behaviour.

Restorative Practice:

Northfield will ensure that pupils feel safe at school where bullying, discrimination and peer-on-peer abuse (online or off line) are not accepted and dealt with quickly, consistently and effectively with resolution for all parties. Non-compliant PPG perpetrators will have support that enables them to accept responsibility for their own choices and actions so that bullying and incidents of non-conformity stop.

Restorative Practices use data and protocols to track and monitor incidents of bullying and discrimination. This is used to inform approaches for target groups or individuals.

Mental Health and Well-Being:

An ethos exists in school where staff know and care about pupils and respond to their individual needs. Provision is made to support PPG pupils: 'Hardship Fund' for uniform, PE kit and sanitary products. Food in school holidays (voucher), breakfast club, healthy eating monitoring, after school clubs (inclusion and opportunity). Where appropriate mentoring, counselling, self-esteem, trauma and bereavement guidance is implemented; particularly prevalent and support required during the pandemic..

Home-school Family Support:

	<p>Wave 1, Wave 2, Wave 3 provision meets the needs of children. Family support ensures that all parties access bespoke intervention which promotes MHWB, attendance and behaviour. Services may include: CAF, NHS, S&L, DOT or CAMHS referrals. Young Carers with external support along with responding to Local Authority guidance and direction. YMCA, Shine project, Positive Futures and Radweald, provide bespoke support for vulnerable pupils. CISS and psychological or therapeutic services may also be accessed.</p> <p>Vulnerable children and young people under the DfE framework Categories 1, 2 and 3 will be offered in-school provision and remote support depending on the needs of children and family and the schools RA protocol.</p>
To maximise the reach and impact of Breakfast Club:	<p>To provide structured learning activities for pupils before school; including reading, maths and writing.</p> <p>To provide early morning intervention that is based on summative assessment and formative assessment findings for Year 6 pupils from January to May.</p>
To increase pupils' cultural capital and experiences at Northfield.	<p>To introduce 'A SUPERHERO' curriculum framework which is in line with the new Ofsted expectations to be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.</p> <p>To use the local environment to raise pupils' awareness of local characteristics.</p> <p>To bring in visitors to add context to learning and inspire pupils.</p> <p>To use the REAch2's 11B411 initiative to broaden pupils' experiences and encounters across different phases of learning.</p>
POD (Pupil Orientated Development) and GEMS (Guided Emotional Management) and SEAL (Social and Emotional Aspects of Learning)	To introduce alternative strategies and provision across all phases of learning, to meet the needs of children.
Barriers to learning these priorities address	<p>Attendance: The management of persistent absence.</p> <p>Diverse range of social and emotional needs to be met across the whole school.</p>

	<p>Cost to fund and support breakfast club and the range of provision.</p> <p>Cost to fund and support POD, GEMS and SEAL in-house alternative strategy provision.</p> <p>Cost to support learning opportunities beyond the locality.</p>
Projected spending	£57,930

Section 4: Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Inconsistencies in teaching approaches in reading, writing and maths. Ensuring that whole school initiatives in reading, writing and mathematics are embedded and an integral part of practice.</p> <p>Ensuring that formative assessment is used effectively to plan and deliver teaching sequences. Ensuring that effective communication between different members of staff supports this.</p> <p>Ensuring enough time is provided for effective CPD and joint planning.</p> <p>Ensuring that REMEDY strategies impact on target pupils.</p>	<ul style="list-style-type: none"> - Teaching and learning leaders to monitor quality of teaching and support its development. - Teaching and learning leaders to adopt standardisation, moderation, scrutiny, perceptions and observations of initiatives and impact. - CPD cycle to allow regular dialogue and sustained focus on key school improvement priorities. - To use good practice eg EEF maximising impact of TA to ensure effective deployment to support learning.
Targeted support	<p>The time, staffing, space and costing available to support alternative strategies and provision.</p> <p>Ensuring that the deployment of adults addresses the learning needs of children.</p> <p>The reliability of data and assessment to provide bespoke REMEDY provision.</p>	<ul style="list-style-type: none"> - SLT, SENDCo and Pastoral Lead to monitor the quality of provision and need in respective areas. - To use good practice eg: EEF maximising impact of TA to ensure effective deployment to support learning. - SLT/Subject Leaders to moderate and standardise

	The reliability of data and assessment to provide bespoke catch up programmes	pupil outcomes to that data is reliable.
Wider strategies	<p>Ensuring time is given to develop RP status and accreditation as a school.</p> <p>Ensuring that home-school maintain positive relationships so that alternative strategies or external agency support can be accessed; i.e Early Help, Family Support and EWO/Attendance Officer</p> <p>Ensuring that pupils who are entitled to access breakfast club take full advantage of this provision. Ensuring provision for reading, writing, maths is available during this time.</p> <p>Ensuring planned opportunities for Cultural Capital raise aspirations and have maximum impact.</p> <p>Ensure Pastoral Team is cohesive and effective</p>	<ul style="list-style-type: none"> - SLT/Whole School and ABA (Anti-bullying Advocate) work collaboratively to embed good practice and measure impact. - Pastoral Team to maintain positive relationships with home setting to ensure families access relevant services and use feedback to improve provision - Attendance Officer and PPG lead to monitor breakfast club quality of provision and its development. - DHT (Curriculum) to oversee and monitor quality of provision and its development. - DHT to lead and monitor.
Projected spending	£19,530	

Review: 2018-2019 aims and outcomes

<p>Aims:</p> <ul style="list-style-type: none">● All children to benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local school;● All children to become confident individuals and responsible citizens.● To raise the attainment of disadvantaged pupils of all abilities with a sustained focus on improving the life chances of the least fortunate so that they may reach their potential, through high expectations, data analysis, focused target setting and improvement priorities.● To raise standards in high quality teaching and high quality learning in order to improve pupil attainment.● To improve the identification of disadvantaged pupils and provide assistance in accessing help.	<p>Leadership: A Senior Leadership Team was established with high quality and skilled practitioners. A Leadership Team and Subject Leaders (Curriculum) were appointed in view of creating a broad and balanced curriculum; that is SEN inclusive.</p> <p>Teaching and Learning: staff recruitment and retention has been the main priority, with considerable expenditure on the appointment of high quality and skilled practitioners to address the gap in attainment between PPP and NPP and raise pupil outcomes throughout the school ^{3,1}. The deployment of skilled LSA/HLTAs with specific roles and areas of specialism is integral to the improvement of high quality teaching and learning and the provision of personalised intervention (individual tutoring/group work), at the same time reducing class size.</p> <p>The school has undergone developments that have improved the quality of learning environments and ICT access; including the introduction of literacy and numeracy programmes in and beyond the school setting..</p> <p>Extra-curricular, enrichment and funding: The Head has ensured that the school provides support to the school community in accessing FSM and completing applications. The school offers a daily breakfast club. There are additional opportunities to participate in a range of extra-curricular activities before, during and after school hours; including further opportunities organised through the PE and Sport Premium Grant. Swimming is a strong focus for the school; under Covid restrictions the cohort have not accessed the usual allocation of time. For many pupils, in particular Year 6, they accessed learning beyond the school day and attended Saturday enrichment which had a blend of academic and engaging activities; here vulnerable pupils were specifically targeted.</p> <p>The 11B411 Programme has been implemented and continues to develop under the leadership of the SDHT and reflects REAch2 expectations.</p> <p>The Pupil Parliament (Pupil Voice) is active and in position and reports perceptions, they actively engage in the leadership and management of the school. Pre Covid 19 the children were significantly present at events, assemblies and celebration events</p>
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¹ Marc Rowland: EEF/Sutton Trust PP: Next Steps: A Practical guide to the PP.

	<p>that includes the school community. In normal operating procedures The Pupil Parliament meets regularly with key adults that include leadership, pastoral and teaching representation.</p> <p>The SDHT (Curriculum Lead) has undergone training to create and develop a broad and balanced curriculum at Northfield St Nicholas in response to DfE and Ofsted requirements. The SDHT has undergone assessment training too; this will enable the SLT to better identify gaps in learning and respond accordingly.</p> <p>Data review:</p> <p>DHT (PPG responsibility) created ‘Pupil Premium on a Page’ document to capture attainment and progress across the whole school. In addition to this a ‘Vulnerable Group Analysis: Attainment and Progress’ document was created so that staff became familiar with the difference between attainment and progress as an identification tool for the gaps between them and in respect to the national picture.</p> <p>Prior to the national pandemic this is what Northfield achieved:</p> <ul style="list-style-type: none"> - 100% of Year 6 pupils are made expected reading progress. - 9% attainment increase in Year 6 writing scores; where 100% of pupils made expected progress. - 100% of Year 6 pupils made expected progress in mathematics - 8% of Year 5 pupils are made better than expected progress in reading and writing. - 100% of Year 5 pupils are made expected progress in mathematics, reading and writing. - 7% of Year 3 pupils are made better than expected progress in reading. - Year 2 increased their reading progress from 84% to 93%. - Year 2, 100% disadvantaged pupils made progress in writing. - Year 2, 95% disadvantaged pupils made progress in mathematics. - 10% progress increase in Year 1 writing scores. <p>Notably the REMEDY intervention has been created to improve progress and attainment scores and reduce the gap between PPG and NPPG children in pursuit of closing the gap between Northfield and the National percentiles. Children are making progress. The school needs to be effective in improving attainment outcomes.</p>
<p>REMEDY</p> <ul style="list-style-type: none"> ● To use ‘REMEDY’ as a whole school approach and strategy to closing 	<p>DHT PPG Lead has undergone a 3 day training course with the EEF to inform good practice at Northfield. A review has been completed with Daniel Jones (CEO: Children’s Endeavour Trust and TSFC Pupil Premium Reviewer) to capture success and areas</p>

<p>the gap between disadvantaged and non-disadvantaged pupils.</p> <ul style="list-style-type: none"> ● All children to be supported and encouraged to lead healthy and active lives. 	<p>for development. The Monitoring visit from REAch2; including an Ofsted Inspector: Andrew Rigby credited the school for a theory rich lead and driven PPG initiative.</p> <p>The whole school initiative REMEDY is embedded and children receive bespoke provision to support the development of reading, writing and mathematics; along with SEM development. The catchup programme that was started in the Autumn Term was beginning to have impact.</p> <p>Staff, including LSA/TAs, receive regular CPD that includes the use of data and EEF guidelines to improve provision and close the gap in attainment through effective identification and bespoke provision.</p> <p>There is a whole school consistency for the vision of REMEDY at Northfield.</p> <p>The school effectively deploys a highly skilled and proficient pastoral system. The LINK enables pupils to reset and understand behaviour and uniform expectations. The HUB provides counselling, mentoring academic/emotional support, therapeutic interventions for social and emotional needs along with the leadership and management of PSHE enrichment days. The school has created alternative strategies to support learning that include: 'Thrive', 'Nurture' and Restorative practice, which are lead or supported with specialist trained personnel.</p> <p>Persistent Absence was noted in the last Ofsted inspection (July, 2019), particularly for disadvantaged pupils. Through effective tracking and monitoring of those frequently absent there is no longer a discrepancy between PPG and NPPG children. Persistent Absence overall has been reduced from 24% to 5% over a 2.0 year period (2018/19), 5% lower than SCC average for PA). Attendance in normal operating circumstances remains strong.</p> <p>Attendance DfE guidance was adhered to during Covid 19 pandemics.</p>
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