

Pupil premium strategy statement

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	Norham St Ceolwulf's CE First School
Number of pupils in school	22 (plus 3 Nursery)
Proportion (%) of pupil premium eligible pupils	24% (6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Gary Hilton (Headteacher)
Pupil premium lead	Gary Hilton
Governor lead	Douglas Watkin (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,730
Recovery premium funding allocation this academic year	£833
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£9,563

Part A: Pupil premium strategy plan

Statement of intent

Our school is committed to supporting all pupils. A significant number of our pupils in our small school are identified as disadvantaged (approx. 24% pupil premium) and many others face similar financial difficulties however do not fit the criteria to be recognized formerly as disadvantaged. This informs our approach to pupil premium spending in that we prioritise strategies that impact on the majority of our children, however we specifically consider those pupils who are deemed to be at a disadvantage educationally.

We have a good track record of supporting pupils who need that support the most and we will continue to target this funding at areas of disadvantage to ensure that all children can achieve. Working with our partner school Berwick St Mary's who were recognised for 'Excellent Practice' in our Poverty Proof Audit form Children North East in the Summer of 2023, our school leadership and teaching team are continuously driving for improvement to ensure all children can be the best they can be.

High quality teaching is at the core of our approach. 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 at Norham. Our approach is responsive to the common challenges we experience and individual needs. This is rooted in well established diagnostic assessments and not assumptions about the impact of disadvantage.

Our strategy is also integral to wider school plans for education recovery including targeted intervention support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Observations and assessments (EYFS baseline and SaLT assessments) identify a low baseline in oral communication, language and Literacy. Our internal evidence show this impacts on Reading and Writing ELG and the overall GLD. Further impact of poor on entry communication is on our phonics screening results. Longer term impact on average literacy skills development/progress as child go through school.
2	Our assessments and observations evidence that the well-being of many of our disadvantaged pupils have been impacted by Covid and the 'Cost of Living Crisis' to a greater extent than for other pupils (this is supported by national studies). This has resulted in more significant wellbeing / pastoral and mental health needs.
3	Our assessments and observations evidence that the education of many of our disadvantaged pupils have been impacted by Covid and the 'Cost of Living Crisis' to a greater extent than for other pupils (this is supported by national studies). This has resulted in significant gaps in learning (behind age-related expectations).

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
To improved oral language and communication skills	Assessments (speech and language therapist reports, TalkBoost, Neli, teacher and external specialist assessments) and observations indicate significantly improved communication and oral language skills . School readiness both in starting Nursery, through Reception and entering Year 1.
To achieve and sustain improved mental and physical wellbeing for all pupils in our school, particularly our disadvantaged pupil	<p>Sustained high levels of mental and physical well being demonstrated by :</p> <ul style="list-style-type: none"> • Pupil voice, pupil and parent questionnaires and teacher observations • A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced by TAF meetings, Safeguarding meetings, behaviour tracker (CPOMS) and mental health care plans. • Observations of children's engagement in learning • Increased participation in sporting and physical activities, including after school clubs, outdoor learning, Specialist sport coaching, Yoga, etc • Development of child led play within non-structured times • Increased use of outdoor provisions across all key stages
<p>To achieve and sustain improved % of children working at age related expected or all pupils in our school, particularly our disadvantaged pupil. (%of children will be set per cohort each September)</p> <p>Increase the number of disadvantaged pupils achieving robust evidence of mastery in core subjects in KS1 and LKS2.</p>	In school tracking data, standardised assessments (Rising Stars) and end of Key Stage (GLD, phonics and KS1) assessments will show an increase in the number of children working at age related expectation year on year and an increase in the number of disadvantaged pupils achieving the higher standard at the end of LKS2.

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: £ 3,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Speech and Language interventions and training (Talk boost/RWINC and others) to be used with all EYFS pupils to identify communication / language baselines and to measure progress made Staff training – including RWInc and Talk Boost, Forest Schooling Talk Boost, Colourful Semantics, etc interventions implementation (targeted) and training impacting all Staffing in EYFS to increase communication modelling and dialogue in continuous provision and small group work. CPD for phase leaders / teachers and TAs in ‘Making best use of Teaching Assistants’ EEF guidance report Phonics lead in school (supported by English Hub) to model phonics sessions, support new to school teachers to enable consistency and monitor teaching and assessment of phonics across EYFS and KS1. 	<p>Detailed research into appropriate assessment and intervention tools using EEF recommendations and evidence based upon previous years work with Speech and language service, Elklan and Neli.</p> <p>Consistently good provision (environment, assessments & practice) provides communication experiences, language development, reading and writing progress.</p> <p>The systemic review commissioned by the EEF ‘Early Language Development’ reinforces the above approaches to be inline with best practice, especially in terms of adult interactions – hence the need for additional staff to model this.</p> <p>EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p> <p>The EEF toolkit states that Oral Language impact development (Average impact +5 months),</p> <p>The EEF toolkit states that phonics approaches has a moderate impact (+4 months) for a very low cost.</p> <p>Talk Boost has been identified by the EEF as a an effective intervention.</p>	1

Quality of teaching for all :	Research Evidence for approach	
<ul style="list-style-type: none"> • Half termly data monitoring and progress discussions • Staff to facilitate teachers and 'Showcase' lessons by lead subject teachers • CPD programme including EEF 'Making best use of Teaching Assistants'. • School part of North School leaders project, delivered by NET school hub on behalf of the EEF - looking at curriculum improvement linked to quality of teaching. • TA teacher intervention groups targeted to address gaps in learning for those to achieve high standard at LKS2 • Quality marking & feedback monitored by phase leaders • Planned induction programme not only for ECT but all new staff • HT and invited external consultants and other HT's not class based to support and monitor 	<p>EEF Toolkit and evidence of best practice -</p> <ul style="list-style-type: none"> • Reading Comprehension Strategies (Average impact +6 months), • Small Group Work (Average impact +4 months), • Feedback (high impact for very low cost +8 months) 	<p>1 , 3</p>

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

Budgeted cost: £3,143

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Target group work in Nursery and Reception using Talk Boost, RWInc and Colourful Semantics Talk Boost intervention implementation SENDCo (non-class based) release to target assessment and support for those eligible for PP who are identified as having SEN Intervention groups led by TAs / teachers (based on same day interventions) TA reduced cover timetable to enable consistent intervention sessions 	<p>EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year (EEF).</p> <p>The EEF toolkit states that Oral Language impact development (Average impact +5 months), and phonics approaches have a moderate impact (+4 months) for a very low cost.</p> <p>EEF toolkit : Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)</p>	<p>1, 3</p>

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

Budgeted cost: £2,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • School accessing support from Behaviour Lead professional / SITT tutors, DSL team, Mental health First aiders • Mental health plans and individual risk assessments in place when necessary and targeted support available as and when needed (as above). • Curriculum focus on in terms of growth mindset, resilience and mental health of pupils. • Staff trained on the implementation of Forest School well-being project • Provision of well being sporting activities such as Yoga to be embedded within the curriculum during the school day and after school. • Experiences and visitors planned for all pupils across the year • Provide a wide range of extra-curricular activities, all of which will be free, to allow children to participate experiences that are not provided within the home environment. (including breakfast , after-school and holiday clubs) • Plan cultural experiences into the core offer of the St Mary's curriculum beyond the National curriculum, including community and charitable projects • Funding supports transport, subsidised visits and trained staff to carry out extended school sessions 	<p>EEF toolkit identifies that the following all have a positive impact.</p> <p>Behaviour intervention (+ 3months)</p> <p>Social and emotional learning (+ 4 months)</p> <p>Metacognition and Self regulation strategies (+ 7 months)</p>	2, 4

Total budgeted cost: £ 9,563

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 2022 to 2023 academic year.

Early Learning Goals

PP - N/A.

Phonics

PP - N/A

Year 2 SATs

PP - 33% (3 pupils) achieved age related expectations in reading, writing and maths.

Attendance

PP - attendance was 94.3 above Non-PP with a school average of 92.48%

Interventions

Implementations of a range of interventions such as RWInc, Lexia, Number First Class, Talk Boost and Neli, all showed positive impact.

Social skill and learning behaviour interventions were delivered in a bespoke format targeted at individuals, with behaviour incidents lower year on year, this is evidenced with improved attendance for PP students.

With school providing additional support for parents with resources and training available.

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
Prima/PUMA	Hodder
Lexia	Lexia

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