

Pupil premium strategy statement – Northumberland Heath Primary School 22-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Northumberland Heath Primary School
Number of pupils in school	590
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	Autumn 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Julie Carson
Pupil premium lead	Joe Leslie
Trustee lead	Nav Sanghara

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£403,000
Recovery premium funding allocation this academic year	£43,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£37,500
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	£483,500

Part A: Pupil premium strategy plan

Statement of intent

As part of our Pupil Premium strategy, we aim to ensure that all pupils, from all backgrounds, can make expected or better progress and to ensure that children achieve highly in all subject areas of the curriculum. The purpose of our strategy is to ensure that the disadvantaged versus non disadvantaged gap is closing and to ensure that all pupils make progress, including those who are more able.

As part of this strategy, we will reflect on the different challenges that our most vulnerable groups of children face and ensure that we use appropriate strategies to ensure these pupils can access high quality education and achieve their potential. This includes our child protection, child in need families and our young carers.

Quality first teaching is the priority and the tool that will benefit all of our pupils, including disadvantaged groups the most. 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. The aim of this is to ensure the attainment gap is reduced and disadvantaged pupils perform in line with non disadvantaged pupils in the same cohorts.

The strategy also fits with the wider plans for post covid education recovery. This is inclusive of the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. This strategy is based on research and robust diagnostic assessment, not assumptions about the impact of disadvantage.

The aim of this strategy is to ensure that all disadvantaged pupils have adequate challenge in their learning to fulfil their potential, have early identification and intervention where necessary to ensure gaps are closing and to have a whole school ethos where all staff are responsible for the outcomes of all children, based on high expectations.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and persistent absence for those children identified as disadvantaged.
2	Speech and Language provision for children identified with SLCN needs on the SEND profile.
3	Provision for children identified as disadvantaged and on the SEND profile where there is a correlation of underperformance.
4	Pastoral support provision for children identified with SEMH needs on the SEND profile.
5	Ensure high quality teaching and learning strategies are consistently used to improve pupil outcomes and tailored to the individual needs of all learners;

	taking account of recommendations provided by outside professionals/specialist reports.
6	Quality of teaching and learning in Reading and reading for pleasure for pupils
7	Quality of teaching and learning in Writing with well planned sequences of learning that impact on outcomes.
8	Quality of teaching and learning in Maths.

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
<i>An improvement in attendance and persistent absence to be in line or above national</i>	<ul style="list-style-type: none"> • The attendance of all PP pupils is in line with the attendance of others and reaches 97% by the end of the 24-25. PA is reduced to $\leq 16\%$ • Weekly reviews of PP pupils attendance and punctuality • Fortnightly meetings between CLO, DHT Inclusion and EWO • Attendance surgeries • Headteacher Coffee Mornings to focus on Attendance • Involvement of School Nurse to support attendance matters with identified families • Additional EWO provision is in place.
<i>Provision for children identified with SLCN needs is in place</i>	<ul style="list-style-type: none"> • SALT specialist reports identify improved SLCN outcomes • Staff are trained to deliver SALT interventions • SALT HLTA delivers weekly interventions • Language Link and Speech Link is utilised effectively to identify gaps and provision is targeted accordingly • ILPs include SLCN targets so that all stakeholders are aware of the specific targets required for individual children • Increased SALT specialist provision is in place.
<i>All disadvantaged and SEND children are identified and have ILP targets that map provision to need with interventions diminishing any attainment gaps</i>	<ul style="list-style-type: none"> • Provision Mapping demonstrates clear links between PP and SEN pupils whereby interventions target the specific gaps in learning. • Internal and external QA shows that provision is bespoke to individual learners and that resourcing and staffing are allocated on need and impact • Additional timetabling and resourcing has focused support on QFT and not just a series of Interventions • Additional Educational Psychologist services are in place to identify needs and recommendations are in place.
<i>Provision for children identified with SEMH needs is in place</i>	<ul style="list-style-type: none"> • Staff consistently utilise their learning from Paul Dix CPL to focus on recognition, consistency and restorative practice

	<ul style="list-style-type: none"> Wellbeing Coaches are timetabled to deliver interventions to children identified on SEND profile with SEMH needs There is a reduction in behaviour logs for children identified with SEMH needs ‘ Children report positively about their experience at school ILPs include SEMH targets so that all stakeholders are aware of the specific targets required for individual children SEMH Specialist Teacher from Bexley is timetabled to support children with high profile SEMH needs Staff are trained as Mental Health First Aiders to support pupils Counselling provision for identified pupils Therapy Dog is timetabled to support identified pupils
Staff consistently deliver quality first teaching utilising pedagogical strategies such as Rosenshine Principles, Teaching Walkthrus & whole class feedback strategies to improve pupil outcomes	<ul style="list-style-type: none"> Planning, teaching and learning meets the needs of individual learners Agreed pedagogical strategies are consistently in place leading to QFT Whole class feedback is consistently used to drive pupil outcomes Pupil outcomes are in line with other pupils Staff CPL to address development needs, particularly for new staff
Improve teaching and learning of Reading to impact on outcomes	<ul style="list-style-type: none"> Teachers understand and deliver quality first teaching expectations focusing on clear sequences of learning, use of differentiation and scaffolds Reading for Pleasure is celebrated with children accessing the library and high levels of reading at home are recorded (Go Read) Reading lessons are of high quality with high engagement from pupils seen Little Wandle Letters and Sounds provision is embedded to secure good phonics outcomes High quality interventions are delivered with clear entry and exit AfL captured and discussed in RSMs
Improve teaching and learning of Writing to impact on outcomes	<ul style="list-style-type: none"> Teachers understand and deliver quality first teaching expectations focusing on clear sequences of learning AfL informs pitch and challenge to meet the needs of individual learners EYFS writing opportunities are consistently in place across the provision High quality interventions are delivered with clear entry and exit AfL captured and discussed in RSMs
Improve teaching and learning of Maths to impact on outcomes	<ul style="list-style-type: none"> High quality interventions are delivered with clear entry and exit AfL captured and discussed in RSMs Teachers understand and deliver quality first teaching expectations focusing on use of manipulatives, differentiation and scaffolds

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: £139,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff have received training to be pedagogical experts to ensure teaching and learning is consistently good across all year groups.	<p>CPD for staff is pivotal in ensuring whole school improvement.</p> <p>Delivery of CPD, linked to the EEF Effective Professional Development</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Blog: Five evidence-based strategies to support... EEF (educationendowmentfoundation.org.uk)</p>	5, 6, 7, 8
Planned opportunities for staff to observe outstanding practice which includes marking and feedback and planning support.	<p>There is strong evidence which highlights the impact on pupil progress linked to marking and feedback and planning which meets the needs of individuals through differentiation and challenge for all.</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p>	5, 6, 7, 8
Improve outcomes in Reading	Phonics approaches have a strong evidence base that indicates a positive im-	6

	<p>pact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Working on improving reading and writing outcomes linked to EEF Improving Literacy in KS2 Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) and Improving literacy in KS1 Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Developing communication and language, early reading, self-regulation, work with parents in EYFS Linked to EEF Preparing for Literacy Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p>	
Improve outcomes in Writing	As above	7
Improve outcomes in Maths	<p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	8

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

Budgeted cost: £171,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>HLTA SALT interventions</i></p> <p>Target 1:1 and small group SALT interventions for disadvantaged pupils. In class support and modelling for class teachers.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2

<p><i>Sports Coach- social skills</i></p> <p>Small group social skills interventions for disadvantaged pupils. In class support and modelling for class teachers.</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p><i>Teaching Assistant interventions</i></p> <p>TAs leading intervention small groups to reduce attainment gap.</p>	<p>Making best use of TAs for greater inclusion of pupils with special educational needs and disabilities (SEND) into mainstream schools, with TAs providing the key means by which inclusion is facilitated Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4, 6, 7, 8</p>
<p><i>Speech and Language support</i></p> <p>Target 1:1 and small group SALT interventions for disadvantaged pupils. In class support and modelling for class teachers.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Targeted interventions for identified pupils, focusing on Y4 & Y5 as transition from Y3 & Y4, delivered by DHT C.</p>	<p>Working on improving reading and writing outcomes linked to EEF Improving Literacy in KS2 Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) and Improving literacy in KS1 Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>

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

Budgeted cost: £172, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pastoral Support SEMH</i> To liaise with parents and act as a communication link between parents and external agencies, such as the family wellbeing service who can offer families additional support and give guidance to parents</p>	<p>Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable. Error! Hyperlink reference not valid.</p>	4
<p><i>Wellbeing Coaches</i> To speak to children about their wellbeing and help them to develop emotional awareness and understanding, as well as teaching de-escalation strategies</p>	<p>Improving social and emotional learning Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	4
<p><i>CLO</i> The Community Liaison Officer will meet with vulnerable families to build a professional relationship and to signpost to further support and make onward referrals</p>	<p>Building respectful relationships with staff, pupils, families and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school. Error! Hyperlink reference not valid.</p>	1
<p><i>Wellbeing Coach</i> To offer individualised social and emotional support, as well as targeted therapies to reduce anxiety and help children feel safe and confident in school</p>	<p>Social and emotional support is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	3, 4

<p><i>DHT Inclusion</i> To co-ordinate the inclusion team, monitor provision mapping for impact, support differentiation for quality first teaching and to ensure all vulnerable pupils are accessing additional support when necessary</p>	<p>Improving social and emotional learning Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p><i>Pupil Counselling</i> To give 1:1 and small group counselling to pupils who have been identified as needing SEMH support</p>	<p>Social and emotional support is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages compared to other groups Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p><i>EWO</i> To meet with parents/carers of poor attendance & PA children to explore reasons behind absence and avenues of support to improve attendance</p>	<p>Pupils who are persistently absent might need involvement with external agencies. It is key to establish clear and effective service level agreements with external partners to support pupils with persistent absence Error! Hyperlink reference not valid.</p>	<p>1</p>

Total budgeted cost: £483,500

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 2021 to 2022 academic year.

Our EOKS2 outcomes demonstrates that performance of disadvantaged pupils continues to be an area of focus for the school at the Expected standard, and broadly in line at Greater Depth. However, the gap for combined has decreased from 20% in 2019 to 11% (below national) in 2022.

	PPG	NPPG
Reading	66%	81%
Reading GDS	33%	36%
Writing	70%	92%
Writing GDS	8%	11%
Maths	68%	83%
Maths GDS	15%	22%
Combined	64%	75%
Combined GDS	19%	23%

Attendance for 2021-2022 is shown below. This remains a focus for 2022-2023.

Attendance		
GROUPS	National Average 18/19	NHP
All Pupils	96	91.1%
Disadvantaged	94.4	89.3%

Persistent Absence		
GROUPS	National Average 18/19	NHP
All Pupils	16	27.2%
Disadvantaged	16.7	35.6%

As a school our assessment of the impact of COVID-19 has been significant with higher levels of SEMH based behaviours and an impact on physical and mental health for children and their families. School closure during COVID-19 has had an impact on disadvantaged pupils with access to school and teaching and targeted interventions being affected as well as the 'cost of living' pressures that families have faced and continue to face.

Our pupil premium spending was further adapted to meet the significant social development needs of children and an edit to planned spending included:

School Nurse service was bought in to offer advice and support for families with individual meetings and workshop offers. As a result, this has led to further commitment to including this provision in our offer next year.

SEMH specialist teacher to offer social and emotional support to identified children across Year 3 and Year 4. Again, the school will continue to offer this provision next year.

Play Therapy service for targeted children over a 12 week intervention.

Additional targeted intervention for Maths as an out of school hours additional provision. Provision will continue into next year also.

In addition, our assessment of children who had barriers to SLCN were further identified as requiring additional support. This led to an increase in specialist SALT provision of an additional day per week to enhance the provision in place. This has led to a commitment to continuing this provision into next year to further support.

Attendance in 2021/22 continued to be an area of focus for the school, particularly persistent absence. This continues to be a focus and is a continued target on our current plan.

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
Little Wandle Letters and Sounds	Little Wandle

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Additional activity

- Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:
- utilising a [DfE grant to train a senior mental health lead](#).
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.

Planning, implementation, and evaluation

- We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.
- We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.