# Norham St Ceolwulf’s CE First School:Review of 2019/20 Pupil Premium

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summary information for 2019/2020** | | | | | |
| **Total number of pupils** | 22 | | **Number of pupils eligible for pupil premium funding** | | 3 (14% of total on roll) |
| **Number of pupil premium children in each Key Stage:**  Key Stage 1: 1 Key Stage 2: 2  **Total PP budget:**  £3960 | | | | | |
| **Total pupil premium budget:** | | £3960 | | **Amount per pupil:** Reception class to Year 4 =£1,320 | |
| **Attendance 2019/20** | | Due to Covid-19, we are unable to give an accurate percentage for attendance.  There were no persistent absentees in the school last year. | | | |

**Pupil Attainment 2019/20**

Due to Covid-19, end of Key Stage assessments did not take place during 2019/20 and children missed a significant amount of taught school. Children did receive weekly home learning and fortnightly phone calls from a teacher to check in with learning and how families were coping during this time.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Review of expenditure for previous academic year 2019/2020 Total budget = £3920** | | | | |
| 1. **Targeted support for pupil premium children. Total budgeted cost = £5280** | | | | |
| **Desired outcomes & success criteria** | **Actions** | **Impact up until March 2020.** | |  |
| To ensure children have the relevant basic skills in maths to support their wider mathematical learning | * This will be achieved through the introduction of basic skills maths lessons, CLIC Big Maths. | Introduction of basic maths skills sessions and starters to lessons was showing an impact on children’s maths fluency and recall. | | |
| 2. To embed the Thrive Approach across the school to support children’s social and emotional development. | Assess every child using the Thrive assessment tool to identify individual children who would benefit from targeted support and class targets to inform PSHE lessons. 1 trained TA to deliver sessions one afternoon a week. Head Teacher to deliver Thrive training for staff and governors. | The use of the Thrive approach across the school has seen an increase in children’s emotional wellbeing. Some Pupil Premium children were targeted for 1:1 work in a specific area to increase self confidence, managing feelings and social skills.  Staff and Governors received introduction to Thrive Training. | | |
| 3. To provide a breakfast club to ensure that all children start the day with breakfast. | Continue to offer the current breakfast club to all pupils and free for pupil premium children. | Small uptake from breakfast club, mainly non pupil premium children. | | |
| 4. To create a timetable of enrichment activities to provide opportunities and experiences for children and to inspire work in class, including writing. | Create a timetable of enrichment activities to provide experiences and opportunities for children including after school clubs. Make use of these experiences in writing and the wider curriculum to inspire learners. | A wide range of enrichment activities was offered including visits to museums, ice skating, local outdoor areas, violin after school club, sports coaching and a range of art and craft after school clubs. Pupil Premium children benefited from these and some took up new hobbies as a result. | | |