

Pupil premium strategy statement NSN

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Northfield St Nicholas Primary Academy
Number of pupils in school	387
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024
Date this statement was published	5/11/21
Date on which it will be reviewed	1/11/22
Statement authorised by	Nicola Richards (DDoE)
Pupil premium lead	Julie Catchpole (DHT)
Governor / Trustee lead	Catharine Earl (CofG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 216, 545 (plus LA3 £7035)
Recovery premium funding allocation this academic year	£145 per eligible pupil
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£216, 545

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
---	--

Part A: Pupil premium strategy plan

Statement of intent

Our main goals are to ensure that Pupil Premium children's achievements are in line with their non-pupil premium peers. This year our main priorities focus on the following areas:

- A. Children to be Y1 ready by end of EYFS.
- B. Children & families receive high level of support to engage with school.
- C. Improved attendance - especially with Persistent absence.
- D. Children are ready for the next stage of their education.
- E. Children engage with the curriculum and enrichment opportunities.
- F. Children's diet and health improvement and wellbeing improved through positive active, engaged playtimes.

Our Pupil Premium plan works to achieving these objectives in the following ways:

A

- Experienced high-quality EYFS staff with the appropriate skill set have been recruited and retained, including an excellent EYFS Phase leader who both supports and challenges colleagues to continually reinvent strategies, systems and opportunities for the pupils needs to be met despite typical low baseline on entry scores in all areas of development.
- Ensuring children are Year 1 ready by end of EYFS using a range of strategies are effectively in place: Communication & Language approaches, earlier starting age, Early literacy approaches, Early numeracy approaches, Parental engagement, play based learning, Physical development approaches, Self-regulation strategies.

B

- Proactive and dynamic Inclusion team who drive the schools' fundamental principles of Safeguarding and Restorative Practice to ensure children are best supported to successfully access mainstream provision and engage with their learning & feel safe.

C

- Engaging with a raft of strategies, including the local EWO service, to ensure Attendance figures are in line with national with particular focus on persistent absence to support and challenge families and children who struggle to attend school regularly or consistently in line with expectations.

D

- Quality First Teaching and Learning in all classes ensures that children learn well, remember what they have been taught and catch up quickly when gaps in their learning is identified. There is a strong and consistent focus on both the core skills and wider curriculum, all underpinned with a clear commitment to engaging and motivating hard to reach learners. This consistency across all year groups is reflected in the well trained and stable staffing structures in place driving school improvement work.

E

- The school's ASUPERHERO curriculum, ethos and values ensure that the curriculum offer is carefully quality controlled, promoted and used to support delivery of the school's wider curriculum offer. ASUPERHERO is tangible and transparently consistent across all year groups and that pupils' books and pupil voice demonstrate that the curriculum is well delivered, and learning remembered.

F

- Through the work of the Healthy Schools Advocate and other staff to provide extracurricular clubs and activities (including Magic breakfast) and the PSHE curriculum and the schools' commitment to using LSA's to support active and engaging playtimes. The school is also seeking to make a significant financial investment to install several significant pieces of playground play equipment.

Challenges

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

Challenge number	Detail of challenge
1	Low baseline on entry to EYFS in all areas of development
2	High rates of families/children known to external agencies
3	High rates of social deprivation (IDACI 44%1, 40% 2), low social mobility & JAM families
4	Low aspiration
5	Poor diet & health/lack of active/imaginative physical play opportunities in the community.

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
1. <i>Children to be Y1 ready</i>	<ul style="list-style-type: none"> 72% GLD
2. Children & families receive high level of support. Improved attendance.	2. Children can successfully access mainstream provision and engage with their learning & feel safe. Attendance figures in line with national
3. Children are ready for the next stage of their education	3. Children perform in line with their peers at end of KS testing
4. Children engage with the curriculum and enrichment opportunities	4. Evidenced in pupil voice
5. Children's' diet and health improvement and wellbeing improved through positive active, engaged playtimes.	5. Increased attendance. Increased engagement in lessons & at play. Evidence in pupil voice that children show awareness of and engagement with healthy lifestyles.

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: £ 100k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Experienced high-quality EYFS staff with the appropriate skill set have been recruited and retained.</i>	EEF EY Toolkit Communication & Language approaches Earlier starting age Early literacy approaches Early numeracy approaches Parental engagement Play based learning Physical develop approaches Self-regulation strategies Social and emotional learning strategies.	1
<i>Recruitment and retention of additional support staff to provide increased high-quality feedback</i>	EEF EY Toolkit Feedback	2, 3
<i>Recruitment and retention of additional support staff to engage pupils in the curriculum</i>	EEF EY Toolkit Arts participation Feedback	4
<i>High quality teaching of healthy lifestyles/physical fitness/diet Additional playground resources to encourage active play and support wellbeing</i>	EEF EY Toolkit Physical participation	5

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

Budgeted cost: £ 30k

Activity	Evidence that supports this approach	Challenge number(s) addressed
To recruit and retain additional support staff to support learning in class; to deliver, or to release the teacher to deliver,	EEF T&L Toolkit Small group tuition Feedback	3

targeted interventions work.		
------------------------------	--	--

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

Budgeted cost: £ 86 k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit and retain increased pastoral Team support to deliver and support: -Restorative Practice ethos & strategies -Family Liaison -Safeguarding -Engagement with external agencies -Attendance strategies	EEF T&L Toolkit Social and emotional care Behaviour interventions Metacognition and self-regulation Parental engagement	2
Recruit and retain additional support staff to engage pupils in extra curricula activities Commission substantial playground equipment	EEF EY Toolkit Physical participation Arts participation Additional substantial fixed playground resources to encourage active/imaginative play (wellbeing)	4, 5
Family Liaison work to tackle food poverty/budgeting/safeguarding strategies/CAF interventions	EEF EY Toolkit Programmes that aim to develop parent skills Programmes for families in crisis CAF support	5

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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.

The 2 main strands of our pupil premium strategy focus on QFT and Pastoral care. The planned work was redirected during the pandemic to meet the needs of the children and their families.

Recruitment and retention of additional support staff to provide increased high-quality feedback and curriculum engagement to support QFT and engagement beyond the classroom when the school was not in lockdown.

The QFT via remote learning and when back in class remained high.

The pastoral care team and teaching team safeguarded the physical, mental health and wellbeing via a range of activity:

- Daily phone calls
- Multiple points of contact daily for the most vulnerable families
- Food parcels
- Hygiene parcels
- Wellbeing programme developed to support children who were unable to access academic resources
- SEND bespoke support
- Support to actively get vulnerable pupils to attend lockdown classes.

CPD on blended learning ensured that staff could deliver daily online learning that was of a high quality

- Phonics training
- Google classrooms training
- Reorganising curriculum sequencing support
- 1:1 tailored support for staff
- 1:1 bespoke training for families to use loaned laptops

During the return to school in March 21 it was evident that the work of the school staff to support children's emotional wellbeing, as well as the blended learning opportunities, during Lockdown, meant that children were ready to learn and quickly reengaged with their learning with both good conduct and learning behaviours across the school.

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
NA	NA

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.