



Northfield House Primary Academy **Pupil Premium Strategy Statement**

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| Principal: | Alex Curran |
| Date: | 30 September 2019 (updated 7 November 2019) |

1. Summary information

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| School | North Mead Primary Academy | | | | |
| Academic Year | 2019-20 | Total PP budget | £205,920 (excluding EYPP) | Date of most recent external PP Review | 20/09/17 |
| Total number of DA pupils | 156 | Proportion of DA children | 39.5% | Date for next PP Review | September 2020 |

2. Current attainment (end of KS2 results 2018-2019)

| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP your school (national average 'other' in brackets)</i> |
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| % achieving age related or above in reading, writing & maths (or equivalent) | 79% | 89% (71%) |
| % achieving expected standard or above in reading | 82% | 89% (78%) |
| % achieving expected standard or above in writing | 82% | 89% (83%) |
| % achieving expected standard or above in maths | 86% | 89% (84%) |

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | The families of children eligible for PP are often unable to afford/access enrichment opportunities that build children's understanding and 'cultural capital.' |
| B. | Lack of opportunities at home to rehearse language acquisition and develop basic skills, such as times tables, spellings and reading. |
| C. | A significant number of children come to school without having had breakfast and are not ready to learn effectively. |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| D. | 51 children are currently receiving school based family support, 43 of whom are eligible for PP. 3 of these are subject to CP plans, 2 are classed as Children in Need, and a further 3 are accessing early Help. (6 out of 8 of these children are eligible for PP) |
| E. | The attendance of children eligible for PP is below that of 'other' children at NMPA (currently PP 95%, non PP 96.5%). During 2018-19, gaps between national attendance figures and those at NMPA narrowed, but there is still a significant gap with regards to our Persistent Absence figures (NMPA 12%, national 8.7%) |

| 4. Outcomes (<i>Desired outcomes and how they will be measured</i>) | | Success criteria |
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| A. | Provide enrichment opportunities for pupils eligible for PP. | All learners have access to at least 3 enrichment activities (e.g. theatre visit) each year. Analysis of clubs data shows that at least 50% of participants are eligible for PP, including new Rainbow and Brownies Units (started 12.9.19) |
| B. | Improve the attainment of children eligible for PP (attainment of pupils eligible for PP in the current years 2, 4 & 5 is below that of 'other' children.) | Attainment gaps in the current years 2, 4 and 5 are narrowed. |
| C. | Every child has access to breakfast (whether during breakfast club or on the door) | Analysis of Breakfast Club data shows that at least 50% of attendees are eligible for PP Punctuality rates improve to ensure a maximum number of children access free breakfast |
| D. | Early engagement with school based family support leads to fewer children needing child protection plans and improved attendance for vulnerable families. | Fewer children are subject to child protection plans. Analysis of NMPA attendance data shows that children eligible for PP are attending more regularly |
| E. | Improve attendance and reduce the percentage of persistent absenteeism. | Gaps are narrowed with national figures for attendance and persistent absenteeism. |

5. Planned expenditure

Academic year

2019-20

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

1. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| A Provide enrichment opportunities for pupils eligible for PP | <p>Free After School Clubs A variety of free clubs are on offer, for example: baking, football, ICT, art, sewing, running, dance, etc. All clubs focus on the development of social skills including communication. Principles promoted within the classroom e.g. active listening are also promoted within clubs. Key vocabulary is used and reinforced, linked to the subjects being covered. Children can engage with others that speak the same first language as themselves, thus gaining confidence in their ability at school and their learning of English. Cost £18,000</p> <p>Class teacher released to lead music teaching across the school. This includes instrumental projects that require the children to perform and take part in musical opportunities outside of school. Cost £20,000</p> <p>Free Enrichment Trips Significant enrichment opportunities are planned for all children linked to their new curriculum. Project management carried out by Academy PA, who also ensures equality of access and opportunity. Cost £20,000</p> <p>Brownie and Rainbow Units Establishing these units will provide significant enrichment opportunities that are lacking in the area due to no current units running. The financial contribution by parents will be minimal, and uniforms, activity and subscription costs will be met by school, charitable grants and any available support from Girl Guiding. Cost £2,000</p> | <p>Maximising the opportunities within and outside of the school day for children to develop their spoken English will enable them to access the wider curriculum and enrichment opportunities</p> <p>EEF: Oral language, Moderate impact, very low cost +5</p> <p>Collaborative learning, Moderate impact, very low cost +5</p> | <p>Pupil Premium review</p> <p>More active conversational input by pupils evident in observations and learning walks.</p> <p>Children displaying more confidence in performance and in different social contexts.</p> <p>Analysis of participation data.</p> | Head of School & Principal | Feb 2020 Sept 2020 |

PPR2

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| <p>B Improve the attainment of children eligible for PP in years 2, 4 & 5.</p> | <ul style="list-style-type: none"> Invest in systems that enable children to work on basic skills both at home and at school (Spelling & handwriting Journals, Maths Journals, Accelerated Reader and Times Tables Rock Stars) Monitor and increase participation in systems Collect and maintain accurate data (3 data points), analyse and hold pupil performance/progress meetings including a focus on PP children Identify early those children in danger of not hitting the expected levels and put intervention in place (focus in years 2, 4 & 5) Provide standardisation and moderation opportunities for staff Increase the proportion of day to day teaching which is outstanding <p>Cost £88,000</p> | <p>Impact of systems previously used before has contributed to schools upward results trajectory</p> <p>EEF- Collaborative learning, very low cost, Moderate impact +5</p> <p>EEF- Feedback, High impact, very low cost +8</p> | <p>Pupil premium data report</p> <p>Pupil progress meetings</p> <p>Class drops ins / work scrutiny / performance management</p> <p>Analysis of participation data</p> | <p>Head of School & Principal</p> | <p>Feb 2020 Sept 2020</p> |
| Total budgeted cost | | | | | £148,000 |

| 2. Targeted support | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| D Early engagement with school based family support leading to fewer children needing child protection plans | <ul style="list-style-type: none"> • Employ full time Family Support Worker • Aim to remove any barriers to learning by empowering parents / carers to make positive changes in their lives for the wellbeing of their family. • Build 'non-judgemental' relationships with families • Support parents / carers with housing or school applications, attend mental health appointments, signpost to debt management agencies, access food banks, enable charity support applications. • Offer tools for parents / carers to improve routines and boundaries at home. • Give parents / carers the opportunity to bridge the gap between home with school. • Work alongside social workers to provide planned support for children on plans or receiving Early Help. | <p>Family Support worker employment increases the percentage of time that class teachers can spend on learning and teaching.</p> <p>Ensuring that the hierarchy of needs is satisfied ensures that children can better access learning opportunities.</p> <p>EEF- Parental engagement Moderate impact for moderate cost, +3</p> | <p>Appraisal process</p> <p>CPOMS recording and monitoring & DSL briefings</p> <p>Ongoing CPD external training from LCC or LCSB.</p> <p>Attend DSL forum</p> <p>Multi agency information sharing.</p> | Head of School & Principal | Feb 2020 Sept 2020 |
| E Improve attendance and reduce the percentage of persistent absenteeism. | <p>Continue to:</p> <ul style="list-style-type: none"> • Carry out SLT meetings for Persistent Absentees and continue to monitor identified children through focus groups and communication strategies • Provide incentives for families and regularly review • Tailor rewards to children achieving attendance in line with national percentages • Allocate Family Support worker time to work with targeted families to improve attendance and punctuality (JH + JNM) • Work effectively with the EWO to monitor families that are causing concern and put into place effective actions and strategies | NMPA's 'attendance offer' improved figures during 2018-19, particularly by reducing PA figure from 17.8% to 12% | <p>Fortnightly meetings with EWO</p> <p>Weekly analysis of attendance data</p> | Principal | Feb 2020 Sept 2020 |
| Total budgeted cost | | | | | £53,000 |

| 3. Other approaches | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| C Every child has access to breakfast (whether during breakfast club or on the door) | <ul style="list-style-type: none"> Free breakfast club provision available from 8am every day. Food currently provided by Magic Breakfast (until March 2020). Bagels are available on the door for all children as they enter school | <p>Provision last year contributed to upward trajectory and improved attendance figures</p> <p>Children are more ready to learn when they have had an appropriate breakfast.</p> | <p>Pupil premium review</p> <p>Analysis of attendance data (breakfast club and whole school)</p> <p>SLT visiting breakfast club</p> | MC / Principal | Feb 2020 Sept 2020 |
| Total budgeted cost | | | | | £5,000 |

6. Review of expenditure

| Previous Academic Year 2018/19 | | Total Received: £203,349 | |
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| 1. Quality of teaching for all | | | |
| Desired outcome | Chosen action / approach | 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) |
| A Provide enrichment opportunities for pupils eligible for PP | <p>Breakfast Club</p> <p>Free After School Clubs</p> <p>Class teacher released to lead music teaching across the school.</p> <p>Free Enrichment Trips</p> | <p>Every child accessed at least one significant enrichment opportunity which impacted positively on our attainment at all statutory assessment points.</p> <p>Club participation for children eligible for PP increased by a further 12% compared with the previous year.</p> <p>Expert music tuition by released teacher improved the quality of curriculum provision as noted by Challenge Partners in March 2019, and reflected by our Silver Music Quality Mark, awarded in September 2019.</p> <p>Breakfast provision was developed during 2018-19 as a result of Magic Breakfast funding. All children who arrive on time now access free breakfast daily (either at the club or on the door).</p> | <p>Magic Breakfast funding runs out in March 2020. Staffing is paid for out of PP funding, but we need to research providers of free food.</p> <p>A minority of children are not allowed to attend visits that are outside of Leicester for a range of reasons. Bilingual TA to work with families to raise awareness and ease concerns, Principal to liaise with local religious leaders to ensure that children are not discouraged to attend due to late return times.</p> <p>Release of expert music teacher will continue to provide curriculum excellence.</p> <p>Brownie and Rainbow units planned for 2019-20.</p> |

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| <p>B Improve the attainment and progress of children eligible for PP (attainment of pupils eligible for PP in the current years 1, 3 & 6 is below that of 'other' children.)</p> | <ul style="list-style-type: none"> Invest in systems that enable children to work on basic skills both at home and at school (Spelling & handwriting Journals, Maths Journals, Reading Pro and Times Tables Rock Stars) Monitor and increase participation in systems Collect and maintain accurate data (3 data points), analyse and hold pupil performance/progress meetings including a focus on PP children Identify early those children in danger of not hitting the expected levels and put intervention in place (focus in year 3 & 6) Provide standardisation and moderation opportunities for staff Increase the number of outstanding lessons through staff development opportunities, such as personalised CPD | <p><u>Attainment:</u> Data shows that we are closing the gaps between the attainment of DA and non DA pupils by the time they leave Primary school. Attainment of DA learners at NMPA was better than national benchmarks for non DA learners at EXS (apart from in writing where there was a 1% gap). Attainment for DA learners at NMPA was significantly better than for DA learners nationally.</p> <p>Gaps in attainment still exist in years 1 & 3</p> <p><u>Progress:</u> Progress scores for DA pupils were well above national DA benchmarks (Reading: 5.3, Writing 5.5, Maths 6.1) Our DA learners made more progress than our non DA learners, showing clear evidence of closing the gap.</p> | <p>Assessment, pupil progress and intervention arrangements will continue.</p> <p>Year 6 provision to continue due to significant impact</p> <p>Years 2 & 4 (2019-20) will be carefully targeted to continue gap closing.</p> |
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| 2. Targeted Support | | | |
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| Desired outcome | Chosen action / approach | 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) |
| D Early engagement with school based family support leading to less children needing child protection plans | <ul style="list-style-type: none"> • Employ full time Family Support Worker • Aim to remove any barriers to learning by empowering parents / carers to make positive changes in their lives for the wellbeing of their family. • Build 'non-judgemental' relationships with families • Support parents / carers with housing or school applications, attend mental health appointments, signpost to debt management agencies, enable charity support applications. • Offer tools for parents / carers to improve routines and boundaries at home. • Give parents / carers the opportunity to bridge the gap between home with school. • Work alongside social workers to provide planned support for children on plans or receiving Early Help. | <p>Excellent relationships have continued to build between our family support worker and parents/community/ outside agencies.</p> <p>Currently only 3 families on Child Protections Plans, although 51 children are accessing school based family support in some format, 43 of whom are eligible for PP.</p> <p>FSW has contributed to significantly reducing PA figure through doing a minibus pick up service for vulnerable families with poor attendance.</p> | <p>Continue with Family Support systems – they are essential for removing barriers to learning.</p> <p>Bilingual TA now undertakes aspects of the FSW role for Roma & Slovakian speaking families.</p> |
| E Improve attendance and reduce the percentage of persistent absenteeism. | <p>Continue to:</p> <ul style="list-style-type: none"> • Carry out SLT meetings for Persistent Absentees and continue to monitor identified children through focus groups and communication strategies • Provide incentives for families and regularly review • Tailor rewards to children achieving attendance in line with national percentages • Allocate Family Support worker time to work with targeted families to improve attendance and punctuality | <p>Attendance improved from 94.8% in 2017-18 to 95% in 2018-19</p> <p>Persistent Absence dropped from 17.8% in 2017-18 to 12% in 2018-19.</p> | <p>Continue with systems in place, but undertake regular reviews to evaluate and ensure they are still having an impact.</p> <p>Meet more regularly with the EWO to ensure legal processes are followed in a timely manner.</p> |

| 3. Other Approaches | | | |
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| Desired outcome | Chosen action / approach | 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) |
| <p>C Parental engagement in school events and activities improves (particularly in KS2) and new successful communication methods are introduced.</p> | <ul style="list-style-type: none"> • Full time Bilingual TA improves communication with Roma/PP families in person and via Family Support mobile phone. • Teachers2Parents text system used for reminders, access to doodle polls, etc. • Academy PA time used to create doodle polls to increase parental engagement in school activities • Academy PA tasked with creating an Academy Communication Strategy • Directed time dedicated to enquiry groups tasked with increasing parental engagement through trialling different approaches • Class dojo trialled as an effective class communication system | <p>96% of parents attended parents' evenings in spring 2019, and 99% attended in Autumn 2019.</p> <p>Parent View and annual survey to parents were overwhelmingly positive.</p> <p>Only a few families are not yet signed up to Class Dojo.</p> | <p>Class Dojo has improved communication, however next step is to improve how regularly parents read posts.</p> <p>Parental engagement needs driving by Phase leaders – in 2019-20 this has been included on the SIP for all 3 leaders</p> |