

# **Northfold C.P. School Pupil Premium**

**2019-2021**

## **Overview**

| <b>Metric</b>                               | <b>Data</b>           |
|---------------------------------------------|-----------------------|
| School name                                 | Northfold C.P. School |
| Pupils in school                            | 207                   |
| Proportion of disadvantaged pupils          | 17.4%                 |
| Pupil premium allocation this academic year | £66,180               |
| Academic year or years covered by statement | 20-21                 |
| Statement authorised by                     | Alison Wilson         |
| Pupil premium lead                          | Alison Wilson         |
| Governor lead                               |                       |

## **Current performance**

The basis of our pupil premium spending would usually be partly based on academic achievement from our scores achieved in national testing some examples of which are below.

- Progress scores in reading, writing and maths
- percentage meeting expected standard at key stage 2 in reading, writing and maths
- percentage achieving high standard at key stage 2 in reading, writing and maths
- As these tests did not take place in 2020 due to Covid lockdowns, we have instead based our use of the pupil premium monies for 2020-21 on teacher assessments and also the importance of mental health and well-being at this current time.

The main barriers to learning are:

- Low parental engagement from some families.
- Little support from home in terms of home learning, reading as some of the parents themselves have low academic ability.
- Poor resilience of parents/carers and children.
- Low language levels. Many children have language difficulties or delay when entering the foundation stage. This leads to social communication, reading and writing difficulties.
- Unemployment of parents and carers
- Socio-economic disadvantage.

- Mental health issues in the family and /or child.

During 2020/21 we shall use it in the following ways:

- Family Learning Mentor (full time) - £28,154
- Additional resources - £3,000
- Support for music lessons in flute/clarinet £ 750
- Additional teacher 2 days a week for outdoor learning to support mental health and well-being - £13,788
- Teaching Assistant support for specific interventions in Literacy/Numeracy/Phonics and communication - £18,008
- Help with funding educational visits both daytime and residential - £680
- Visiting teachers to give a 'real life' experience e.g. the Viking visit - £1500
  - Positive Footprints - raising career aspirations - £300

The impact will be measured by:

- Mental health and well-being of children - tested by various means including work and conversations with the learning mentor, conversations with both children and parents themselves, attitude to learning of the children through increased enjoyment.
- Children make expected progress academically and socially at the end of each term and at year end. Half termly progress meetings and termly reports.
- Higher levels of emotional resilience which should be evident through performance in class and also discussions with the children themselves.
- Increased aspirations.
- Increased communication and speech and language skills.

### **Last year's pupil premium priorities and outcomes 2019-20**

In 2019-20, our pupil premium allocation was £67,240 based on 51 E6FSM, 2 x post LAC children and 2 x service children.

The allocation was spent on:

- Family Learning Mentor (full time) - £28,260
- Additional resources - £3,000
- Support for music lessons in flute/clarinet £ 720
- Additional teaching assistant support 3 days a week for outdoor learning to support mental health and well-being - £9239.40
- Teaching Assistant support for specific interventions in Literacy/Numeracy/Phonics and communication - £24970.60
- Help with funding educational visits both daytime and residential - £750
- Positive Footprints - raising career aspirations - £300

Our aims for mental health and well-being were similar to our current year's targets and, from our monitoring and evaluation, the work of the learning mentor was highly successful. This was evidenced by talking to both children and parents, monitoring of the children's mental health and well-being and how they displayed during their learning.

Academic achievement of disadvantaged children throughout the previous year was varied, although the majority of classes made pleasing progress, with increases in all year groups except one, in percentage of children achieving national expectations.

The introduction of a regular timetable for outdoor learning proved to be immensely successful to raising the resilience, independence and well-being levels of the children who took part. This is something which we intend to build on in future years in order to continue to improve all aspects of the children's well-being. Also, increased levels of resilience should impact on classroom independence and levels of resilience for future learning.