

*“The quality of care for pupils whose circumstances may make them vulnerable is of a high standard” Ofsted, 2018*

North Primary is a mixed Primary school located in Southall, West London. 98% of our pupils are from minority ethnic groups and 87.7% speak English as an additional language. Pupil numbers at North have declined in the last year, however numbers of pupils entitled to pupil premium have increased. A number of pupils at North have no recourse to public funds.

Ofsted last reviewed the school in 2018 where it was judged to be Good.

“Leaders spend additional funding well, including additional government funding for disadvantaged pupils and SEN needs.” Ofsted, 2018

## What is Pupil Premium?

Information about Pupil Premium can be found on the Department of Education website:

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

This statement details North Primary 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: 30.06.21
School name	North Primary School
Number of pupils in school	392
Proportion (%) of pupil premium eligible pupils	21.9% (on par with the Ealing LA).
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Nicola Forster
Pupil premium lead	Kelli Jurgs
Governor / Trustee lead	

## Funding overview

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£101, 445.04
Recovery premium funding allocation this academic year	£ 13 760.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£115 205.04</b>

# Part A: Pupil premium strategy plan

## Statement of intent

There are currently 21% of pupil premium recipients at North Primary School. However, pupils identified as disadvantaged on the school's MIS (Management Information System) shows that those who are not yet receiving funding but are entitled are currently 25% of pupils. At North Primary School, we aim to ensure that we have the biggest impact on our disadvantaged pupils in order for them to play a full and successful part in their academic and wider community. To achieve this, we will:

1. Ensure that all PP pupils actively participate in their academic and wider curriculum in order to create solid foundations for future accelerated learning.
2. To ensure that PP pupils make increasingly good progress in order to achieve in line with their peers over the next 3 years (Currently 31.4% working below national expectation – end of 2022 aim for increase of 19.8% working at or above National Expectations) – focused on an oracy-rich learning environment and curriculum.
3. To increasingly address and remove barriers to learning, which are faced by our PP pupils eg attendance, proficiency in English, Parental/Carer proficiency and engagement.

As recommended by the Education Endowment Foundation (EEF), North Primary School will adopt the tiered approach, with a focus on high quality teaching. Through placing a greater focus on promoting high quality teaching, supported by specific needs-based interventions (tuition) and non-teaching strategies, we aim to meet the above targets. In achieving this within the 3 year plan, North Primary School will develop teaching strategies through CPD and shared planning of curriculum with expert teachers and members of the Senior Leadership Team (SLT). This will be monitored carefully on a weekly basis within Raising Attainment (RA) meetings with the Deputy Headteacher and shared with SLT to ensure that targets are met and year group teachers are addressing barriers to learning immediately, with the strategic support of the expert teacher.

With the impact of Covid-19, data (pixl) shows over the past 12 months that the skills for reading continue to be a barrier for our pupils, particularly those identified as PP and/or disadvantaged, and therefore will be a whole school focus. This will run alongside other specific interventions based on identified needs. These interventions will target PP/disadvantaged students working below national expectations to ensure that they are developing the skills in being able to accelerate progress.

There is clear evidence (both through school data and research) that highlights the importance of high quality pastoral care for our pupils, particularly for our LAC and Post LAC students. As such, the school will continue to work closely with the Pupil and Family Welfare Officer and a newly appointed trainee Play Therapist to ensure pupil's emotional and mental wellbeing are nurtured in order to access their learning and thrive in school. These specialists will work with parents/carers to support readiness and accessibility to school to ensure attendance of PP pupils is increased.

Furthermore, the Pupil and Family Welfare Officer, will ensure that parents who have difficulty accessing support are assisted (translators, links to support groups, form filling etc)

Finally, our approach will be responsive to the common challenges and individual needs identified through robust diagnostic assessment (Pixl), which will be analysed through weekly Raising Attainment (RA) meetings between year group experts and the assessment lead. To ensure success for our pupils, we will ensure:

- All pupils are challenged in the work they are set
- Identify gaps in learning early and intervene immediately
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We aim ensure the following trajectories

Progress in Reading	Years 1-6 Expected 70% GD 15%	July 2022
Progress in Writing	Years 1-6 Expected 70% GD 15%	July 2022
Progress in Mathematics	Years 1-6 Expected 70% GD 15%	July 2022
Phonics	Year 1 90% Year 2 90%	July 2022
Other	EYFS tbc	July 2022

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped <b>oral language skills and vocabulary gaps</b> among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	High levels of EAL, RWI assessments, observations and discussions with pupils suggests disadvantaged pupils have greater difficulty with phonics, impacting on <b>reading abilities</b> in KS2.																												
3	<p>Pixl Maths assessment (from Summer 20 - Aut 21) shows progress with PP pupils, however some continue to work below their peers in <b>Maths</b>. Discussions with EYFS staff suggest that limited time in nursery, along with language development, has had a significant impact on pupils accessing learning.</p> <p>Maths</p> <table border="1"> <thead> <tr> <th></th> <th>Expected+</th> <th>PPG</th> <th>nonPPG</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>68.85%</td> <td>71.43%</td> <td>68.52%</td> </tr> <tr> <td>2</td> <td>53.85%</td> <td>33.33%</td> <td>56.52%</td> </tr> <tr> <td>3</td> <td>58.49%</td> <td>60.00%</td> <td>58.14%</td> </tr> <tr> <td>4</td> <td>61.02%</td> <td>40.00%</td> <td>65.31%</td> </tr> <tr> <td>5</td> <td>65.38%</td> <td>41.67%</td> <td>72.50%</td> </tr> <tr> <td>6</td> <td>72.41%</td> <td>75.00%</td> <td>71.74%</td> </tr> </tbody> </table>		Expected+	PPG	nonPPG	1	68.85%	71.43%	68.52%	2	53.85%	33.33%	56.52%	3	58.49%	60.00%	58.14%	4	61.02%	40.00%	65.31%	5	65.38%	41.67%	72.50%	6	72.41%	75.00%	71.74%
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4	<p>School <b>attendance</b> systems show Pupils with PP attend below expected lessons</p> <p>PP attendance:</p> <p>2020/2021 - 93.6%</p> <p>2021/2022 - 94.4%</p> <p>below school set expectations of 96%</p>																												
5	Observations and discussions with staff and families indicate that the <b>mental and emotional wellbeing</b> of many of our disadvantaged pupils have been impacted by the partial closure of school. This has had an impact on readiness to return to school, continued unauthorised absences, gaps in learning and social interaction with peers.																												

## 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
Further develop and support the quality of teaching and learning through 'High Quality Teaching'	<p>Learning walks, book looks, RA meetings, Curriculum Developing Days with subject leaders, CPD (teaching strategies – Inclusive Practice – PP + Disadvantaged) through UCL, ECF and Compass HUB</p> <p>Writing conferencing weekly (PP + disadvantaged focus 2:1)</p> <p>Peer observations/Year group modelling teaching</p> <p>60/40% direct questioning in class situations – Environment checks (language rich) – Teacher awareness of PP pupils + those</p>

	considered disadvantaged (positioning in class + opportunities to express verbally)
Improve attendance of PP pupils by the end of 2022	<p>Whole school systems will show pupils with PP attending school at above 96%</p> <p>Inclusion Lead closely monitors attendance of pupils with PP and Office manager contacts families of absentees to discuss reasons and provide support if required.</p> <p>Consistent absences (more than 2 in a week) to be followed up by Inclusion Lead and end of term emails are sent by Deputy Headteacher.</p>
Create solid foundations for future accelerated learning	<p>Immediate identification + provision put in place by expert teacher and Inclusion Lead (1:1 or small group tuition) + Employ 4 tutors for KS2 (May to July) to utilise PIXL test analysis to identify gaps in learning and teach PiXL therapies</p> <p>SLT delivery of Pixl tuition to targeted year groups will show accelerated progress in Spring term data.</p> <p>After school reading clubs ensure pupils who do not have opportunities outside of school to read are with English Lead and SLT members for 30mins - 45 mins once per week.</p>
Remove barriers to learning through targeting the emotional and mental wellbeing of targeted pupils	<p>Trainee play therapist will work with children and families, closely liaising with the Designated Safeguarding Lead (DSL). With the Inclusion Lead, the trainee play therapist will use Boxall (Social, Emotional and Mental Health assessment tool) to support classrooms to implement strategies for both pupils and families. Pupil's will be emotionally ready for learning, prepared for lessons and engage more thoroughly.</p> <p>Ealing Mental Health Support Team partner to work with parents through the delivery of workshops.</p> <p>Impact of staff absences (due to illness and isolation) will be covered by year group expert teachers/SLT, to ensure continuity and awareness of both pupil's needs and the curriculum.</p>
Ensure that all students experience a positive learning environment where they feel challenged and confident to contribute and to ask questions	<p>Learning walks show that classrooms are engaging and rich in vocabulary. There are high levels of opportunities for children to read about, discuss and share their learning with their peers and adults.</p> <p>Curriculum planning days are timetabled with the Deputy Headteacher (Curriculum Lead) throughout the term to ensure that we are providing high quality experiences, which is one built on high expectations, aligned with national standards and is rigorous. Language and concept links are evident throughout all areas of learning. The curriculum will meet the needs and exceptionalities of every child to ensure progress.</p> <p>Personalised questioning (60/40% PP/Non-PP agreement) to provide opportunities for our most disadvantaged/vulnerable pupils will be adopted in every learning experience. Questioning will be open-ended to ensure children have the opportunity to express their views and understandings. This will also show pupils who are:</p>

	<ul style="list-style-type: none"> <li>● engaged and motivated to become active participants in all lessons</li> <li>● critical thinkers</li> <li>● reflect upon and review learning and achievements</li> <li>● motivated to pursue knowledge independently and ask their own questions.</li> </ul> <p>High Quality Teaching and Learning in line with whole school policies and expectations. Structured support systems (learning walks, environment checks, CPD, RA meetings, curriculum planning days) have a great impact on teaching and learning. This will be demonstrated by high levels of participation, where all pupils are challenged and learnt concepts are embedded and referred to, in order to build upon them.</p> <p>Within the early years, an improvement of children’s language and early literacy skills through NELI (January 2022) will show purposeful engagement in the learning environment (structured and continuous provision) through:</p> <ul style="list-style-type: none"> <li>● improved listening skills</li> <li>● enriched vocabulary</li> <li>● use of narrative in play</li> <li>● early literacy skills</li> </ul> <p>This will be supported with the STT early years teacher trialing BrightTalk (January 2022), which will include links to home and opportunities to ‘talk’.</p>
PP pupils to engage in a wider range of enrichment activities outside of the classroom	PE lead work with the LA Games Organiser (Featherstone School Games Partnership) to increase PP pupil’s uptake on wider curriculum opportunities, which may not have been provided to them. Continue to develop in 22/23 through employed lunchtime supervisor (SMSA staff development).

## 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: £28 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop Quality First Teaching	<p>CPD through through UCL, ECF and Compass HUB CPD training for NQ and new to teach teachers – challenging all pupils</p> <p><u><a href="#">ADDRESSING EDUCATIONAL DISADVANTAGE IN SCHOOLS AND COLLEGES : the essex way. (2021). S.L.: John Catt Educational Ltd.</a></u></p> <p><u><a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/</a></u></p>	1, 2, 5
Language rich learning environment to develop pupil's ability to articulate ideas, consolidate understanding of learning concepts and extend vocabulary.	<p>Release teachers for ongoing training and curriculum development</p> <p>Reading clubs – Literacy Lead</p> <p>After school reading group (2xweekly for 3 groups) beginning spring term 2</p> <p>NELI -</p> <p>PTV (twice weekly) linked to PoR text</p> <p>UKS2 – reading buddy twice weekly in afternoon</p> <p>Consistent use of PECs/Dual coding across school -</p> <p>Writing Conferencing - classroom teacher to develop short term targets weekly with pupils to develop articulation of ideas through writing/language</p> <p><u><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931312/BSSLC_Supporting-evidence.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931312/BSSLC_Supporting-evidence.pdf</a></u></p> <p><u><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></u></p>	1, 2, 5
Staffing	<p>Inclusion Lead working with Pupil and Family Welfare Officer and a newly appointed trainee Play Therapist to ensure continuity of message across whole school – including supporting wellbeing for pupils within the classroom (Boxall tracking) + parent/carer communication (including attendance, wellbeing at home, financial support/food aide)</p>	1, 2, 3, 4, 5

	Expert teacher (3 teacher model across year group) to ensure continuity.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £75 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWI tuition to accelerate phonic knowledge for PP pupils below national expectations</p> <p>Maths tuition daily for PP pupils to accelerate progress and match national expectations</p>	<p>Expert teachers to delivery RWI tuition (1:1) daily for 10mins as outlined on Ruth Miskin website</p> <p>Daily online maths tuition – Numbots (KS1) + TTRS (KS2)</p> <p>Support Teachers to deliver daily MyMaths Tuition (small group) for 10 mins</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf">https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/Affordable_Maths.pdf">https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/Affordable_Maths.pdf</a></p> <p><a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</a></p>	1, 2, 3
PP Tuition Recovery – reading after school	<p>Autumn + Spring</p> <p>After school Reading tuition - Year 6 + 2</p> <p>Pixl therapy Reading + Writing - Year 4 + 5 + 6</p> <p><i>Review Spring Term 1</i></p>	1, 2, 3, 4, 5

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

Budgeted cost: £13 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent engagement – supporting parents to work with children at home.	<p>BrightTalk (EYFS) – sharing experiences and oral discussions at home</p> <p>Parent support sessions – Shahla Maqbool + Denva Bucke</p> <p>TP/Inclusion Lead phone calls for attendance</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf</a></p>	1, 4, 5
PE lead to engage with Featherstone Games Partnership	<p>PP chosen to allow for opportunities to represent the school and engage with others purposefully to raise confidence and collaboration with peers (sportsmanship)</p> <p>Employ a physical activity lead to develop our extra curricular offer outlined above</p>	1, 4, 5
Attendance	<p>Support Teachers address concerns with the Office Manager (phone call meeting with family). Persistent absentees to work with the Pupil and Family Officer/Inclusion Lead to set short term (termly/half termly) targets. Deputy Headteacher to send out letters to parent/carers termly.</p> <p><a href="https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/examples-of-tiered-practices/">https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/examples-of-tiered-practices/</a></p> <p>Homework Club</p> <p>Free admission to Breakfast Club (begin Aut 1 for PP pupils).</p> <p>Holiday club + Summer Play Scheme are provided for free to ensure that pupils have access to engagement with wider community support and well-being</p> <p>Lunchtime activities programme - SMSA training (RULER)</p>	1, 4, 5

**Total budgeted cost: £116 500**



## 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.

As a result of the pandemic and continuation of disruption to learning through lockdowns, illnesses linked to Covid, closures of bubbles and adaptations to curriculum opportunities (due to health and safety measures) the provision for PP continued to be disrupted. While carefully measured and reviewed frequently with SLT, support structures were put into place for vulnerable families to ensure that pupils did have access to learning. Despite this, there are concerns that in many of our households, access to the curriculum (including phonic and reading opportunities) were limited as a result of language barriers and/or parent/carer's level of phonetic knowledge and misconceptions of the curriculum. Attendance was recorded across the school during these periods and while inconsistencies with attendance was evident for PP pupils, rigorous call ins and follow up support showed that this was due to either lack of technological issues (logins not working) or inability to use school platforms (logging in, Google Classroom).

While summative assessment has been postponed until 2021/2022, our school assessment and monitoring systems during the Covid-19 crisis gave the following overview of disadvantaged pupils.

#### Disadvantaged pupil progress scores for last academic year

	PP (%)	non-pp (%)
EYFS GLD	71	75
Y1 Reading	50	68
Y1 Writing	50	60
Y1 Maths	60	55
Y2 Reading	40	64
Y2 Writing	40	50
Y2 Maths	47	57
Y3 Reading	33	47
Y3 Writing	46	62
Y3 Maths	53	62
Y4 Reading	28	53
Y4 Writing	56	71
Y4 Maths	33	61
Y5 Reading	39	79
Y5 Writing	56	67

Y5 Maths	72	72
Y6 Reading	65	65
Y6 Writing	76	60
Y6 Maths	53	72

## Externally provided programmes

Programme	Provider
Read, Write Inc	OUP
No more marking	No More Marking
Bright Talk	BrightTALK.com
Pixl + Pixl Tuition	Pixl

## ~~Service pupil premium funding (optional)~~

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
<del>How did you spend your service pupil premium allocation last academic year?</del>	N/A
<del>What was the impact of that spending on service pupil premium eligible pupils?</del>	N/A