

Pupil premium strategy statement

This statement details our school'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 | Northway Primary and Nursery School |
| Number of pupils in school | 409 (incl. Nursery) 389 (excluding. Nursery) |
| Proportion (%) of pupil premium eligible pupils | 101 (26%)- 101/389 |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022 2022-2023 2023-2024 |
| Date this statement was published | September '22 |
| Date on which it will be reviewed | September'23 |
| Statement authorised by | Matthew Hargreaves |
| Pupil premium lead | Sarah Reilly |
| Governor / Trustee lead | Charlie Jones |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £170,335 |
| Recovery premium funding allocation this academic year | £13,050 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £183,385 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We intend to:

- Provide staff with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Target funding to ensure that all pupils have access to day trips, residential fieldtrips and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom

Our objectives are to:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally

- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Key Principals

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and programmes of support for individual pupils which will be reviewed at least termly. Alongside academic support we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from suitably trained adults

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|--|
| 1 | Addressing low oracy skills in EYFS/KS1. Assessments, observations, and discussions with pupils suggest disadvantaged pupils come to school with lower communication and language and vocabulary levels and generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers as they move through the school. 52.9% PP achieved the Phonics Screening Check in comparison to 92.1% of Non-PP. |
| 2 | Pupil Premium attendance and punctuality, with a focus on those who are PA. PP have an attendance of 93.99% in comparison to 96.91% of Non-PP. 60.6% of PP pupils are PA. |
| 3 | 23.2% of Pupil Premium children are also SEND, as a school reviewing our current SEND strategies, we want to ensure all strategies improve SEND pupils' access to the curriculum and impact their attainment and progress. |
| 4 | Pupils who require ongoing SEMH and behavioural support in order to access learning to make progress |
| 5 | Impact of Covid 19 - Addressing continued gaps across the curriculum, caused during the COVID-19 closures and isolation periods. |
| 6 | Parental engagement in pupil learning and pupils' experiences of the wider world post COVID. |

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 |
|---|---|
| <p>Improve rates of progress in Reading, Writing and Maths for all pupils. 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.</p> | <ul style="list-style-type: none"> - Pupils make expected progress across the curriculum, in line with their ability and current attainment. - PP pupils who are also SEND, make expected progress in line with their ability and current attainment. - Staff effectively use assessment system to identify pupils next steps. |
| <p>Improve all pupil attendance, with a focus on PP attendance and punctuality.</p> | <ul style="list-style-type: none"> - Attendance for all students improved with lower levels of persistently absent pupils, in line with National and Local figures. - Pupil Premium pupils improve attendance enables access to additional support within the curriculum. |
| <p>Improve oracy levels in EYFS/KS1 to support access to early reading and writing skills.</p> | <ul style="list-style-type: none"> - Evidence of improved oracy skills in EYFS/KS1, through formative assessment. - Progress in early reading and writing. |
| <p>Support pupils' SEMH and behavioural needs, to enable them to access the curriculum</p> | <ul style="list-style-type: none"> - Support assists pupils to develop strategies to support their mental wellbeing, enabling them to access the curriculum. - Curriculum attainment evidences progress, in line with the pupil's ability and attainment level. |

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: £ 65,983.21

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>CPD for teaching support staff, to ensure a high quality first approach to learning.</p> <ul style="list-style-type: none"> - Development of coaching and mentoring to develop staff knowledge and skills. Training with Mark Burns - Introduction of Sticky Knowledge strategies for building knowledge retention for pupils across the curriculum and vocabulary, monitored and evaluated through observations. - Supporting the teaching of pupils with behavioural needs that require additional reasonable adjustments. | <p>Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’</p> | <p>1, 3, 4 and 5</p> |
| <p>Continue to embed RWI phonics programme, developing training of staff for high quality teaching and planned practise sessions to ensure continuity across the key stages.</p> <p>Continue to embed the Local Authority project to monitor and support development of the teaching and learning of Early Reading development and fluency across the school.</p> <ul style="list-style-type: none"> - 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. | <p>The Education Endowment Foundation (EEF) in 2015</p> <p>American Institute for Research (AIR) and EEF 2019</p> <p>Reading by Six – in 2010</p> <p>Teaching and Leadership Innovation Fund (TLIF) and UK’s Department of Education (DfE) 2017</p> <p>The Rose report.</p> <p>DFE reading framework.</p> <p>Phonics toolkit EEF DfE accredited phonics programmes.</p> | <p>1, 3 and 5.</p> |

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| <ul style="list-style-type: none"> - Year 4 on track for pupils expected level transitioning into Year 5. - Year 5 on track for pupils expected level transitioning into Year 6. | Phonics strategies, EEF T&L toolkit | |
|--|-------------------------------------|--|

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

Budgeted cost: £81,231.55

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| 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. | Speak for change 2021 The Education Endowment Foundation (EEF) in 2015 | 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: <ul style="list-style-type: none"> - 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 | The Education Endowment Foundation (EEF) in 2015 | 1, 4 and 5 |
| Implementing the use of 1:1 phonics tutoring and tailored phonics groups to aid progression. | <ul style="list-style-type: none"> - American Institute for Research (AIR) and EEF 2019 - Reading by Six – in 2010 - Teaching and Leadership Innovation Fund (TLIF) and UK’s Department of Education (DfE) 2017 | 1, 3, 4, and 5 |

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| | <ul style="list-style-type: none"> - DFE reading framework. - Phonics toolkit EEF DfE accredited phonics programmes. - Phonics strategies, EEF T&L toolkit | |
| <p>Strategies to support pupils' and family's mental/emotional well-being, to enable them to access the curriculum/support their child to access the curriculum.</p> <ul style="list-style-type: none"> - 2x Learning Support Assistants including LSA to provide social and emotional support, with range of targeted interventions together with social and emotional issues. - SEMH LSA's to develop and support sessions to accommodate the growing needs and wellbeing of targeted pupils - Behaviour Lead targeting behavioural needs impacting on pupils accessing the curriculum through nurture-based support. - Parent workshops | <p>The Education Endowment Foundation (EEF) in 2015</p> <p>Maslow's hierarchy of needs 1943</p> | 4 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £47,868.78

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>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.</p> <ul style="list-style-type: none"> - Increase Attendance - Reduce Persistent Absentees - Reduce late attendance | <p>Local and National authorities to improve attendance.</p> <p>DFE, 2021 Attendance and punctuality</p> <p>The Education Endowment Foundation (EEF) in 2015</p> | 2, 6 and 5 |
| <p>Education welfare officer to assist school to support families with attendance and acute needs-increased to weekly participation in meetings for additional support.</p> <ul style="list-style-type: none"> - Impact of EWO when addressing families struggling to comply with Attendance | <p>DFE, 2021 Attendance and punctuality</p> | 2, 5 and 6 |

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| <p>expectations and school support.</p> <p>Reflection on number of case study referrals and impact of these.</p> | | |
| <p>Provision of enrichment experiences for learning i.e. Fieldtrips, residentials, increased cultural capital Subsidised access to Kids Club (Wraparound Care), uniform, milk etc.</p> | <p>Pupil and parent voice</p> <p>The Education Endowment Foundation (EEF) in 2015</p> | <p>6</p> |

Total budgeted cost: £ 195,083.54

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Review: last year's aims and outcomes

| Aim | Outcome |
|--|---|
| <p>Strategies to improve rates of progress literacy and numeracy through the embedding of a new assessment system and early reading strategies approach.</p> | <p>Results reflect the greater impact COVID-19 had on younger pupils, lacking access to full-time high-quality teaching of knowledge and skills required to support learning.</p> <p>In Reading:</p> <ul style="list-style-type: none"> • 52% of PP pupils made ARE/+ compared to 80% of Non-PP pupils across Years 1-6, which is a gap increase of 3% compared to the previous year. 7% more PP pupils achieved ARE/+, compared to last year. • 59% of KS2 PP pupils made ARE/+, compared to 84% of Non-PP pupils across Years 1-6, which is a gap increase of 1% compared to the previous year. 10% more PP pupils achieved ARE/+, compared to last year. • 36% of KS1 PP made ARE/+, compared to 73% of Non-PP pupils across Years 1-6, which is a gap increase of 7% compared to the previous year. 2% more PP pupils achieved ARE/+, compared to last year. <p>In Writing:</p> <ul style="list-style-type: none"> • 38% of PP pupils made ARE/+ compared to 68% of Non-PP pupils across Years 1-6, which is a gap increase of 5% compared to the previous year. 10% more PP pupils achieved ARE/+, compared to last year. 4% more PP pupils achieved ARE/+, compared to last year. |

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| | <ul style="list-style-type: none"> • 44% of KS2 PP pupils made ARE/+, compared to 74% of Non-PP pupils across Years 1-6, which is a gap increase of 2% compared to the previous year. 6% more PP pupils achieved ARE/+, compared to last year. • 22% of KS1 PP made ARE/+, compared to 57% of Non-PP pupils across Years 1-6, which is a gap increase of 15% compared to the previous year. 4% less pupils achieved ARE/+, compared to last year. <p>In Maths:</p> <ul style="list-style-type: none"> • 45% of PP pupils made ARE/+ compared to 77% of Non-PP pupils across Years 1-6, which is a gap increase of 4% compared to the previous year. 3% more PP pupils achieved ARE/+, compared to last year. • 51% of KS2 PP pupils made ARE/+, compared to 79% of Non-PP pupils across Years 1-6, which is a gap of 4%. 9% more PP pupils achieved ARE/+ compared to last year. • 31% of KS1 PP pupils made ARE/+, compared to 74% of Non-PP pupils across Years 1-6, which is a gap increase of 25%. 12% less PP pupils achieved ARE/+ compared to last year. <p>Summary: Writing has been identified as an SDP priority for 22-23 across the school. Reading seen the greatest rates of progress as it was the SDP focus of 21-22. All class teachers need to consider how they are targeting PP pupils with strategies learnt through CPD, as well as how we continue to recover the curriculum across KS1 as a whole.</p> |
| <p>Targeted interventions and challenge programmes that close the gap between Pupil Premium and Non-Pupil Premium children.</p> | <p>56.67% of PP pupils accessed intervention programmes either on a 1:1 or as a group.</p> <p>Intervention tracking and recording of impact is currently a developing programme within school. Not all interventions evidenced impact due to incorrect recording of data. This will continue to be a focus to improve the evidencing of impact.</p> <p><u>Wellcomm</u> 78.3% pupils made expected progress in the oracy programme</p> <p><u>RWI and Fresh Start intervention</u> 39.22% Pupils made a minimum of 8.34% up to a maximum of 25.02% progress in reading.</p> <p><u>SATs Comprehension</u> All pupils made progress- with a minimum improvement score of +3 up to an improvement score of +20.</p> <p><u>GPS</u> Most pupils made good progress, with a minimum score of +10% up to +40% progress in score.</p> |

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| | <p><u>Dynamo</u> Evidence of impact and progress recording requires CPD.</p> <p><u>Catch-up Funding Maths</u> All pupils made progress with a minimum of 6% up to a maximum of 60% progress in Maths scores.</p> <p><u>Intervention that requires review:</u> Maths on Track did not take place for 3 members of staff: 1 maternity, 1 required to become 1:2 pupil support, 1 placed on subject priority in SATs lead up. Main issues facing intervention are coverage of classes, training or CPD, absence of pupil or staff.</p> |
| <p>Development and implement of strategies aimed at raising aspirations 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</p> | <p>SEMH Mentor intervention: (For teacher and Parent SDQ scoring, the lower the score the better. For Child SDQ scoring, the higher the score the better.)</p> <p>Parents: 31.8% scored improvement</p> <p>Teachers: 31.8% Teachers score improvement</p> <p>Children: 15.9% children scored improvement</p> <p>Continued development is taking place for evidencing impact of this intervention. To further improve its evidence, greater emphasis must be put on collecting and retrieving SDQ scores from all stakeholders.</p> <p>Pupil Voice:</p> <p>It really helped me to control how I was feeling.</p> <p>I feel better in school and I don't cry anymore. I don't worry about my mum anymore.</p> <p>I don't want it to end. I want to stay in your room forever. I liked playing in the sand and taking pictures. I can't wait to take my folder home.</p> <p>Parent Voice:</p> <p>Mum: He seems much happier in school</p> <p>Behaviour at home much improved and seems happier</p> <p>Self-esteem improved and a healthier approach to food</p> <p>I can finally see XXXX finding herself and who she really is and wants to be. Her nurture time has helped massively.</p> |

Extra-Curricular Feedback and Evidence:

Girls football: 8 Y6 girls, 5 of which were PP.

'My favourite part of Y6 was going to the girl's football. Even though we didn't win I loved finding a sport that I now play after school in a club with my friends.'

Cross country- Y5 + 6 for 4 months. Improved fitness and mental health. Gave children something to work towards.

Christmas choir – 14 Y5+6 children.

'It was so much fun getting to sing at the Christmas markets with everyone watching us, I even got to play my ukulele in front of everyone!'

Girl's football festival- 14 KS2 children. Got to experience playing a sport without the competition element.

'This was the best day ever! I can't believe I didn't want to go at first I loved it!'

Netball competition- 13 Y6 girls. The girls attended an initial competition where one team placed first out of 10 schools. They then placed in the top 5 schools in the city.

'I can't believe we actually won, it was an amazing feeling.'

'I am so proud of the other girls even though my team didn't win because it means that everyone won as a school if they won'.

Netball ASC

22 KS2 girls attended weekly for spring and summer terms. Increased participation in PE lessons across Y5+6 and gave some children something to work towards. 2 children joined a local club and now play in a local junior league.

Matilda (musical theatre) – 25 Y6 children attended for 8 weeks

'I can't believe I actually got up in that many people and performed'.

'I didn't believe I could sing but Northway helped me find my voice'.

Choir – 25 children KS2

Children attended on a weekly basis for 4 months. Many children grew in confidence and worked towards a final Christmas performance which parents thoroughly enjoyed.

KS1-Sports extra-curricular clubs

13.7% PP attendance at 3 different clubs run across the year. Extra-curricular activities need to be targeted more specifically towards our PP pupils and will be a specific target for all wider opportunities offered to our pupils, across the course of this year.

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| 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. | | Attendance | National att. | PA | National PA | |
| | 2018/19 | 95.9% | 96.1% | 9.8% | 8.4% | |
| | 2019/20 | COVID | COVID | 7.8% | 11.2% | |
| | 2020/21 | 96.08% | | 3.7% | 9.9% | |
| | Autumn 1 | 95.98% | | 12.27% | 9.9% | |
| | Autumn 2 | 95.89% | 95.1% | 10.09% | 17.8% | |
| | Spring 1 | 96.04% | | 10.43% | | |
| | Spring 2 | 95.86% | | 9.64% | | |
| | PP Spring 2 | 94.11% | | 62.5% of PP are PA 16.7% PP are PA out of the school | | |
| | Summer 1 | 95.4% | | 10.81% | | |
| | PP Summer 2 | 93.52% | | 66.67% of PP are PA 19.83% PP are PA out of the school | | |
| | | Local | 94.2% | Local | 17.1% | |
| | Attendance remained above National and local levels throughout the year. PA levels were maintained until the final term, when as a school we faced an unprecedented number of holidays in comparison to previous years for this term. | | | | | |

