

Pupil premium strategy statement 2020- 2023

School overview

Metric	Data
School name	Normanton All Saints CE (A) Infant School
Pupils in school	333 (Including nursery)
Proportion of disadvantaged pupils	52 (including EYPP) 16% (including EYPP) 17% (without EYPP)
Pupil premium allocation this academic year	£75,995
£1,345 per pupil (who claims free school meals, or who has claimed free school meals in the last 6 years)	
Academic year or years covered by statement	2020- 2023
Publish date	01 September 2020
Review date	01 September 2021
Statement authorised by	Amy Stone
Pupil premium lead	Danielle Edwards/ Elizabeth Cowling
Governor lead	Leah Huddleston

Our school serves an area where there are pockets of significant social and economic deprivation. In total 57% of the school fall into the IDACI (Income Deprivation Affecting Children Index) categories 1, 2 and 3. 13% of our pupils fall into category 1, most deprived areas and 16% fall in to category 2. This is above Wakefield Local Authority for these categories. The school is ranked 66th out of 114 primary schools in Wakefield LA. The average IDACI score is 0.21.

Disadvantaged pupil progress scores for last academic year (2018-2019)

	Reading	Writing	Maths	RWM	Phonics- 2020 (Y1)
Meeting the expected standard at KS1	53%	53%	53%	53%	78%
Achieving at a higher standard at KS1	29%	18%	29%	18%	

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all staff (including new staff) have received training to deliver the phonics scheme effectively (both at a whole class, small group and 1:1 level).
Priority 2	Ensure all staff are trained in research led practice that support pupils to know more and remember more (Rosenshines) and develops their academic vocabulary.
Priority 3	Ensure a whole school approach is in place for the teaching of mathematics focused on securing the fundamental basics of maths at a deeper level and develops pupils' mathematical vocabulary.
Priority 4	Ensure the whole school curriculum (including the T4W, writing/reading structure) is based on the development of early speaking, communication and language skills. Ensure all staff are knowledgeable in how to develop pupils' vocabulary and SCLN and to provide targeted and timely support for identified pupils.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lower communication and language skills and limited vocabulary- Addressing pupils' language deficit. • Limited opportunities to gain wider cultural capital and therefore the need for the school to further enhance the curriculum through educational visits and wider curriculum opportunities. Linked to the focus on increasing pupil vocabulary through wider experience. • Disadvantaged pupils attaining lower compared to all other pupils in Year 1 phonics and at end of KS1 in reading, writing and maths. Phonics remains a high priority across the school. • A large proportion of pupil premium pupils have lower starting points in areas such as PSED, C&L, literacy and mathematics. • Ensure all staff deliver high quality, quality first teaching across the curriculum that leads to long term learning gains. Linked to the school curriculum work enabling pupils to know more and remember more.
Projected spending	£20,400

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<p>Disadvantaged pupils to achieve national average end of KS1 in reading.</p> <p>All disadvantaged pupils to have made rapid progress from their starting points.</p>	September 2023

Progress in Writing	Disadvantaged pupils to achieve national average end of KS1 in writing. All disadvantaged pupils to have made rapid progress from their starting points.	September 2023
Progress in Mathematics	Disadvantaged pupils to achieve national average end of KS1 in mathematics. All disadvantaged pupils to have made rapid progress from their starting points.	September 2023
Phonics	Achieve above national average expected standard in PSC	November 2021
Other	Improve attendance of disadvantaged pupils to bring in line with national average Achieve the school's attendance target for disadvantaged pupils (96%) Pupils in the EYFS make rapid progress in prime areas in particular C&L and are Year 1 ready.	September 2023

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Embed the daily catch up phonics sessions for all identified pupils in each year group requiring targeted support. Ensure all staff are trained at a high standard in the delivery of 1:1 catch sessions. Purchase further phonics based reading scheme books especially for younger readers and readers at a lower reading stage.
Priority 2	Establish small group maths interventions alongside quality first teaching for disadvantaged pupils identified 'at risk' focusing on securing fluency in the fundamental mathematical knowledge.
Priority 3	Implement the Nuffield SCL programme to target small group and individuals requiring focused communication intervention. After implementation EYFS lead to disseminate the training to EYFS team.
Barriers to learning these priorities address	<ul style="list-style-type: none"> Lower starting points at baseline for disadvantaged pupils.

	<ul style="list-style-type: none"> Disadvantaged pupils achieving lower in phonics and reading and requiring catch up support. Additional support required from additional adults (trained and led by the reading lead). Need for ensuring the fundamental basics are securely embedded in mathematics for pupils to know and remember more. Limited mathematical talk and need to increase confidence. Has been an identified area of weakness.
Projected spending	£5100

Wider strategies for current academic year

Measure	Activity
Priority 1	Embedding a Breakfast club linked to providing additional targeted support for phonics
Priority 2	Provide bespoke support for pupils with SEMH needs to enable them to learn effectively and to re integrate post covid (linked to catch up funding). Embed the Thrive approach across the school through intervention support (meeting high need pupils).
Priority 3	Learning mentor to provide emotional well-being and pastoral support for pupils and families.
Priority 4	Learning mentor to support families with identified attendance need.
Barriers to learning these priorities address	<ul style="list-style-type: none"> Increase in pupil numbers with SEMH needs. School commitment to the Thrive project and trained Thrive practitioners across the school. Increase in complex SEND needs and targeted support for pupils and families required. Support from Notable link between low attendance and low attainment. Improving attendance and readiness to learn for disadvantaged pupils. Lower starting points at baseline for disadvantaged pupils. Disadvantaged pupils achieving lower in phonics and reading and requiring catch up support.
Projected spending	£50,500

Monitoring and Implementation

Area	Challenge	Mitigating action
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Teaching	<p>Ensuring adequate time is provided to the professional development of all staff.</p> <p>Ensure subject leaders are given time to effectively lead their subject area and coach staff and are also well supported by leadership.</p>	<p>Use of INSET days to provide CPD for all staff.</p> <p>Use of additional adults (HLTA support) assigned to each year group to provide cover for teachers and subject leaders.</p> <p>Re-establish TA training on a regular basis led by leaders at all levels.</p>
Targeted support	<p>Ensuring adequate time for school maths lead to support small groups and to coach support staff. Overseen by SLT.</p> <p>Management of reading lead's internal and external release cover time.</p> <p>Ensuring weekly time is given to the SCLN programme led by an experienced EYFS teacher.</p>	<p>Senior leader to be assigned to EYFS lead, reading lead and maths lead and oversee work and lead professional discussion. (1/2 a day release for Summer term).</p> <p>HLTA assigned to each year group. Supply cover costs provided by the English Hub.</p> <p>EYFS lead to be paired with AHT to provide weekly release time to deliver the programme (1 day a week).</p>
Wider strategies	<p>Engagement of families facing most challenges and also those with low attendance.</p> <p>Release of Thrive practitioner to support individuals and small groups.</p>	<p>Working closely with the LA and Early Help Hub and external agencies to provide additional support.</p> <p>Non- classed based learning mentor and SENDCO part time teaching.</p> <p>Paired teaching assistant support for pupils to allow Thrive release.</p>