# Norham St Ceolwulf’s CE First School:Review of 2020/21 Pupil Premium

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summary information for 2020/21** | | | | | |
| **Total number of pupils** | 26 | | **Number of pupils eligible for pupil premium funding at time of October census:**  **Number of pupils classed as pupil premium funding during the 20/21 academic year:** | | 3 (12% of total on roll)  14 (50% of roll) |
| **Number of pupil premium children in each Key Stage:**  EYFS: 2 Key Stage 1: 6 Key Stage 2: 5  **Total PP budget:**  £4035 | | | | | |
| **Total pupil premium budget:** | | £4035 | | **Amount per pupil:** Reception class to Year 4 =£1345 | |
| **Attendance 2020/21** | | 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 2020/21**

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. Some Pupil Premium children attended school during the early 2021 lockdown.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Review of expenditure for previous academic year 2019/2020 Total budget = £4035** | | | | |
| 1. **Targeted support for pupil premium children. Total budgeted cost = £4035** | | | | |
| **Desired outcomes & success criteria** | **Actions** | **Impact during 2020/21 academic year** | |  |
| To promote the basic literacy skills of phonics, spelling, handwriting and reading. | Introduction of a handwriting scheme across the school.  Monster Phonics scheme introduced and embedded with linked reading books.  Use of Spelling Shed scheme to teach spelling in LKS2. | Assessment by teachers indicates that children are confident in phonics and that spelling is improving. Handwriting has improved for most children and they have a pride in their work.  Reading is good and the majority of PP children are reading at age related expectations. | | |
| To ensure children secure knowledge of areas in maths from the previous and current academic year. | Use of White Rose maths scheme, resources and ready to progress statements.  Maths CPD for staff through White Rose and the Great North Maths Hub. | Pupils are received good maths teaching which has enabled them to work through missed maths learning due to covid last year and this year. Pupils are becoming more confident mathematicians. | | |
| To improve pupil resilience to make them independent learners who persevere and overcome challenges. | Introduction of Commando Joes to outdoor learning.  Fun Friends Resilience course completed by pupils across the school. | Pupils are visibly more confident and resilient, more likely to give things a go and to learn from mistakes. Some children have received 1:1 Thrive sessions to support them in more depth. | | |
| To promote good mental wellbeing so children can identify and manage their feelings and emotions in an appropriate way. | Thrive, PSHE, Fun Friends and Commando Joes resources. | Pupils are more emotionally literate and can name and identify emotions. | | |
| To promote good speaking and listening skills so that children can communicate effectively. | NELI assessments.  Some pupils to access Speech and Language Therapy  Use of talk partners | Assessment show that pupils have good level of speaking and listening skills. Access to speech and language therapy for some pupils has been beneficial. | | |