

Northside Primary School: Pupil Premium Strategy Statement

School overview

| Metric | Data |
|---|--------------------------|
| School name | Northside Primary School |
| Pupils in school | 262 |
| Proportion of disadvantaged pupils | 15% |
| Pupil premium allocation this academic year | £64,560 |
| Academic year or years covered by statement | 2021-2024 |
| Publish date | September 2021 |
| Review date | March 2022 |
| Statement authorised by | Resources Committee |
| Pupil premium lead | Liz Longworth |
| Governor lead | Rebecca Bakar |

Disadvantaged pupil progress scores for last academic year (June 2019 due to COVID 19)

| Measure | Score |
|----------------------------------|-------|
| Reading | +1.0 |
| Writing | -2.3 |
| Maths | -0.2 |
| Measure | Score |
| Meeting expected standard at KS2 | 55% |
| Achieving high standard at KS2 | 9% |

Disadvantaged pupil performance for last academic year (June 2019 due to COVID 19)

Strategy aims for disadvantaged pupils

| Measure | Activity |
|---|--|
| Priority 1 | Provide additional Maths support for Years 2, 4 and 6 children. |
| Priority 2 | Ensure all teachers have internal and external training and purchase resources to improve the teaching of writing. |
| Barriers to learning these priorities address | Improving the teaching of writing across the school and provide a maths intervention in key year groups. |
| Projected spending | £ 46,075 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|--------|-------------|
| Progress in Reading | +1.8 | July 22 |
| Progress in Writing | +0.7 | July 22 |
| Progress in Mathematics | +1.0 | July 22 |
| Phonics | 82% | July 22 |

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 | Provide after school and preschool interventions for identified pupils which reinforces or pre-teaches for in class work and closes identified gaps in learning in reading, writing, maths and phonics. |
| Priority 2 | Implement and deliver the LEP and ELKAN programme to identified children. |
| Barriers to learning these priorities address | Ensure staff use evidence-based whole-class teaching interventions. |
| Projected spending | £13, 485 |

Wider strategies for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | Provide bi-weekly training for teaching assistant to improve their pedagogy |
| Priority 2 | Ensure parents of pupil premium children are equipped to support their children through the delivery of parent courses, workshops, attendance support and hardship funding. |
| Priority 3 | Ensure pupil premium children have access to breakfast clubs, after school care clubs, holiday clubs, extra-curricular school clubs and residential trips through subsidisation. |
| Barriers to learning these priorities address | Improve participation in the school life experience for the most disadvantaged families. |
| Projected spending | £5,000 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|--|--|
| Teaching | Ensuring time is allocated for staff development. | Use of professional development meetings and additional cover by senior leaders. |
| Targeted support | Ensuring interventions are consistently delivered and monitored. | Inclusion leader will monitor the consistency and quality of the provision. Termly pupil progress meetings will monitor impact of the interventions. |
| Wider strategies | Engaging the families facing the most challenges. | The senior leadership team will monitor support provided for our most vulnerable families. |

Review: last year's aims and outcomes

| Aim | Outcome |
|--|---|
| Improve CL of all pupils including PP in Reception | Covid 19 and consequent lockdowns impacted greatly on the CL of all pupils. Neli and Elkan was implemented in Early Years and 83% of children made accelerated progress in CL and are now ready to access Year 1 phonics. |
| Improve attainment for reading, writing and maths for KS1 | Covid 19 and consequent lockdowns impacted greatly on attainment in KS1. Interventions were put in place on our return to school and 96% of children made good or better progress, with the number of children now being on track in writing and maths rising by 25%. |
| Improve attainment and progress in writing and maths for KS2 | Covid 19 and consequent lockdowns impacted greatly on attainment in KS2. Interventions were put in place on our return to school and 82% of children made good or better progress, with the number of children now being on track in writing and maths rising by 19%. |