

## Pupil premium strategy statement

This statement details our school's use of pupil premium 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	355 (years1-6)
Proportion (%) of pupil premium eligible pupils	154 pupils 37.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	30.10.22
Date on which it will be reviewed	30.11.23
Statement authorised by	Ben Burpitt
Pupil premium lead	Kirsten Holland
Governor / Trustee lead	Cathy Brown

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214,290.00
Recovery premium funding allocation this academic year	£16,200.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£28,562.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£259,042.00

# 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"> <li>Lessons show planned opportunities to develop talk and children engaging in language rich activities.</li> <li>All children with Speech Language and Communication needs to be assessed and supported in a timely manner.</li> <li>Improved oracy skills contribute to attainment and achievement gaps narrowing in reading and writing between Disadvantaged (DA) and Non-Disadvantaged (Non DA) pupils.</li> </ul>
The gap in the achievement and attainment of disadvantaged pupils compared to non-disadvantaged pupils is narrowed.	<ul style="list-style-type: none"> <li>End of key stage data in reading, writing and maths shows that gaps between the attainment and achievement of disadvantaged and non-disadvantaged pupils have narrowed since June 2021.</li> <li>Work scrutiny &amp; data analysis shows that disadvantaged pupils are making good progress comparing well to that of non-disadvantaged pupils.</li> </ul>
Disadvantaged children have equal access to enrichment opportunities	<ul style="list-style-type: none"> <li>All disadvantaged children access North Mead's Fantastic Fifty enrichment trips for free</li> </ul>

	<p>and use this to support their progress across the curriculum.</p> <ul style="list-style-type: none"> <li>• Expert tuition in place and accessed by all during lesson time and by at least 20 disadvantaged children during after school club.</li> </ul>
Attendance of DA children will have improved (within the context of the pandemic)	<ul style="list-style-type: none"> <li>• Gaps between the attendance of disadvantaged children and non-disadvantaged children are narrowed.</li> </ul>
Families access support in order to reduce barriers to learning	<ul style="list-style-type: none"> <li>• Early engagement with school-based family support leads to fewer children needing social care involvement.</li> </ul>

## 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: £5,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Voice 21	Oral language programmes: very high impact for very low cost based on extensive evidence (EEF)	1
Raising Attainment with Wellbeing	Social and Emotional Learning Moderate impact for low cost. (+4)	2 & 5

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

Budgeted cost: £92,527

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of an additional Year 6 and Year 5 Teacher to enable smaller teacher to pupil ratios	EEF: Small group tuition for low cost (+4)	1, 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, 4
TA led reading tutoring to address gaps in phonics across KS2 (includes investment in class sets of phonics reading books for KS2)	EEF: Phonics – High impact for very low cost (+5)	2, 4, 5

Speech and Language therapist – 2 days a month	EEF: Oral language programmes - very high impact for very low cost based on extensive evidence (+5)	1, 2, 4, 5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 160,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer	DfE published research in 2016 which found that: • 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, 5
ELSA	EEF Social and Emotional Learning - Moderate impact for very low cost (+4)	4, 5
Breakfast club	Extending School Time – moderate impact for moderate cost (+3) <a href="https://www.magicbreakfast.com/">https://www.magicbreakfast.com/</a>	4, 5
After school clubs	Extending School Time – moderate impact for moderate cost (+3)	3
Enrichment (trips, visitors and swimming)	School specific evidence: KS2 SATs results across 2021-2022 shows progress that is above or sig above in reading and writing whilst using this approach – trips are linked to curriculum outcomes	3
Use of a specialist music teacher to strengthen curriculum offer and enrichment opportunities	EEF: Arts participation – moderate impact for very low cost (+3)	3
Curriculum licenses	EEF: individualised instruction (+4) and homework (+5)	3
Family Support Worker	EEF: Parental engagement – Moderate impact for very low cost (+4)	1, 4, 5

**Total budgeted cost: £ 258,837**

## 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 2021 to 2022 academic year.

#### 1 Improved oracy skills

Challenge Partners Review 28/2/22 states:

“All staff recognise the importance of oracy in the curriculum. Staff are skilled and show this through asking well-considered questions of pupils. This leads to pupils being required to think carefully about their replies. Pupils are well supported in developing their own language techniques as they rehearse frequently.”

Having a Speech Therapist in school has meant a reduction in the number of children on NHS case load. 15 children were waiting for NHS Speech Therapy appointments, these have been seen in school – reducing the need for them to be absent from school for appointments and reducing the NHS case load.

#### 2 The achievement and attainment of disadvantaged pupils is improved in comparison to non-disadvantaged pupils.

Internal data June 21 end of KS2 results.

	Reading – % of children working at age related expectations		Writing – % of children working at age related expectations		Maths – % of children working at age related expectations	
<b>June 2021 (y5) Teacher assessment</b>	DA	46%	DA	41%	DA	54%
	Non DA	66%	Non DA	50%	Non DA	75%
<b>June 2022 (y6) KS2 SATS results</b>	DA	81%	DA	81%	DA	81%
	Non DA	95%	Non DA	95%	Non DA	95%

#### 3 Disadvantaged children to have equal access to enrichment opportunities

All disadvantaged children access North Mead Fantastic 50. Enrichment trips free and used to support their progress across the curriculum. Music tuition in place and takes place during lesson time accessed by 8 DA children.

#### 4 Attendance of DA children will have improved.

Gaps between the attendance of DA and non DA are narrowed

September 21 – FSM attendance 90.5%

September 21 - Non FSM – 94.2%

September 22 – FSM attendance 95.7%

September 22 – Non FSM 97.1%

5 Families access support to reduce barriers to learning.

Early engagement with school-based family support leads to fewer children needing social care involvement. Family Support worker able to offer support as advised by Duty and Assessment team. Additional support to reduce barriers to learning provided by Family Support Worker includes form filling, applications for housing and charities, supporting documents for Right to Remain applications, assistance with transport.

## 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)

*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.*