

Pupil premium strategy statement

School overview

Metric	Data
School name	Naunton Park Primary School
Pupils in school	414
Proportion of disadvantaged pupils	7.5%
Pupil premium allocation this academic year	£40280 expected (plus £15823 carry forward)
Academic year or years covered by statement	2021-2024
Publish date	7/6/21
Review date	1/11/2021
Statement authorised by	Nikki Hill
Pupil premium lead	Lara Hudson
Governor lead	Rachael Bullingham

Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score
Reading	+0.31 (National Disadvantaged -0.62)
Writing	+2.95 (National Disadvantaged -0.50)
Maths	-0.24 (National Disadvantaged -0.71)

Disadvantaged pupil performance overview for last academic year (2019)

Measure	Score
Meeting expected standard at KS2	50% (National non-disadvantaged 71%)
Achieving high standard at KS2	50% (National non-disadvantaged 13%)

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Provide speech and language therapy for children so that they can fully access and engage with the curriculum.
Priority 2	Work with external professionals to either support children directly or to train staff to support children's social, emotional and mental health needs, e.g. OPAL mentor, Speech and Language Therapists, Lego Therapy training, Art Therapy, trauma training, the Ridge Outreach support.

<p>Barriers to learning these priorities address</p>	<p>Children’s speech and language needs have an impact on their communication with peers and adults and ability to access the curriculum; changing needs of children have not necessarily been experienced by staff before; the number of and extent of children’s SEMH needs are increasing and children cannot access the curriculum while these needs are not met or supported; many children find unstructured times during the school day difficult to manage (e.g. lunchtimes) and transitions cause disruption to learning time.</p>
<p>Projected spending</p>	<p>£10000</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Improve progress in reading for children with SEND.	July 2022
Progress in Writing	Improve progress in writing by the end of KS1 so that the percentage of children achieving Greater Depth by the end of KS1 exceeds the national average. ³	July 2022
Progress in Mathematics	Improve the progress of girls in maths so that there is no gender attainment gap by the end of KS2.	July 2022
Phonics	Reduce the attainment gap between boys and girls in phonics by the end of Year 1.	June 2022
Other	Improve attendance and punctuality of disadvantaged children to be in line, or better than, their peers.	July 2022

Targeted academic support for current academic year

Measure	Activity
Priority 1	Provide additional opportunities for children to read in school and at home by purchasing appropriate books for the children's interests, needs and abilities and by providing adult support in school for 1:1 reading opportunities.
Priority 2	Improve attainment in writing for all children, especially boys and children with SEND and those in receipt of Pupil Premium at the end of KS1 and KS2 by developing, for example, the English curriculum, writing interventions, resources to support independence, 1:1 and/or small group tuition and CPD for staff.
Priority 3	Enable children to be ready to learn and access the curriculum after transitions from home in the morning and after playtimes (for example by providing time, space and adult support for children to regulate their emotions and improving playtime experiences to reduce incidents that have an impact on learning time).
Barriers to learning these priorities address	Lack of reading time and resources at home; disinterest in reading; attainment gap between lowest starting points to highest starting points in reading and phonics needs to reduce; available adults to support children's reading and phonics and provide additional opportunities for children to develop these skills and this knowledge in school; lockdown has had an impact on writing attainment; all children should see the purpose of and develop a love of writing.

Projected spending	£10000
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Wider strategies for current academic year

Measure	Activity
Priority 1	Provide children with pastoral support to meet their social, emotional and mental health needs, during curriculum time, playtimes and before/after school if required.
Priority 2	Provide financial and emotional support for families so that all children are able to achieve well, using the Pupil Premium to fund school trips and residential, extra-curricular clubs, Kids' Club and school uniform as required.
Priority 3	Develop opportunities for children to socialise, communicate and interact effectively with their peers, and with this reduce behaviour incidents, during playtimes, before/after school and during curriculum time (e.g. through OPAL, extra-curricular clubs, PGL residential, Kids' Club and school trips).
Barriers to learning these priorities address	High number of daily behaviour incidents during lunchtimes; difficulties playing (communicating, interacting and socialising) with peers, especially after periods of isolation; children find transitions between home/school and play/curriculum time difficult to manage; learning time is lost due to the time taken for children to self-regulate following transitions and/or incidents before school or during playtimes; some families find it difficult to get to school on time in the morning; some families are unable to provide additional opportunities for their children to take part in extra-curricular clubs; some parents are working long hours while paying Kids' Club fees.
Projected spending	£36103

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Training needs of staff.	Use of staff meeting time for Subject Leaders to provide updates and support following GCC Network Meetings, effective feedback from monitoring activities and time/support for Subject Leaders provided by SLT.
Targeted support	Engaging parents in their children's learning.	Provide parent workshops for supporting reading, phonics and times tables at home.
Wider strategies	Behaviour of some children has an impact on their	Work closely with the OPAL mentor and other professionals.

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Review: last year's aims and outcomes

Aim	Outcome
All children will achieve well, with specific focus on: SEND, Pupil Premium and Previously High Attaining Children.	Support from the SENDCo and other professionals has enabled staff to take responsibility for the outcomes of their children with SEND with more confidence and to support these children effectively. Staff have been more involved in the planning for the spending of Pupil Premium funds to support children's needs more this year than previously. Resources, purchased through the Pupil Premium, have effectively support children in class, either academically or pastorally. Intervention books show the progress of children with SEND against their My Plan and EHCP outcomes. Pupils who are eligible for Pupil Premium in Y1, Y3, Y4 and Y5 are achieving well according to their start points (Y2 and Y6 are being assessed against different objectives and against end of KS objectives). Pupils with SEND are achieving well according to their start points in reading and writing, but not so much in maths.
Curriculum provision encourages independent thinking, problem solving and resilience (including cohesion in the teaching of Foundation Subjects) for all children.	The Big Question approach enables all children to be problem solvers, resilient and encourages independent thinking. Development of the school's values has raised awareness (for children, staff and parents) about the need to be curious, determined and resilient learners. Assemblies and the new PSHE curriculum have introduced, taught and reviewed with children, how they can be curious, resilient, responsible and determined. Can Do Maths, adopted in all year groups, has enabled children to become problem solvers in maths and adapt a 'can do' attitude to their learning in all subjects. Subject Leadership clinics have provided time and support for Subject Leaders to reflect on the intent, implementation and impact of their curriculum area on children's progress and attainment. Staff training, in PSHE, PE, SRE, Maths, phonics and reading has provided teachers with support to deliver these curriculum areas effectively.
All children will develop into happy and healthy young people, regardless of starting points, background or needs.	Attendance and punctuality figures have improved, especially for disadvantaged children. The opportunity for some children to attend Kids' Club, as a result of Pupil Premium funding, has enabled some children to be ready to learn from the start of the school day, socialise with their peers and start the day with a breakfast (all of which weren't the case before this provision was offered). Staff are better informed about how to teach and support children with being healthy young people through work with GHLL and Healthy Schools. The amount of time being active in the school day has increased as a result of The Daily 10 and new Trim Track. Children and staff feel supported by the pastoral support team as they provide scheduled support but also timely support as required throughout the school day to support individual children as their needs required. Additional pastoral support during lunchtimes has had a positive impact on behaviour and curriculum time after lunch since it was introduced in Terms 4-5. Children who have milk after breaktime each day sit quietly in the classroom while they have it, offering them some 'downtime' at a key transition time, which has previously been difficult for them to manage. All children are offered the same opportunities, irrelevant of background or family circumstance, so that all children who want to attend PGL are able to,

	so that all Y4 children learn the clarinet and so that all Y5 children have swimming lessons.
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