

Pupil premium strategy / self-evaluation (primary) NORTHDOWN PRIMARY



1. Summary information					
School	Northdown Primary School				
Academic Year	2020-21	Total PP budget	£246,000	Date of most recent PP Review	July 2020
Total number of pupils	283	Number of pupils eligible for PP	57.5%	Date for next internal review of this strategy	July 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths		
% making expected progress in reading (as measured in the school)		
% making expected progress in writing (as measured in the school)		

% making expected progress in mathematics (as measured in the school)		
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3. Barriers to future attainment (for pupils eligible for PP)
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Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>

A.	Low starting point at entry, in speech and language development.
B.	Pupils in receipt of pupil premium who also have a significant special educational need.
C.	Lack of English language skills, poor oral language, limited exposure to wider vocabulary through home circumstance.

Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>

D.	Lack of knowledge from parents of how to engage in their child's education and the importance of being active in their child's educational development.
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4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>	Success criteria
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A.	Further improve the quality of teaching of writing for pupils eligible for PP across the school.	Pupils eligible for Pupil Premium identified make at least as much progress as 'other' pupils across all key stages in writing. Measured by teacher assessments and successful moderation practices established across the Multi Academy Trust (MAT).
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	Further improve the quality of teaching of reading for pupils eligible for PP across the school.	Pupils eligible for Pupil Premium identified make at least as much progress as 'other' pupils across all key stages in reading. Measured by phonics (R, Y1, Y2) and teacher assessment judgements; measured in Y3, 4, 5 and 6 by teacher assessments, Accelerated Reader data and use of standardised test - Reading NTS - data.
B.	Continue to improve the teaching of maths (vocabulary use and application to problem solving) for pupils eligible for PP across the school.	Pupils eligible for Pupil Premium identified make at least as much progress as 'other' pupils across all key stages in maths. Measured by teacher assessments and successful moderation practices established across the Multi Academy Trust (MAT) and use of standardised test - Maths NTS data. Those who fall behind are given additional support after identification of gaps in their knowledge and skills.
C.	Improve the interventions for reading, writing and maths across Early Years, KS1 and KS2 for those also with a special educational need.	Pupils eligible for PP with identified SEND make as much progress as 'other' students. Measured by teacher assessments and successful moderation practices established across the Multi Academy Trust (MAT) and use of standardised tests - PIRA/PUMA data and Accelerated Reader assessment.
D.	Improve the use of formative assessment to target in class misunderstandings and/or gaps in knowledge.	Pupils eligible for PP make comparable progress across all subjects. Measured through pupil interviews and book looks.

5. Review of expenditure

Previous Academic Year

2019-2020

i. Quality of teaching for all

Action	Intended outcome	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
1. Use Letters and Sounds to improve the teaching of phonics and tracking in Year R2	Phonics to be broadly in line with national	<p>Y2 (December 2020) National Screen Data Cohort 68% PP - 61% NPP - 66%</p> <p>The results have been impacted by the national lockdown due to Covid-19.</p>	<p>Letters and Sounds is not meeting the needs of all children even though it is having some impact. RWI to be used in place of Letters and Sounds.</p> <p>Phonics lead will monitor and track EYFS alongside Y1 and Y2. Sharing data across 2 schools to compare effectiveness of groups. Sharing data with Reading lead to help track number 2. To continue</p>	£54400
2. Improve the link between phonics and reading books	Phonics scores translate into Y2 reading scores	Reading program changes has allowed this to happen naturally. There is now a clear structure for progression from RWI into Reading and the books linked to this.	This will continue but inline with RWI/AR/Destination Reader programs. - To continue and develop.	£45727

<p>3. Use whole class reading as a reading teaching approach</p>	<p>Reading scores increase to above national</p>	<p>Y1 NTS Reading scores: PP - 26.3% NPP - 55% Y2 NTS Reading scores: PP - 18.2% NPP - 44% Y3 NTS Reading scores: PP - 59.1% NPP - 63.6% Y4 NTS Reading scores: PP - 29.2% NPP - 75% Y5 NTS Reading scores: PP - 27.8% NPP - 52.4% (Data after the 1st National lockdown) The results have been impacted by the national lockdown due to Covid-19.</p> <p>The switch to NTS tests from PIRA has allowed a more accurate tracking of Reading data as tests are more inline with SATS.</p>	<p>Whole class Reading using Destination Reader in KS2 is having a positive impact upon Reading progress. - Destination Reader (KS2) will continue. Daily Supported Reader (KS1) will be developed so that it works alongside RWI.</p>	<p>£42000</p>
<p>4. Use of maths mastery</p>	<p>Maths scores at KS1 rise above national. EYFS scores for maths rise above national</p>	<p>No national data due to Covid impact and lockdown.</p> <p>Y2 NTS data: PP - 31.8% NPP - 42.4%</p> <p>The results have been impacted by the national lockdown due to Covid-19.</p>	<p>Maths mastery was not rolled out across EYFS and KS1 due to national lockdown. This will start next academic year - To continue</p>	<p>£38427</p>

5. Use of PUMA data to identify higher learners and set work accordingly	Higher attainers identified by teachers before the test identifies them	PUMA identified high achievers but this wasn't consistently used by teachers to inform planning.	Use of PUMA test - Switch to NTS tests which gives a more accurate prediction for SATs,	£2206
6. Systematic and rigorous approach to vocabulary development through wider curriculum, supported by reading programmes.	Vocabulary development remains high profile for staff and children use and understand more words	Vocabulary is taught in line with 'Closing the vocabulary gap' using tier 1,2 and 3 words. The use of traffic light systems supports the acquisition of new vocab.	Systematic teaching of vocab - To continue but to be developed to be further embedded in all areas of the curriculum.	£14600
7. Implement new assessment through feedback whole school approach	Formative assessment in the moment becomes the 'norm' and focus of teacher work.	This started but impact was limited due to the impact of Covid and national lockdown.	New assessment and feedback approach will continue to be implemented - to continue	£1400

ii. Targeted support

Use of Language Link.	Children with S&L difficulties all make accelerated progress.	Children accessing speech and language interventions all have made progress against their individual targets.	Speech and language interventions will continue next year - To continue	£16475
Use of targeted intervention Daily Supported reader for all pupils Year 2 – 6 below Turquoise Level.	All children able to segment and blend effectively.	Inventions started in T3 but had limited impact due to national lockdown and school closures.	Targeted interventions for children working below standards in phonics was beneficial - to continue but inline with RWI program	£30851

iii. Other approaches

Action	Intended outcome	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
Target parent evening specifically on reading	Parents become knowledgeable about reading progress and attainment of their child	Due to lockdown 1 this was done over phone calls. Due to this impact was limited. Feedback from parents who did attend was positive.	This was a positive step forward in engaging parents but due to Covid-19 it was unable to show its full impact. -To continue with developments- relaunch of the reading programs.	£n/a
To upskill parents on the teaching of reading, writing and maths and how they can best support at home.	Year R workshops held in Term 1. Parents to have a greater understanding of the importance of	Reception workshops worked well for parents that attended. Limited parental engagement.	Upskilling of parents will continue but developed to have further impact. Use of software to support parents in developing basic skills as well as review the reception entrance pack to add resources. To continue with developments.	£1300

	reading and our approaches to it.			
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6. Planned expenditure

Academic year 2020-21	£246, 000
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1.Implement the RWI phonics programme.	Y1 phonics check and Y2 phonics resits will be inline with national average.	RWI is shown to have a great impact in other schools with a similar level of deprivation. The program is more immersive than Letters and Sounds which allows for accurate assessment.	2 INSET days will be allocated to training all staff in RWI. There will be an assigned phonics lead tasked with tracking and developing CPD. Support staff will be allocated to lead a group and specifically trained reading leads will take on responsibility for leading interventions within their year group. Support will be given from TKAT RWI lead as well as Kingsnorth English Hub.	CA	March 2020

2. Implement maths mastery in KS1.	Maths scores at KS1 rise above national. EYFS scores for maths rise above national	Mathematics mastery as a programme has worked well in other schools and in lessons is observed to have a positive impact on children.	Implement maths mastery in to KS1. All staff to be given training. Leads will monitor effectiveness.	HF	March 2021
3. Develop the teaching and exposure to high quality vocabulary across the curriculum.	Vocabulary development remains high profile for staff and children use and understand more words	Vocabulary identified as a potential barrier through research (including Ofsted research).	Planned termly through wider curriculum plans, monitored through Writing/Reading and WC lead. introduce zones of relevance into the writing cycle and targeted vocab into WC termly knowledge organisers.	TPL, CA, RW	March 2021
4. Develop reading across the curriculum including home reading in KS2 through the use of AR, MyOn and topic additional text.	Reading data at the end of KS2 is more inline with national average. Progress from NTS Reading shows progress throughout the year.	Research shows that reading is a key predictor of success at GCSE.	Relaunch Accelerated Reader which will be tracked weekly by an AR lead. Staff to receive training on the use of AR. My On to be introduced and linked to AR to give children more of a range to access at home. This is to be monitored. WC and Reading lead to create additional text boxes for each topic to maximise exposure to high quality text.	RW, CA	March 2021
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Use of NTS testing and SHINE intervention software to support teachers in identifying gaps in learning and targeting intervention.	PP will achieve inline with NPP through successful targeted intervention.	Targeting interventions through gap analysis will enable teachers to address gaps in understanding.	Subject leads to monitor subject areas. All staff to receive training in using the gap analysis and intervention tools. This is to be overseen by HT/DHT.	MH HF, TPL, CA, RW	March 2021
Teacher to lead interventions across Y5 and Y6 specifically for PP children.	PP will close the gap with NPP at the end of KS2 assessment.	Specific targeted intervention will enable PP children to close the gap with NPP through instant feedback and adapted planning.	Impacted to be monitored by Y6 lead. Teachers attend planning sessions and are given a set timetable of interventions. Entrance/exit data will be tracked.	SF overseen by HF	Impact reviewed March 2021
Implementation of RWI reading leads.	Children underperforming in phonics will receive targeted intervention to reach expected standard.	Specific phonics intervention will enable PP children to achieve the expected standard in phonics or make accelerated progress.	All staff to be given RWI training and specific reading lead training to be given to assigned reading leads in each year group. This is to be monitored by Reading lead and entrance/exit data tracked.	CA	Impacted reviewed after Y1 phonics screening check
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Development of a nurture provision.	Children who struggle in class provision will have social, emotional and behaviour support to enable progress.	Evidence shows that nurture groups are having a consistent, significant and large effect in improving social, emotional and behavioural outcomes among children who previously had difficulty learning within a mainstream class.	Clear protocol and rationale will be shared for children accessing the provision. This will be shared with staff assigned to the provision. This will be monitored by SENCO and HT.	SENCO	March 2021
To upskill parents on the teaching of reading, writing and maths and how they can best support at home.	Get ready for EYFS support for parents. Parents to have a greater understanding of the importance of reading and our approaches to it.	Parents will be upskilled to support their children to develop the skills needed to enter EYFS but also to support their learning throughout the year.	EYFS team to develop videos to show what children should be able to do. Parents can share videos of their children and the skills using Evidence Me.	EYFS team MH	March 2021