

North Wootton Academy Pupil Premium Strategy statement 2021 - 22

1. Summary information					
School	North Wootton Academy				
Academic Year	2021-22	Total PP budget	£37065	Date of most recent PP Review	Sept 2021
Total number of pupils	317	Number of pupils eligible for PP	36 inc.3 forces chl'n	Date for next internal review of this strategy	June 2022

2. Current attainment			
	<i>Pupils Overall in School Teacher Assessed</i>	<i>Pupils Nationally Teacher Assessed</i>	<i>Pupils eligible for PP in school Teacher Assessed</i>
% achieving GLD	66%	NA	0%
% KS1 Reading, Writing, Mathematics Combined	66%	NA	100%
% KS1 Reading	75%	NA	100%
% KS1 Writing	70%	NA	100%
% KS1 Mathematics	75%	NA	100%
% KS2 Reading, Writing, Mathematics Combined	75%	NA	%
% KS2 Reading	85%	NA	50%

% KS2 Writing	85%	NA	0%
% KS2 Mathematics	85%	NA	0%
KS2 Reading progress			In KS2 there were only two pupils, one of which although below expected in 2 of these 3 subjects, made huge progress in all 3 subjects compared to KS1 results.
KS2 Writing progress			
KS2 Mathematics progress			

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | Oral language skills in Reception and general vocabulary knowledge through the school are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years and impacts writing in terms of fluency and vocabulary. |
| B. | Pupils who are eligible for pupil premium appear to read far less frequently at home compared to those who are not. This often results in lower reading ability and progress. |
| C. | Low aspirations, independence and confidence are lower in some PP pupils, hence learning attitude is affected. |
| D. | A number of PP pupils have additional needs that impact their overall learning such SEND, EAL, Medical and Social and Emotional |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| E. | Barriers during COVID-19 Lockdown that affect the ability of our pupil premium children to engage in online learning affecting outcomes disproportionately when measured against non-pupil premium children. |
| F. | Attendance rates for pupil premium eligible pupils were roughly in line with whole school rates, however, for some pupils in this cohort these were significantly lower |
| G. | Low educational aspirations: King's Lynn is an area with low levels of adults with higher levels of education |
| H. | Poor home learning environments affecting confidence of children. |
| I. | Access to reading books at home. |

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral and reading language skills throughout the school for pupils eligible for PP, particularly for those with EAL as an additional factor within the lower school.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. Pupils in Years 1-6 meet age related expectations or better in reading. To be measured by TA and Pixl tests and successful moderation practices. Pupils seen to be using knowledge organisers at school and home. Evidence of key vocabulary retention across all subjects.
B.	A greater achievement and progress in early Literacy skills with pupils eligible for PP with this being sustained through the school	Pupils eligible for PP in Reception achieve age related expectations or better in reading, writing and attain an age-appropriate knowledge of the phonics curriculum (spelling). Pupils achieve age related expectations or better in writing and GPS in each year group. To be measured by TA and Pixl tests and successful moderation practices.
C.	Improve mathematical understanding and attainment for all pupils eligible for PP.	Pupils eligible for PP in Reception achieve age related expectations or better in maths. Pupils achieve age related expectations or better in maths in each year group. To be measured by TA and Pixl tests and successful moderation practices.
D.	Higher rates of greater depth attainment within all year groups for all eligible PP children, with a focus on writing as this is a weaker area of attainment within the school.	Pupils eligible for PP identified as high achievers earlier in school continue to achieve greater depth as do 'other' pupils identified as high ability in maths, reading and writing with writing as a focus area. The percentage of PP pupils achieving greater depth at the end of KS1 and KS2 to increase. To be measured by teacher assessments, Year 2 and Year 6 tests and successful moderation practices established across the multi-academy trust (MAT).
E.	Pupils to participate in a wider range of activities and be given opportunities that may raise their aspirations and the way in which they view themselves within the school	The percentage of pupils eligible for PP participating in each of the extra-curricular clubs and pupil committees will be monitored and SMT to take active steps to increase participation within all to ensure that these percentages are above the 10% of PP in the school.

5. Planned expenditure

Academic year

2021/22

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 for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continue improving language skills throughout all year groups.	Ensure all new staff 21/22 are trained on developing oracy for pupils in EYFS and throughout school in vocabulary, reading and writing tasks.	Our evidence for this is that, as documented in the EEF Teaching and Learning Toolkit, early years interventions aim to ensure that young children have educational experiences which prepare them for social and academic success.	High-quality provision with well-trained staff is essential. There are a number of new staff in EYFS who will be trained by EB/JG.	EB	Feb 2021 10 hours x £25 £250
Improve quality first teaching of science and non-core topic subjects across the whole school curriculum.	The first key focus in our academy development plan is a more consistent approach for science and non-core topic subjects to ensure consistent quality first teaching across the curriculum EYFS – Yr 6	New curriculum builds on vocabulary as a starting point across all subjects. Evidence suggests knowledge builds and needs to be 'sticky' - Knowledge Retrieval. We are training our children to move from 'novice' learners with bits of vocabulary to 'expert' learners making connections.	All staff to be trained that vocab is root of our new curriculum and will be developed to maximise progression by knowledge retention and making connections in learning. New EYFS Curriculum to be introduced and a key priority on the school's Academy Development Plan.	MB Class teachers EB/MB	Release and cover of key staff to provide specific training related to the impact with PP pupils: 30 x £30 = £900
Improve our assessment of science and non-core topic subjects across the whole school curriculum.	Rubrics will be used to assist staff assessment of pupils.	Our rationale is for every member of staff to know what the expectations are including greater depth. This will ensure we are stretching our more able pupil premium children.	Key consistencies will be a first priority in our Academy Development Plan. Expected to be seen in lessons, monitored and evaluated across classes.	HLTAs/TAs MB Inset Sept 2021	

<p>Ensure our curriculum is accessible to all children.</p> <p>Target the development of improved VOCABULARY FOCUS and fluent spoken language in all lessons in line with the new curriculum.</p>	<p>Included in the key consistencies is a drawings-based approach to children's work.</p> <p>Drawings based approach to level up to written work for a greater focus on pupil premium children who can achieve greater depth expectations.</p> <p>Knowledge Organisers used at school and home. New vocabulary for all subjects introduced at the start of a new topic area, repeatedly revised and retested at the end.</p> <p>Easy Peasey Online App to assist our EAL children/low language pupils who are also pupil premium.</p> <p>EAL lessons for children presenting with lower middle language skills – strategies to be implemented in circle time class sessions.</p> <p>Mrs Wordsmith for KS1 and Descriptosaurus for KS2 resources used within quality first teaching to specifically develop a greater range of vocabulary within children's writing.</p> <p>Use of high quality/ high interest reading books to supplement and improve our existing range. Greater proportion of non- fiction used to widen pupils</p>	<p>We believe that children should have other means than just writing to express their understanding at a level appropriate to them.</p> <p>We also believe our greater depth children have the ability to demonstrate their learning in a more detail critical thinking style of writing.</p> <p>It is proven that disadvantaged children benefit from high quality EYFS early language programmes (as supported by evidence in the EEF Toolkit). Research shows that young children develop deeper social and emotional intelligence with the right vocabulary. Children will develop skills across five key competencies: self-awareness, resilience, creativity, communication and community.</p> <p>Children's overall vocabulary increased on average by 50% with Mrs Wordsmith (National Literacy Trust)</p> <p>It has been shown that children who have a broader vocabulary range become better readers and writers. High quality reading texts are crucial to a child's vocabulary acquisition and development of reading. These books have been chosen to enthuse children using exciting modern stories.</p>	<p>Feedback and collaborative discussion is scheduled monthly in staff meetings.</p> <p>Rubrics being introduced across these subjects to assist assessment of all levels.</p> <p>Intervention/support in class will take place eg small group sessions, guided reading, 1-1 book discussions linked to our EAL provision</p> <p>Teacher formative assessment to be used in reading sessions also results of summative tests. Writing will be assessed against writing criteria and writing exemplification materials.</p> <p>Children's reading will be tracked as will scores in tests and book . Rigorous weekly checking of PP child reading records by class teacher (termly by MT) to ensure PP are reading in line with their peers. Progressions within reading tracking should exceed non-PP pupils and attainment within Pixl testing to stay within 5% of national.</p> <p>Online reading will be tracked through the Razkids structure for all Reception, Year 1 and all PP children.ReadTheory KS2</p> <p>Class teachers will be allocated sets of books and phase leaders will monitor tracking systems.</p>	<p>MB</p> <p>Class teachers and TA's</p> <p>MB</p> <p>MB/EB</p> <p>JG/MB</p> <p>MB/EB</p> <p>MB/MB</p>	<p>Reading TA support £600</p> <p>Ongoing yearly cost of Easy Peasey £360 HLTA cost for EAL included in different section</p> <p>Management release in order to track the specific progress of reading and</p>
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					Total budgeted cost	£3590
	<p>knowledge of the world and vocabulary.</p> <p>Greater use of reading books that help children understand their emotions.</p> <p>Home reading requirements across school reflect reading as a key priority.</p> <p>Ensure the children understand how to approach formal testing.</p> <p>Refocus on cultural capital.</p> <p>Providing more formal opportunities for speaking and listening within the school</p> <p>Purchase devices so there is no external barrier to learning. Purchase electronic oxford dictionary/thesaurus</p>	<p>Children increase their enjoyment of reading through exposure to non-fiction. This broadens their pleasure for reading and widens their interests. 'There is an interesting book for every child.'</p> <p>We recognise that we need to maintain and improve our variety of genres and maintain our guided reading sets across our phase groups.</p> <p>There are elements of reading in particular that need to be prioritised eg the technique and stamina of the PiXI tests. Teacher assessment to be brought in line with the outcomes seen by our pupil premium children in their tests.</p> <p>The EEF highlight that arts participation can have some impact for a relatively low cost; it was felt the drama opportunities provide a way in which to possible engage parents and children within a non-sporting activity; this would also support the wider development of the pupil language.</p> <p>Access to learning in a modern age. Our overall aim is to increase the verbal capacity and knowledge of language towards an aim of improving their literacy overall. However, there is also a need to develop skills as independent learners</p>	<p>Purchase of books to support this. Liaise with our Emotional Literacy Support Assistant (ELSA) All staff aware of our ELSA support.</p> <p>Phase leaders to monitor how staff teach our children to prepare and take formal tests.</p> <p>Quality first teaching with extra support by TA's where our children do not complete their tests.</p> <p>Senior leaders will be looking for opportunities such as whole school taking part in National Poetry Day recitals. The school would aim to run Performance of a Shakespearian Play at St. George's Guildhall to provide an opportunity for all to perform on a stage and enjoy Shakespeare</p> <p>Brought forward from last year's strategy, this will be a trial in 5/6 to ensure children independently look up words and spellings by typing in their ideas.</p>	<p>JG/MB</p> <p>All staff</p> <p>MB All staff</p> <p>JG/MB</p> <p>MB/EB</p>	<p>homework for PP and following up with parents and staff £500</p> <p>£300</p> <p>No cost</p> <p>Theatre hiring costs £180 c Cost of hiring two coaches for the day £300 to ensure all pupils can see and attend</p> <p>£30 per child= £300 for KS 2</p>	

<p>Ensure all teaching is at least good for all PP pupils. Senior Leaders to monitor and support teaching at all levels.</p> <p>Improved progress across key stage 2 for core subjects</p> <p>Ensure attitudes for learning are monitored and addressed by SMT</p> <p>Ensure our pupils enjoy learning.</p>	<p>Quality first teaching – all staff aware of and held to account for PP pupils. PP children will have a targets in a revised format.</p> <p>Staff training on high quality feedback.</p> <p>Release of core subject / PP leaders to monitor teaching and progress of PP pupils.</p> <p>Reading Club for PP in which pupils can chose books and develop their own love of reading</p> <p>Termly pupil voice survey to track the attitudes to learning for all PP and adjust curriculum accordingly</p>	<p>Clear curriculum teaching guidelines and monitoring of the implementation and tracking of success.</p> <p>We want to invest some of the PP funding in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment and it is suitable as an approach that we can embed across the school in all subjects. All pupils will be challenged with constant verbal feedback.</p> <p>All staff/subject leaders need to be aware how well their subject is being taught within school in order that standards are kept consistently high and progress is evident.</p> <p>Reading Club if possible due to COVID-19 restrictions to enthuse children in reading and enable children to discuss stories in detail. Collaborative learning proven in EEF to raise standards. A collaborative approach involves pupils working together in group small enough for everyone to participate on a collective task that has been clearly assigned</p> <p>Evidence from the EEF suggests that 'metacognitive strategies' can be one of the most beneficial ways to develop learning within the classroom. The school wishes to take snapshots of pupils' level of motivation and confidence within the school work and take proactive steps to addressing</p>	<p>Tracking and quality assurance of the curriculum objectives. School and PIXL tests will be analysed.</p> <p>Pupil premium attainment will be monitored. Book reviews and learning walks. Progression in books. Professional development sessions to improve practice.</p> <p>Book reviews will be held every 3 weeks in SMT and subject leaders will do regular book scrutinies. HLTA to release subject leaders. Time made available on Fridays to enable additional feedback to PP children</p> <p>Focus on Year 4/5 pupils particularly those of higher ability; books will be chosen by the pupils and the reading set by the leading adults</p> <p>Termly pupil voice surveys with follow-up feedback sessions for each student.</p>	<p>JG/MB/SMT</p> <p>JG marking policy in present COVID climate.</p> <p>Core subject leads MB</p> <p>MB</p> <p>JG/MB</p>	<p>DP release time £1250 for biannual PP progress meeting including cost of teacher release</p> <p>No cost, completed with staff meeting time</p> <p>Core Subject leader release during data validation process = £600 contribution</p> <p>MB ti Reading Club Books to be purchased £300</p> <p>Release time £150</p>
Total budgeted cost					£2300

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve outcomes for PP pupils to ensure no gap in progress and attainment compared to all pupils through additional support</p>	<p>Yr 5/6 to be offered free after school clubs ideally each one night/morning per week</p> <p>Yr 6 after school booster clubs for middle-lower attaining pupils in Reading, GPS and Maths</p> <p>Yrs 3,4,5,6 after school booster clubs for pupil premium children in Reading, GPS and Maths</p> <p>Year 2 after school booster sessions</p> <p>Purchase of Reading, Writing and Maths study guides.</p>	<p>This is a cost-effective targeted approach that will be repeated as it proved effective in the previous academic year.</p> <p>The EEF states that parental engagement is consistently associated with academic success therefore after school booster clubs are an ideal way to greet these parents personally and discuss the child's learning in a more informal way. The booster clubs also enhance and embed learning that has previously been taught in class.</p> <p>Evidence suggests access to the internet and associated devices is more difficult for our 'disadvantaged' children. We therefore, will ensure they have paper based study guides which can be taken into booster classes as well. It was clearly documented that Pupil Premium pupil had less access to learning resources at home during lockdown; a complete set of age appropriate support booklet to be purchased and use in and out of school to support additional learning</p>	<p>Children will be selected on the basis of scores in tests and places offered. Participation will be encouraged. Scores in sessions and subsequently in class will be monitored.</p> <p>This is a cost-effective targeted approach that will be repeated and extended this year. Follow up meetings will be requested with PP children who do not take advantage of these sessions by the DP</p> <p>Additional classes for those in Year 4 and 5 proved very popular in 20-21. Although this was funded by COVID catch-up money, there is provision to ensure that this can be continue by TAs this year with PL overseeing its provision.</p> <p>Class teachers will monitor the use of these in booster groups and home learning.</p>	<p>JG Yr5/Yr 6 staff</p> <p>JG/MT/CB</p> <p>MB</p> <p>JG/MB/CB LP</p> <p>JG/CB/MT</p> <p>GL/LP</p>	<p>Up to £1000</p> <p>£350 for complete set of books</p>

Improve outcomes for PP to ensure no gap in progress and attainment compared to all pupils	Salford Reading Age Test to be introduced beginning and end of year and continuous daily reading support	Reading underpins the entire curriculum and OFSTED highlights early reading fluency as key, Daily practice is well documented as a key strategy and one that may be lacking in the home setting	For children assessed by 1 st half term by Salford test A. Those identified too low to have interventions to be in place and read to adult daily.	MB/ TAs	One hour per week per pupil with need = £7,600
	Employ intervention TAs & HLTA to work with individual and small groups of children in line with COVID-19 guidelines. TA's to be given training additional training to ensure they are equipped to deliver quality intervention	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Intervention Maps which are regularly updated and adjusted as necessary. Intervention sessions by TA's are to be more integral running alongside the start of lessons to ensure a bespoke curriculum for our pupil premium children with this being specific to their individual targets. Monthly training and review for PP pupils. Phase teachers to meet with teachers termly who then report to SMT. Teachers to meet with TA's and monitor intervention records/work. TA's trained in terms of intervention expectations 1x month.	Phase Leaders TAs	Approximate cost equivalent to 2 hours 1.5 support a week £10,900
	Weekly small group/1:1 sessions in writing for PP pupils with experienced teacher/HLTA, in addition to standard lessons towards developing writing fluency	Writing progression is a key weakness within the school particularly as this was considered the most difficult area to teach online requiring a higher level of individual feedback and therefore this will be prioritised. Writing is historically regarded as the weaker core subject for our pupil premium children.	Writing will be led by MB and delivered through PE (3-6) Children will be accountable and rewarded for their effort. Children will have a clear checklist of what they need to improve – IEP. A whole school moderation of writing will be held within the year.	Coordinated by MB LG Yr 6 HLTA Yrs3-5 HLTA Yrs 1-2	£6,756 for teaching staff's hours £450 for management release

Total budgeted cost	£27,056
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iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review/ implementation?

<p>Ensure attendance rates are consistently high.</p>	<p>HT to monitor pupils and follow up quickly on absences.</p>	<p>NfER briefing for school leaders identifies addressing attendance as a key step. In the academic year 2021-2022 home learning engagement was high and attendance rates for PP children remained so after lockdown. This needs to be maintained.</p>	<p>Attendance will be consistently monitored and links with parents will be made.</p>	<p>HT / Pupil Premium Coordinator/Governor</p>	<p>Ongoing by office with a termly overview. No cost</p>
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Children have access to all educational opportunities	This provision has been reviewed such that wrap around care will be funded on a case by case basis. Extra-curricular activities and school excursions will continue to be fully or part funded. Residential trips will be part funded.	Children benefit socially, emotionally and academically from extra-curricular opportunities and family circumstances should not prohibit these from happening. If these excursions and trips are not possible, we will look to be creative in providing these cultural capital experiences online.	Funding will be monitored. The attendance figures of our PP children is monitored for after school clubs.	HT	Spring 2022 £2000 will be budgeted but this will possibly be affected by Covid
Children to take ownership of learning through peer tutoring scheme.	Implement a peer tutoring scheme	The EEF states that children who take on responsibility for their aspects of teaching and evaluating their success has a positive impact. There is evidence that low-attaining and those with SEND's make the biggest gains. Peer tutoring is beneficial to embed learning.	This depends on current restrictions being lifted before we will pursue the professional development of staff where cross-aged matches of children would be made. Initial and end of programme assessments would be made to ascertain progress. There is a high likelihood of this being postponed until 2021-22.	MB/class teachers	Jan 2022
Children to widen aspirations in regard to higher education	Participate into our own version of the Children's University Scheme.	The proportion of disadvantaged pupils attending university fell for the first time in a decade from the already disproportionately low number of 22%. Equally, the proportion of PP pupils attending external extra-curricular activities was low compared to our non-disadvantaged pupils.	We are looking to organise a graduation that keeps being postponed due to COVID – 19 restrictions and to increase the profile of this scheme. Internal Club Providers will be invited to participate within the scheme in order to enable PP pupils to acquire 'hours' that will lead to graduation. One member of the office staff will be assigned with managing the process which we are looking to adapt to the needs of our children at NWA.	BB	Feb 2022 £500 budget
Ensure pastoral counselling for pupils who need additional support within the school to maintain a healthy emotional state	2 hours of dedicated 'ELSA' pastoral support therapy per week.	The Children and Young People's Mental Health Coalition (CYPMHC) notes that Pupil's mental health can greatly hamper their educational attainment and that disadvantaged pupils are most at risk. Therefore, they advocate 'the use of skilled counsellors/professionals who are valued by the children, thereby improving educational attainment, behaviour and social mobility'.	Dedicated practitioner trained and transitioning from STRIVE to ELSA programme. Deputy Principal to review and report back to Principal the pastoral progress on a termly basis. All staff reminded to understand the role of ELSA	DP/Principal MB/MB MB	£400 set aside for PP specific support

<p>Ensure our new RSE curriculum supports our children to understand the importance of mental wellbeing as well as physical health.</p> <p>Ensure all our pupil premium children are able to successfully transition back to the new school year.</p>	<p>Existing PSHE lessons are supplemented by timetabled RSE lessons.</p> <p>Seek the views of our pupils.</p>	<p>The new RSE curriculum became compulsory last year. Recognising the importance of our children's mental health, we had introduced elements already in September 2020.</p> <p>The priority of timetabled PSHE/RSE is designed to support our children's mental health to equip them with coping strategies. Only then, can they begin to re-engage as effective learners.</p> <p>Evidence shows our pupil's mental wellbeing is key before they become resilient learners - Professor Barry Carpenter, CBE is Professor of Mental Health in Education at Oxford Brookes University.</p>	<p>RSE co-ordinator to monitor delivery of lessons and to establish a clearer assessment strategy using rubrics.</p> <p>Pupil voice survey termly. Plan to include our pupil premium children.</p>	<p>MB/SMT</p> <p>MB</p> <p>JG/MB</p>	
Total budgeted cost					£3900

