

Northfold C.P. School Pupil Premium

2020-2022

Overview

Metric	Data
School name	Northfold C.P. School
Pupils in school	206
Proportion of disadvantaged pupils	24.7%
Pupil premium allocation this academic year	£57,110
Academic year or years covered by statement	21-22
Statement authorised by	Alison Wilson
Pupil premium lead	Alison Wilson
Governor lead	Rhea Stephenson

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 2021 due to Covid lockdowns for the second year running, we have instead based our use of the pupil premium monies for 2021-22 on teacher assessments and also the continued 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 reading and other areas of homework as some of the parents themselves have low academic ability.
- Low language levels. Many children have language difficulties or delay when entering the foundation stage. This leads to social communication, reading and writing difficulties. This appears to have become more pronounced during lockdown as some children have not had the same opportunity to talk with others.
- Unemployment of parents and carers. The lockdown situation has sadly increased the number of families who are without jobs and are struggling financial hardship. There has been a marked increase in the number of our families needing to ask for help from such services as food banks etc.
- Socio-economic disadvantage.

- Mental health issues in the family and /or child. Again, due to the Covid situation, we have become more aware this year of the impact on children's mental health and wellbeing and this will be a priority for children in the coming academic year.
- Lack of stimulation/life experience from visits, excursions out of school hours.
- Lack of opportunity to participate in after school/extra curricula activities due to lack of funding/motivation.

During 2021/22 we shall use it in the following ways:

- Family Learning Mentor (full time) - £28,363
- Additional teacher 2 and a half days a week for outdoor learning to support mental health and well-being - £17,822
- Teaching Assistant support for specific interventions in Literacy/Numeracy/Phonics and communication - £8935
- Help with funding educational visits both daytime and residential and after school activities - £1000
- Visiting teachers and experiences to give a 'real life' experience e.g. the Viking visit/Science/Bug man - £990

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. This academic progress will, however, only be possible once the mental health and well-being is back on track.
- Increased aspirations.
- Increased communication and speech and language skills which will be evident throughout all aspects of school life.
- Participation in more out of school activities, both organised by school and externally.

Last year's pupil premium priorities and outcomes 2020-21

In 2020-21, our pupil premium allocation was £66,180 based on 53 E6FSM and 2 x service children.

Because of Covid and the restrictions this brought to teaching and learning and school life, the pupil premium funding was not all spent as originally planned. The allocation was spent on:

- Family Learning Mentor (full time) - £28,154
- 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

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. This was different for various children dependent on whether they were learning in school during the lockdowns and/or learning at home through remote teaching. Despite some children being at home, the learning mentor was involved with supporting some of these children (and their parents) from school by means of telephone calls etc.

Academic achievement of disadvantaged children throughout the previous year was varied. It has been difficult to assess exactly where children are attaining due to the large amount of missed learning and the remote learning they have been carrying out at home. Children have now been thoroughly assessed after returning to school and relevant interventions will be put in place to ensure any gaps are plugged.

The continuation and extension of outdoor learning has been essential to maintaining the children's mental health and well-being this year. On returning after lockdowns, priority has been given to raising the profile of the outdoors so that children remain healthy both physically and mentally. This will be an ongoing priority in the coming years as children return to full physical and mental fitness.

The issues which have arisen due to Covid may require greater funding than this year's funds allow to purchase and, as such, it may be that following constant monitoring throughout 2021-22, funds which have been currently placed in reserves may be used to fund further interventions.