



Pupil Premium Strategy 2022-2023 – Northrepps Primary School

Summary Information					
Blue Sky Federation: Northrepps Primary School					
Year	2022/2023	Total PP budget	£7950	Date of most recent PP review	September 2022
Total number of pupils in school	50 (including pre-school)	Number of pupils eligible for PP	8	Date for next PP strategy review	September 2023
Total number on roll at Pre-School		Number of pupils eligible for EYPP	0	Recovery Funding Grant	£1000

Barriers to future attainment for pupils eligible for PP		
In-School Barriers		
A	Low attainment in core subjects of reading, writing and maths.	Some PP pupils have less varied vocabulary and life experience than their peers. This can inhibit their engagement, confidence and access to the curriculum; especially reading activities requiring inference <i>and</i> reasoning about real life problems in maths. Currently 50% of PP pupils receive SEN support. Our current SEN needs within our PP pupils are cognition and learning and social, emotional and mental health needs, with several of our PP pupils having pastoral support.
B	Social, Emotional and Mental Health needs – trauma/self-image/self-esteem.	Some of our PP pupils have experienced traumatic events, disruption to their home lives, have low self-esteem or a negative self-image. These are factors that are not isolated to PP pupils however, they are factors that can lead to difficulties with engagement, confidence and resilience.
External Barriers		
C	The impact of lower incomes on well-being, family life, and experiences.	Some of our families, whether PP or not, have low incomes and find supporting extra-curricular activities, school trips and other experiences challenging.

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Desired Outcomes

	Desired Outcomes and how they will be measured.	Success Criteria
A	Improved attainment in English and Maths. Increased levels of confidence, resilience and engagement through purposeful and aspirational experiences.	Progress and attainment will match comparable non PP pupils. PP pupils will make expected progress or above expected progress from starting points.
B	Pupils enjoys a range of extra-curricular activities and experiences raising levels of well-being, positive attitudes and aspirations.	Regular school trips/visitors/experiences to enhance learning. Regular Forest School sessions. Attendance at Lunchtime clubs and activities.
C	Improved levels of attendance.	Attendance at Breakfast Club/After School Club. Engagement with Parent Support Advisor where appropriate.

Planned Expenditure

Academic Year 2021/2022

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of Teaching

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	When will we review implementation?
Additional support for children to make expected progress in core subjects	Additional teacher hours to target specific needs.	Our KS2 class has a wide range of needs and ages requiring additional teaching to ensure children are taught in groups of Lower KS2 and Upper KS2 for core subjects.	Regular monitoring and tracking of attainment and progress.	Pupil Progress Meetings

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<p>Teachers plan for and provide purposeful writing opportunities and opportunities to write at length across the curriculum.</p>	<p>Authentic, real-life learning experiences for pupils through “Adventures in Learning” strategies, inspirational visitors and experiences to enhance topic based writing.</p>	<p>Pupil engagement and investment levels deepened through writing opportunities that are meaningful and matter to them.</p>	<p>SLT monitor whole school events, visitors and experiences to enhance topics, e.g. planetarium. Book Looks demonstrate increased quality of writing.</p>	<p>Throughout the year – book looks/learning walks/whole school events.</p>
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Total Budgeted Cost : £1500

Review of Quality of Teaching expenditure to be completed at end of financial year

<p>Estimated Impact – Did you meet the success criteria? Include impact for non PP pupils, if appropriate.</p>	<p>Will we continue with this approach and why?</p>	<p>Cost:</p>
<p>Smaller class sizes has meant both PP and non PP children have benefitted from more targeted support in the classroom and reduced the range of needs in one class.</p> <p>Regular purposeful and meaningful learning experiences - debates, performances, experience days, visits from experts e.g STEM ambassadors.</p> <p>Regular nook looks and learning walks show good levels of independence and engagement in writing.</p>	<p>Children are invested in their learning leading to increased levels of engagement. To be continued next year.</p>	<p>Trips, Visitors and Experiences: £351.53 Immersive Classroom £86.24 Teaching support £1062.23</p>

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ii. Targeted Support				
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	When will we review implementation?
To ensure children have strong foundations in phonics and reading	Introduce Little Wandle Phonics Scheme across whole school.	A robust and consistent approach to the teaching of systematic phonics and 'catch up' phonics.	Subject Leader monitoring. Book Look Phonics scores	Staff meetings/subject leader feedback.
To provide targeted SEND support in class and through interventions.	TA with each class for core subjects.	To ensure the teacher is supported to provide appropriate and effective reasonable adjustments in class and that appropriate adults are regularly available for interventions.	SENDCo to review and assess impact of interventions and reasonable adjustments regularly.	Termly
Increased pupil well-being, attendance and readiness to learn.	Pastoral support and PSA	All families may need support at times. We find that if pupil's needs are not being met at home for various reasons pupil progress can be affected. These reasons may include bereavement, low income, transitions or change to family life.	PSA time timetabled for Pastoral Lead. Support from Early Help or other outside agencies where appropriate.	DSL meetings.
				Total Budgeted Cost: £5,950
Review of targeted support expenditure to be completed at end of the financial year				
Estimated Impact – Did you meet the success criteria? Include impact for non PP pupils, if appropriate.		Will we continue with this approach and why?		Cost:
Pastoral and Parent Support has ensured an increase in:		There continues to be a high need for pastoral/SEMH support for both children and		Little Wandle £506 TA Support £2,000

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attendance levels academic achievement levels of resilience observed in class levels of engagement in class	parents/carers. School are regularly approached by families seeking additional support.	Pastoral Support £3,444
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iii. Other Approaches

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	When will we review implementation?
Enhance playtime provision and develop a nurturing ethos around playtimes.	Opal school training	To support those pupils with SEMH needs who find elements of playtimes challenging.	Timetabled lunchtime clubs Regular MSA meetings Pupils have access to high quality equipment and activities	SLT meetings and MSA meetings.
Provide additional opportunities for extra curricular activities and opportunities to support pupil well-being.	Breakfast Club/After School Clubs	Provide pupils with a healthy, calm start to the day and opportunities to experience a range of activities after school.	Review attendance of clubs. Ensure range of activities offered for after school clubs.	Termly

Total Budgeted Cost: £500

Review of other approaches expenditure to be completed at the end of the financial year

Estimated Impact – Did you meet the success criteria? Include impact for non PP pupils, if appropriate.	Will we continue with this approach and why?	Cost
Good levels of attendance at clubs has ensured that pupils have experienced a range of extra-curricular activities raising levels of well-being, positive attitudes and aspirations.	It is vital that in our rural settings we ensure children have access to before and after school clubs and activities.	Breakfast and Afterschool club £310 OPAL £190

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Recovery Premium Grant

Develop use of library to increase access to high quality books and foster love of reading.	Develop use of libraries including restocking non-fiction and phonic based reading books.	The vocabulary and ideas that pupils experience in their reading will impact on their oracy skills and their writing, allowing pupils to articulate their ideas concisely.	Subject Leader monitoring. Library audit. Pupil survey.	Termly
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