



North Mead Primary Academy **Pupil Premium Strategy Statement**

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| Principal: | Alex Curran |
| Date: | 30 September 2020 (updated 9 November 2020) |

1. Summary information

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| School | North Mead Primary Academy | | | | |
| Academic Year | 2020-21 | Total PP budget | £191,600 (+£10,400 unspent from last year due to lockdown) £20,2000 | Date of most recent external PP Review | 20/09/17 |
| Total number of DA pupils | 141 | Proportion of DA children | 32.6% | Date for next PP Review | September 2021 |

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) | 92% | 77% (71%) |
| % achieving expected standard or above in reading | 92% | 77% (78%) |
| % achieving expected standard or above in writing | 92% | 77% (83%) |
| % achieving expected standard or above in maths | 92% | 77% (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, including access to outdoor learning opportunities. |
| 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. | 44 children are currently receiving school based family support, 37 of whom are eligible for PP. 2 of these are subject to CP plans, 2 are classed as Children in Need, and a further 3 are accessing early Help. (5 out of 7 of these children are eligible for PP) |
| E. | The attendance of children eligible for PP is below that of 'other' children at NMPA (for 2019/20 these figures were 94.3% PP, 95.7% non-PP until lockdown in March 2020). |

| 4. Outcomes (<i>Desired outcomes and how they will be measured</i>) | | Success criteria |
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| A. | Provide enrichment and outdoor learning opportunities for pupils eligible for PP | <ul style="list-style-type: none"> All learners have access to at least 3 enrichment activities this year. Outdoor provision improved to enable quality learning experiences. |
| B. | Ensure that the attainment of children eligible for PP is at least in line with that of other children | <ul style="list-style-type: none"> Any in year attainment gaps narrowed End of Key Stage data reflects equality of attainment |
| C. | Children come to school ready to learn | <ul style="list-style-type: none"> Every child has access to breakfast every day Number of recorded 'lates' decreases during 2020-21 |
| D. | Early engagement with school based family support enables families to be self-sufficient and able to source help independently | <ul style="list-style-type: none"> Fewer children are subject to child protection plans and other levels of external help |
| E. | Improve attendance and reduce the percentage of persistent absenteeism. | <ul style="list-style-type: none"> Gaps are narrowed with national figures for attendance and persistent absenteeism. |

5. Planned expenditure

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| Academic year | 2020-21 |
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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? |
|---|--|---|--|----------------------------|--------------------------------------|
| A Provide enrichment and outdoor learning opportunities for pupils eligible for PP | <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 £22,228</p> <p>Free Enrichment Opportunities 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 £14,000</p> <p>Brownie and Rainbow Units Continuing these units following lockdown 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>Two 'outdoor classrooms' to be developed In school learning will be enriched by providing opportunities to learn outdoors, which is particularly important for those without gardens or access to safe outdoor spaces. Garden area to be redesigned and use of the woodland area to be monitored and promoted. Cost £5,000</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 2021 Sept 2021 |

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| <p>B Ensure that the attainment of children eligible for PP is at least in line with that of other children</p> | <ul style="list-style-type: none"> To enable pupils in year 6 working below age related expectations to achieve age related expectations by the end of the year Year group of 60 split into 3 smaller classes of 20 for the whole of the school day. Cost £42,000 Invest in systems that enable children to work on basic skills both at home and at school (Spelling & handwriting Journals, Maths Journals, Accelerated Reader, Lexia and Times Tables Rock Stars) Cost £8,793 Investment in IT provides access for all. Cost £8,900 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 Cost £44,500 Provide standardisation and moderation opportunities for staff Increase the proportion of day to day teaching which is outstanding | <p>Impact of smaller class size in year 6 in previous years Impact of systems previously used before has contributed to schools upward results trajectory (success of PP attainment last year)</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 2021 Sept 2021</p> |
| Total budgeted cost | | | | | £147,421 |

| 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 enables families to be self sufficient and able to source help independently | <ul style="list-style-type: none"> • Employ full time Family Support Worker • Employ part-time bilingual Family Support Worker to support Slovakian Roma speaking families • 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 2021 Sept 2021 |
| E Improve attendance and reduce the percentage of persistent absenteeism. | <p>Continue to:</p> <ul style="list-style-type: none"> • Carry out SLT & EWO 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 | School evidence of impact – attendance has risen during the last two years. | <p>Fortnightly meetings with EWO</p> <p>Weekly analysis of attendance data</p> | Principal | Feb 2020 Sept 2020 |
| Total budgeted cost | | | | | £48,092 |

| 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 Children come to school ready to learn. | <ul style="list-style-type: none"> Free breakfast provided for every child (Covid risk assessment arrangements mean that this will be offered in individual bubbles) Once Covid risks are reduced, model to return to breakfast being provided via free breakfast club | <p>Provision last year contributed improved attendance figures</p> <p>Attainment data shows sustained improvement</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> | KH / Principal | Feb 2021 Sept 2021 |
| Total budgeted cost | | | | | £6,487 |

6. Review of expenditure

| Previous Academic Year 2019/20 | | 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>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>Club participation for children eligible for PP increased compared with previous year. Over 50% of attendees were eligible for PP.</p> <p>Expert music tuition by released teacher continues to improve the quality of tuition and progress made by children.</p> <p>Every child accessed at least 3 significant enrichment opportunities which impacted positively on our attainment data <i>NB full budget was not used due to lockdown, leading to £10,400 being carried forward into the 20/21 pupil premium strategy.</i></p> <p>Brownie and Rainbow units established and providing much needed enrichment opportunities.</p> | <p>Music teaching needs to continue but is difficult to manage alongside a class responsibility – explore other ways of enabling the specialist teaching.</p> <p>More volunteers needed for Rainbow and Brownie units.</p> <p>Enrichment expenditure used well and has had a considerable impact on outcomes for children – approaches to be continued.</p> |

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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 Cost £88,000 | <p><u>Attainment:</u> End of key stage data shows that we have closed 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 much better than that of non DA learners in 2020.</p> <p>Gaps narrowed between DA and non DA learners in identified year groups.</p> | <p>Assessment, pupil progress and intervention arrangements will continue.</p> <p>Smaller teaching groups in Year 6 to continue due to significant impact.</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 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>Excellent relationships have continued to build between our family support worker and parents/community/ outside agencies.</p> <p>Child protection plans stepped down (new CP plans in Sept 2020 relate to new cases)</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 and to 95.2% in 2019-20. NB attendance figures only noted until the start of lockdown due to Covid 19 in March 2020.</p> <p>Persistent absence rose in 2019-20 up until March 2020.</p> | <p>Attendance 'offer' to continue within the difficult context of Covid.</p> <p>Reducing persistent absenteeism will be the main focus of work when circumstances allow.</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) |
| 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>All children received access to free breakfast every day whilst school was open through either free breakfast club or bagels on the door.</p> <p>This provision was continued throughout lockdown for all families who needed support through socially distanced collections and doorstep deliveries.</p> | <p>Continue with approach with adaptations due to Covid 19 risk assessment. Breakfast club will not restart until it is safe to do so, and bagels will be provided per class to avoid risk of virus transmission.</p> |