

Pupil premium strategy statement

This statement details North Mead Primary Academy'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	North Mead Primary Academy
Number of pupils in school	375 (years1-6)
Proportion (%) of pupil premium eligible pupils	139 pupils 37.1%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	30.11.21
Date on which it will be reviewed	30.11.22
Statement authorised by	Alex Curran
Pupil premium lead	Alex Curran
Governor / Trustee lead	Cathy Brown

Funding overview

Detail	Amount (total £230,458)
Pupil premium funding allocation this academic year	£187,955
Recovery premium funding allocation this academic year	£20,155
Early Years pupil premium funding	£1,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,848

Part A: Pupil premium strategy plan

Statement of intent

At North Mead Primary Academy, the achievement of disadvantaged pupils is at the heart of our vision and values (CARE CARE):

- *Character – development of the whole child, embedding character and resilience to support them in being lifelong learners*
- *Aspiration – high expectations for all children and determination that barriers to learning will be overcome*
- *Relationships – positive and meaningful relationships are central to success*
- *Equity – a personalised approach for our children and families, helping to meet their differing needs*

- *Community – we welcome, include and value everyone in our diverse community*
- *Accessible – we are always here to support our families*
- *Results and Outcomes – determination for children to achieve at the highest level possible, ensuring they are secondary ready*
- *Enriched – opportunities provided to increase our children’s cultural capital*

Our school is situated in an area of high deprivation where unemployment and long-term unemployment figures are significantly higher than the East Midlands average, and over a third of workers are classed as ‘low skilled.’ Our DA numbers are rising, and our total number on roll has increased significantly to 414 since the census figures that our funding is based on. Our curriculum intent statement is underpinned by our curriculum drivers, and we direct pupil premium funding to ensure that our disadvantaged learners are supported to overcome any barriers to their achievement.

“We will provide all of our children with a *broad, relevant and enriched* curriculum so that they have the *character* to make a *positive* contribution to our society and are *knowledgeable, skilled and ready* for the next phase of their education.”

Curriculum Drivers:

Character – Nurturing positive character attributes such as cooperation, independence, problem solving and resilience.

Core Skills – teaching the core skills of reading, writing, oracy, computing and maths across the curriculum

Cultural Capital – Respecting and celebrating diversity and enabling children to participate in, and respond to, artistic and cultural experiences.

Citizenship – the children to understand their place in the community and wider world and understanding of key concepts to enable them to be positive citizens.

Challenges

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

Challenge number	Detail of challenge
1	High percentage of pupils who do not speak English at home or who lack the opportunity to develop their use of vocabulary at home (80% EAL)
2	Gaps in attainment and achievement have re-emerged in the wake of the pandemic
3	Many pupils do not have access to opportunities to build their cultural capital, which impacts negatively on their development of knowledge.
4	Lower attendance levels and high levels of persistent absence
5	Our families face challenging circumstances including financial deprivation. Our local safeguarding risks include neglect and anti-social behaviour 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
Improved oracy skills	<ul style="list-style-type: none"> Lessons show planned opportunities to develop talk and children engaging in language rich activities All children with Speech Language and Communication needs to be assessed and supported by a speech therapist in a timely manner Improved oracy skills contribute to attainment and achievement gaps narrowing in reading and writing between DA and non-DA pupils
The gap in the achievement and attainment of disadvantaged pupils compared to non-disadvantaged pupils is narrowed.	<ul style="list-style-type: none"> End of key stage data in reading, writing and maths shows that gaps between the attainment and achievement of DA and non-DA pupils have narrowed since June 2021. Work scrutiny & data analysis shows that disadvantaged pupils are making good progress comparing well to that of non-disadvantage pupils.
Disadvantaged children have equal access to enrichment opportunities	<ul style="list-style-type: none"> All disadvantaged children access North Mead's Fantastic Fifty enrichment trips for free and use this to support their progress across the curriculum Expert music tuition in place and accessed by all during lesson time and by at least 20 DA children during after school club

Attendance of DA children will have improved (within the context of the pandemic)	<ul style="list-style-type: none">• Gaps between the attendance of disadvantaged children and non-disadvantaged children are narrowed
Families access support in order to reduce barriers to learning	<ul style="list-style-type: none">• Early engagement with school-based family support leads to fewer children needing social care involvement

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: £ 3,454

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy -Voice 21	Oral language programmes: very high impact for very low cost based on extensive evidence (EEF)	1

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

Budgeted cost: £ 103,566

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher released to lead interventions to address attainment and achievement gaps in reading and writing across KS2	EEF: 1:1 tuition - high impact for moderate cost (+5)	2
Use of an additional Year 6 Teacher to enable smaller teacher to pupil ratios	EEF: Small group tuition for low cost (+4) School specific evidence: KS2 SATs results across 2017-2019 shows progress that is above or sig above in reading, writing and maths whilst using this approach	2
Experienced teacher providing targeted 1:1 support in Maths across KS2	EEF: 1:1 tuition - high impact for moderate cost (+5) EEF: Feedback – very high impact for very low cost (+6)	2
Speech and Language therapist – 1 day a week	EEF: Oral language programmes - very high impact for very low cost based on extensive evidence (+5)	1
TA led reading tutoring to address gaps in phonics	EEF: Phonics – High impact for very low cost (+5)	2

across KS2 (includes investment in class sets of phonics reading books for KS2)		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 123,438

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	EEF: Extending school time - Moderate impact for moderate cost (+3) www.magicbreakfast.com	4,5
Family Support worker	EEF: Parental engagement – Moderate impact for very low cost (+4)	4,5
Enrichment offer (trips, and swimming)	School specific evidence: KS2 SATs results across 2017-2019 shows progress that is above or sig above in reading and writing whilst using this approach – trips are linked to curriculum outcomes	3
After School clubs	EEF: Extending school time - Moderate impact for moderate cost (+3)	3
Curriculum licenses	EEF: individualised instruction (+4) and homework (+5)	2
Attendance officer support	DfE published research in 2016 which found that: <ul style="list-style-type: none"> The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 Children with higher attendance achieve better outcomes.	4
Use of a specialist music teacher to strengthen curriculum offer and enrichment opportunities	EEF: Arts participation – moderate impact for very low cost (+3)	2,3

Total budgeted cost: £ 230,458

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.

See below for desired outcomes outlined in the 2020-21 strategy with evaluative comments:

A. Provide enrichment and outdoor learning opportunities for pupils eligible for PP

Our ability to provide enrichment opportunities was greatly reduced due to lockdown and covid restrictions. All children experienced virtual enrichment opportunities when they were in school, e.g. virtual tour of the fire station in year 2, but this was not the offer that was planned. In light of this, £20,848 was carried forward into 2021/22 (see Funding Overview on page 1.)

B. Ensure that the attainment of children eligible for PP is at least in line with that of other children

Statutory assessments have not gone ahead as planned since 2019, however school-based assessments were carried out using past papers. These indicated that end of KS2 progress was accelerated in 2020-21 and the gap in attainment between disadvantaged and non-disadvantaged children narrowed, despite the pandemic. The table below summarises this acceleration and gap closing during 2020-21:

	Reading – % of children working at age related expectations		Writing – % of children working at age related expectations		Maths – % of children working at age related expectations	
June 2020 (y5) Teacher assessment	DA	56%	DA	56%	DA	60%
	Non DA	68%	Non DA	74%	Non DA	74%
June 2021 (y6) Past SATs paper	DA	76%	DA	76%	DA	76%
	Non DA	83%	Non DA	83%	Non DA	87%

C. Children come to school ready to learn

When school was open during 2020-21, we provided a free breakfast to every child attending. All disadvantaged children isolating or learning from home during lockdown or bubble closures were provided with hampers or food parcels

accessed from a range of sources and coordinated by our family support worker. These were often hand delivered when they could not be collected. These were in addition to the free school meal vouchers provided as part of the government scheme. This meant that disadvantaged children did not go hungry, even when school was closed to them.

Improvements in punctuality have been hard to measure due to the differing numbers of children attending during 2020/21. Punctuality of children has improved generally as a result of staggering opening times, and we have retained an extended window for drop off in the morning. This has led to excellent progress being made in learning since school re-opened to all at the start of the summer term 2021.

The impact our strategy was also shown in engagement with remote learning during the spring term 2020-21 with at least 88% of children weekly accessing lessons every day.

D. Early engagement with school-based family support enables families to be self-sufficient and able to source help independently

During the pandemic, all families received welfare and learning checks when their children were not in school. Concerns were raised with our family support worker who worked throughout the year to support families. Families deemed to be more vulnerable due to school-based criteria received more regular welfare checks. This had a positive impact in reducing the number of child protection plans during the pandemic. Families were supported and always had somewhere to go for support during a challenging time.

E. Improve attendance and reduce the percentage of persistent absenteeism.

We were unable to carry out actions as planned, nor measure the impact of our strategy due to the pandemic. However, the measures in place contributed to the safeguarding of children working at home and contributed to the high percentage of children engaging in online learning during lockdowns and bubble closures.

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

Service pupil premium funding (optional) N/A

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

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.