Pupil premium strategy statement
Academic/Financial Year 2021/22

School overview

Metric	Data
School name	Northway Primary and Nursery School
Pupils in school	120/411 (inlc. Nursery) 374 (exclu. Nursery)
Proportion of disadvantaged pupils	120 (32.1%)- 120/374
Pupil premium allocation this academic year	£165,675
Academic year or years covered by statement	2021-2022
Publish date	TBC
Review date	September '21
Statement authorised by	Matthew Hargreaves
Pupil premium lead	Sarah Reilly
Governor lead	Charlie Jones

Disadvantaged pupil progress scores for last academic year

Measure	Score (Reflects scores of 2018/19)
Reading	-3.5 (-6.4 to -0.8)
Writing	-2.8 (-5.4 to -0.3)
Maths	-4.1 (-6.4 to -1.5)

Disadvantaged pupil performance overview for last academic year

Measure	Score (Reflects scores of 2018/19)
Meeting expected standard at KS2	44%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Strategies to improve rates of progress in Literacy and Numeracy. Embedding the Assessment system and Early Reading strategies approach, while addressing academic gaps increased due to the lockdowns of academic years 2019/20 and 2020/21 closures. - Development of coaching and mentoring to develop staff knowledge and skills. Training with Mark Burns. - Developing highly trained staff to deliver proven interventions with regular monitoring of impact and progression.

	- Introduction of Sticky Knowledge strategies for building knowledge retention for pupils across the curriculum, monitored and evaluated through observations. - Provision of Maths intervention programme to challenge/extend Year 6 specifically. - Monitoring effectiveness of disadvantaged SEN pupil programmes of study and the impact on progression.
Priority 2	Strategies to support pupil and family's mental health and well-being in response to the COVID 19 closures. - Delivery of PP Meal vouchers. - Development of wellbeing/reflection assemblies to provoke thought and self-development for pupils. Introduction of doodle pad. - 2x Learning Support Assistants including LSA to provide social and emotional support, with range of targeted interventions together with social and emotional issues. - Additional SEMH LSA's to develop and support sessions to accommodate the growing needs and wellbeing of targeted pupils - Lunchtime 'Smile for a while' club to support pupils with wellbeing during periods of independence e.g. lunchtime. - Wrap Around Provision for disadvantaged pupils. - Subsidise enrichment activities to provide wider experiences for pupils. - Provide additional access to healthy, physical extra-curricular clubs. - Parenting classes to support parent's ability to care for the developing needs of their children.
Barriers to learning these priorities address	- New procedures for schools due to COVID-19. - Pupil Access to remote learning during Lockdowns/self-isolation periods. - Continued Teacher training for remote learning delivery. - Training, coaching and mentoring sessions being used effectively to support staff with addressing the impact of COVID-19 closures on progress for teaching and learning - Addressing increased gaps related to pupil engagement with distance learning tasks during the COVID-19 closures. - Addressing low oracy skills in EYFS, impacting on early reading and writing development. - Parental engagement in pupil learning. - Providing parent subject learning sessions during new COVID procedures. - Identifying strategies to support pupils with additional learning needs and SEN pupils, to have the greatest impact on their progress. - Ensuring staff use evidence-based whole-class teaching interventions linked to the new assessment system. - Impact of COVID-19 procedures and closures on attendance and punctuality, while implementing the attendance rules/procedures for 2020/21.

Projected spending	£50036.25

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0.0) and aspiring in line with local (0.2)	June 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing (0) and aspiring in line with local (0.2)	June 2022
Progress in Mathematics	Achieve national average progress scores in KS2 Maths and aspiring in line with local (0.1)	June 2022
Phonics	Improve Phonics Screening scores for KS1 and EYFS to be closer in line with National average expected standard in Phonics Screening Check (91%)	June 2022
Other	Improve attendance of disadvantaged pupils to ensure it stays in line with or above the national average. (Attendance- 96.1% and PA- 8.4%)	April 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Establish well monitored and evaluated small group Math, Maths basic skills, Reading and SPaG interventions for disadvantaged pupils falling behind age-related expectations through the use of LSA/teacher led small group intervention: - Timetables Rock stars - Reading Plus - On Track Rising Stars - Fresh Start - Read Write Inc. 1:1 Fast Track tutoring - Dynamo - 3rd Space Learning Maths - Ed Shed - Recovery Catch up Intervention Programme - Identify a reading comprehension program for challenging key stage 2
Priority 2	Continue to embed RWI phonics programme, implementing the use of 1:1 phonics tutoring and tailored phonics groups to aid progression. Continue to embed the Local Authority programme to monitor and support development of the teaching and learning of Early Reading development and fluency across the school.

	- Reception on track for pupils expected level for transition to year 1.
	- Year 1 on track to be in line with Phonics Screening check National Average.
	- Year 2 on track for pupils expected level transitioning into Year 3.
	- Year 3 on track for pupils expected level transitioning into Year 4.
Barriers to learning these priorities address	- Continued procedures for schools due to COVID-19 and ongoing isolation issues.
	- Addressing increased gaps related to pupil engagement with distance learning tasks during the COVID-19 closures and isolation periods.
	- Timetabling priority pupils according to needs and addressing the maximum number of pupils whilst providing individual support.
	- Establishing balance between effective in class intervention and small group and the distribution of staff accordingly.
Projected spending	£68272.28

Wider strategies for current academic year

Measure	Activity
Priority 1	To develop the attendance and punctuality of all students, reducing the number of persistent absentees and embedding procedures of rewards and challenge to increase attendance and punctuality within the school. - Increase Attendance - Reduce Persistent Absentees - Reduce lates
Priority 2	Education welfare officer to assist school to support families with attendance and acute needs- increased to weekly participation in meetings for additional support. - Impact of EWO when addressing families struggling to comply with Attendance expectations and school support. - Reflection on number of case study referrals and impact of these.
Priority 3	Developing readiness to learn within EYFS and KS1 pupils. - Further development and embedding of Talk about Town programme for EYFS pupils, with possible extension in to KS1 for pupils with continuing need for support.

		Impact of COVID-19 procedures and closures on attendance and attendance rules/procedures for 2021/22
Barriers to learning these priorities address		- Impact of COVID-19 procedures and closures on attendance and attendance rules/procedures for 2021/22 - Addressing low oracy skills in EYFS, impacting on Early Reading and Writing development - Parental engagement in pupil learning - Staffing for 1:1 tutoring for EYFS for keep up not catch up. - Staffing for delivering Talk About Town Programme
Projected spending		£46,789.37

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	- Ensuring enough time is given over to allow for staff professional development - Staff CPD needs are identified and established early to provide effective support that will enable impact - Providing teachers with support to develop strategies to support SEN and pupils with additional needs in class - Introduce Coaching and mentoring system for teachers - Develop strategies for growing pupil's sticky knowledge/knowledge retention.	- Ensuring class cover is available to enable staff to attend external and internal CPD sessions - Staff surveys, meetings, observations, book monitoring, appraisals - Identify training and internal/external support that can be provided to develop staff skills and knowledge base to support pupils - Evaluate impact of coaching and mentoring on classroom practice. - Subject leads monitor the implementation of strategies and review impact.
Targeted support	- Timetabling and effective use of staff to address gaps in learning - Identifying and providing support on teaching pupils with additional needs and SEN needs	- Address staff rotas and timetables to establish the most effective use of staff available to provide support - Reflect on use of external SEN expertise to support staff's knowledge and skills of supporting pupils - Reflecting on potential training needs of staff

	-	Ensuring staff are highly trained to deliver effective programmes of study	-	Hosting regular training and practise sessions for staff delivering programmes
Wider strategies	-	Addressing impact of COVID-19 on future attendance procedures and implementation of guidelines	-	Identify new procedures, rules and regulations regarding Attendance and Punctuality, with particular focus on the interim period of returning to 'normal' procedures in the future.
			-	Identifying families who may need additional support that have extremely clinically vulnerable family members or pupils
	-	Early Identification of the needs of EYFS pupils to support them being in line with the national expectations for early academic development	-	Identifying training and development needs of staff to support pupils who 'on entry' are below national expectations

Review: last year's aims and outcomes

Aim	Outcome
Strategies to improve rates of progress literacy and numeracy through the embedding of a new assessment system and early reading strategies approach.	Review outcomes impacted by COVID-19 Closures. COVID-19 closures had a significant impact on pupils' attainment and progress for this year. Particularly our disadvantaged pupils as many did not have access to online learning platforms, such as SEESAW, where whole school provision and learning was being provided. Purchase of iPads ensured an increase of 32% more Pupil Premium children engaging in home learning in Lockdown 3 compared to Lockdown 1. Delivery of Pupil Premium vouchers ensured all pupil's families received support throughout the Lockdown with essential items. The Talk about town project for EYFS identified that 58.3% of pupils entered into the program had low oracy scores. 25% were well below average. 2.8% were selective mute and 8.3% are Mobility that entered the program late. Now 50% are making expected levels in oracy. 8.3% (Mobility pupils) are now only at low level oracy skills. 2.8% are receiving SaLT and 5.5% have made no progress. **Year 1- Year 6: 323 Pupils/ 114 Pupil Premium 35%** **Reading:** - 51 (45%) Pupil Premium pupils achieved ARE/+ - 63 (55%) PP pupils achieved WT or below 8% less achieved ARE+, than the previous year. Non-PP pupils are outperforming PP pupils by 26%. A larger portion of this is related to the target year group, current Year 3, that is being provided with additional target support and 1:1

tutoring. Three weeks focused support enabled a 20% increase in pupils achieving the expected level in this year group. With the lowest 7% who were only identifying sounds being reduced to 2% and only 36% of pupils are now focusing on decoding with accuracy, 9% less, with all other pupils focusing on building fluency and completing the program.

In Key Stage 1, the 1:1 tutoring program has been targeting the lowest 20% of readers to support progress and development. The impact of this will be reviewed at the end of the academic year during the next assessment phase.

Year 2: 19 PP pupils

Reading:

- 9 (47%) Pupil Premium pupils achieved ARE/+
  10 (53%) PP pupils achieved WT and below

This is 24% more than the previous year.

- 6/50 (12% out of whole class) RWM combined at ARE+
- 6/19 (32% out of PP pupils in class) RWM combined at ARE+

This is 9% higher than the previous year. Non-PP pupils are outperforming PP pupils by 24%/

Last years, Year 2 PP, now current Year 3 pupils, achieving ARE+ increased by 14% (4 pupils). Those pupils achieving RWM combined decreased by 2%, however the number of PP pupils in this cohort increased by 6 pupils, compared to their previous years data.

Year 6: 18 PP pupils

Reading:

- 8 (44%) Pupil Premium pupils achieved ARE/+
- 10 (56%) PP pupils achieved WT and below

This is 15% less than the previous year.

- 5/50 (10% out of whole class) RWM combined at ARE+
- 5/18 (28% out of PP pupils in class) RWM combined at ARE+

This is 30% less than the previous year

A new Upper Key Stage 2 1:1 tutoring program is being trialled to support closing the gaps cause by lockdown 1, 2 and 3 in years 5 and 6, with data being collected at the end of the year. Data is being collected for lower key stage 2 impact data at the end of the academic year. A focused intervention for reading comprehension skills development will need to be identified for more able readers.

Year 1- Year 6: 323 Pupils/ 114 Pupil Premium 35%

Writing:

- 39 (34%) Pupil Premium pupils achieved ARE/+
- 75 (66%) PP pupils achieved WT or below

15% less than the previous year achieved ARE+. Non- PP pupils are outperforming PP pupils by 25%, which will be compared to the previous year by the end of academic year 2021.

Key Stage 1: 105 Pupils/ 35 Pupil Premium 33%
Writing:

- 9 (26%) Pupil Premium pupils achieved ARE/+
- 26 (74%) PP pupils achieved WT or below

6% less than the previous year achieved ARE+. Non- PP pupils are outperforming PP pupils by 20%, which will be compared to the previous year by the end of academic year 2021.

Key Stage 2: 218 Pupils/ 79 Pupil Premium 36%
Writing:

- 30 (38%) Pupil Premium pupils achieved ARE/+
- 49 (62%) PP pupils achieved WT or below

17% less than the previous year achieved ARE+. Non- PP pupils are outperforming PP pupils by 28%, which will be compared to the previous year by the end of academic year 2021.

Year 2 19 PP pupils
Writing:

- 7 (37%) Pupil Premium pupils achieved ARE/+
- 12 (63%) PP pupils achieved WT and below

This is 14% higher than the previous year. Non- PP pupils are outperforming PP pupils by 8%, which will be compared to the previous year by the end of academic year 2021.

Last years, Year 2 PP, now current Year 3 pupils, achieving ARE+ decreased by 2% (1 pupil), however the number of PP pupils in this cohort increased by 6 pupils, compared to their previous years data.

Year 6: 18 PP pupils
Writing:

- 8 (44%) Pupil Premium pupils achieved ARE/+
- 10 (56%) PP pupils achieved WT and below

This is 21% less than the previous year. Non- PP pupils are outperforming PP pupils by 18%, which will be compared to the previous year by the end of academic year 2021.

Year 1- Year 6: 323 Pupils/ 114 Pupil Premium 35%
Maths:

- 48 (42%) Pupil Premium pupils achieved ARE/+
- 66 (58%) PP pupils achieved WT or below

13% less than the previous year achieved ARE+. Non- PP pupils are outperforming PP pupils by 28%, which will be compared to the previous year by the end of academic year 2021.

	91% of pupils in Year 5, that took part in the recovery programme intervention for maths made progress. Some had as much as 66% increase from their initial baseline score. 9% made no progress or performed similarly as before they took the intervention.
	100% pupils in Year 6, that took part in the recovery curriculum intervention made progress from the baseline, with most making as much as 40% increase on their baseline score.
	100% pupils in Year 4, that took part in the recovery curriculum intervention made progress with as much as 66% increase from their baseline scores.
	83% of pupils in Year 3, that took part in the recovery curriculum intervention made progress, with as much as 20% increase from their baseline scores.
	Key Stage 1: 105 Pupils/ 35 Pupil Premium 33%
	Maths:
	- 15 (43%) Pupil Premium pupils achieved ARE/+ - 20 (57%) PP pupils achieved WT or below 11% higher than the previous year achieved ARE+
	Key Stage 2: 218 Pupils/ 79 Pupil Premium 36%
	Maths:
	- 47 (63%) Pupil Premium pupils achieved ARE/+ - 28 (37%) PP pupils achieved WT or below 21% less than the previous year achieved ARE+
	Year 2 19 PP pupils
	Maths:
	- 11 (58%) Pupil Premium pupils achieved ARE/+ - 8 (42%) PP pupils achieved WT and below This is 35% higher than the previous year.
	Year 6: 18 PP pupils
	Maths:
	- 7 (39%) Pupil Premium pupils achieved ARE/+ - 11 (61%) PP pupils achieved WT and below This is 37% less than the previous year. The gaps identified will be continued to be addressed through quality first teaching in class and targeted pupil support through intervention until the end of the year and identified pupils for the beginning of the next academic year.
Targeted interventions and challenge programmes that close the gap between Pupil Premium and Non-Pupil Premium children.	Review outcomes impacted by COVID-19 Closures. Reviewed above.
Development and implement of strategies aimed at raising aspirations	Review outcomes impacted by COVID-19 Closures. To be reviewed end of academic year 2021.

and achievement for all with a particular focus on disadvantaged pupils through social and emotional support /interventions to improve attendance and pupil well-being e.g. Breakfast club and Mentoring Programme and providing a range of experiences and challenges to enrich the children's learning. Alongside broaden their horizons and expectations e.g. school trips, Pathways Music Programme and Theatre groups	Engagement of pupils and wellbeing check in's, visits were made to all pupils being monitored by the SEMH team to promote wellbeing and take care of families. All calls and ongoing support have been documented on CPOMs. Each of these pupils received well-being book packs to support developing an understanding of the needs these pupils and families were dealing with.
To develop the attendance and punctuality of all students, reducing the number of persistent absentees and embedding procedures of rewards and challenge to increase attendance and punctuality within the school.	Review outcomes impacted by COVID-19 Closures. Despite ongoing challenges presented by COVID-19 procedures, lockdowns and isolations. Attendance overall has remained good, with current attendance being 96.54%, higher than last year before COVID lockdown, which was 96.26%. Before lockdown we had reduced PA to 6.12% for Spring 1 2019, just before COVID and the first lockdown. This year despite all procedures PA has remained controlled and strategies have been kept in place to keep disruption minimal with a PA of 9.96% currently.