# 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 TherapyUse 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.  |