

Pupil premium strategy statement – Northfield Manor

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Northfield Manor Primary Academy
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sandra Pennington (headteacher)
Pupil premium lead	Matthew Seex
Governor / Trustee lead	Salaheddin Aboulgasem

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250,170
Recovery premium funding allocation this academic year	£26,970
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£277,140

Part A: Pupil premium strategy plan

Statement of intent

Why

43% of the children in our school are from disadvantaged backgrounds and as a result of the pandemic that number is likely to rise. The majority of our intake is from Weoley Castle, which is classified as a Left Behind area by the Ministries of Housing, Communities and Local Government. This means that families from this ward have lower levels of access to transport links, community infrastructure and a weak local jobs market, which all impact on children's life chances.

Common barriers for our children upon entry to our school include significantly low levels of speech and language, lack of experiences outside of their local area and issues with executive function, particularly self-regulation. However, we recognise that barriers are varied and there is no 'one size fits all' mould; every child is different and will experience disadvantage in different ways. Equally, not all pupil premium children are disadvantaged.

It is important to us that all of our children have an education that develops them academically, personally and emotionally. We believe all children should be able to aspire to the highest levels and to have genuine choice and opportunity throughout their lives. For some children from affluent backgrounds this is a given; however, the national picture shows that this is not the case for many children from disadvantaged backgrounds. Our strategy is about levelling the playing field and ensuring that all of our children, especially our pupil premium children, are able to thrive and flourish.

How

We know that if we provide every child with exactly the same diet then it will not go far enough towards reducing the attainment gap and, more importantly, ensuring that children from disadvantaged backgrounds are attaining at least the same as those classified as 'national other'. Therefore, our strategy is simple:

Provide equity through giving pupil premium children 'first focus':

- First focus for academic support and challenge
- First focus for enrichment such as trips, clubs and leadership opportunities
- First focus for pastoral support

We are unwavering in our determination that every child should succeed. Our expectations are always high because we respect and value our children enough to believe that they should produce their best at all times. Our staff receive high-quality professional development and we recruit carefully. As a result of this, our pupil

premium children make excellent progress and attain well. They are also respectful, polite, have healthy relationships and show excellent self-regulation. They are Northfield Manor children.

We provide high-quality, purposeful enrichment through free clubs, competitions and partnerships. Every class goes on a trip every term to make their learning more concrete. Disadvantaged children are at least proportionately represented in leadership positions, clubs and competitions. The aim is to ensure that all children are given the opportunity to enrich their learning and their character.

We are compassionate, caring and unrelenting in our drive to ensure the best possible pastoral provision for our children. Partnerships with professional agencies, a learning mentor and a dedicated safeguarding officer ensure that our families receive the right help at the right time. Using the PASS survey, we tailor our pastoral programme and evaluate the impact so that we are always spending time on what matters most. Our staff care deeply about every child.

Our strategy

In removing barriers to learning, we ensure that all of our pupil premium children succeed through academic rigour, a comprehensive pastoral programme and enriching experiences; low attaining children are able to catch-up and higher attaining children are stretched and challenged.

This strategy document draws from EEF-backed evidence to ensure we invest money carefully and wisely. By improving teaching and pupil premium children's attendance, providing pastoral support and by precisely targeting gaps through catch-up groups and tutoring, we can ensure that our pupil premium children continue to thrive and flourish.

Our mission

We want our pupil premium children to compete with the best in the world and to have genuine choice in where their life takes them. Disadvantage should not be a barrier.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

These are not necessarily applicable to all disadvantaged pupils.

Challenge number	Detail of challenge
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1	Many disadvantaged children enter the school with low levels of prior attainment, particularly in language and communication
2	Parental engagement is variable which leads to some 'hard to reach' families with regards to reading at home and attendance
3	Some children experience social emotional challenges that adversely affect their behaviour for learning
4	As a group, disadvantaged pupils are more likely to be persistently absent and therefore miss learning opportunities
5	Variable experiences of home learning due to challenging home situations, which in some cases has led to a lower level of engagement, aspiration and progress than their peers.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

We know the pandemic has affected our disadvantaged children most severely, so our main priority is to make a full, rapid and sustained recovery achieving outcomes at least in-line with national 'other'. This will be a challenge as EEF reports suggest disadvantage children are several months behind where they would be in a 'normal' year as a result of the pandemic.

Intended outcome	Success criteria
Improve attendance of disadvantaged pupils	<ul style="list-style-type: none"> Persistent absentees are below national (less than 8.2%) Attendance is above national average (above 95.9%)
Raise attainment in reading at KS2	<ul style="list-style-type: none"> Attainment in reading is at least in-line with national average for 'other' (71%)
Raise attainment in writing at KS1 and KS2	<ul style="list-style-type: none"> Attainment in writing is at least in-line with national average for 'other' (71%)
Raise attainment in mathematics at KS1 and KS2	<ul style="list-style-type: none"> Attainment in maths is at least in-line with national average for 'other' (71%)
Raise attainment in phonics at the end of year one	<ul style="list-style-type: none"> Attainment in phonics is at least in-line with national average for 'other' (71%)

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £79,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of formative assessment through continuing Embedding Formative Assessment programme and embedding the new feedback approach so that all children achieve (including release time)	EEF feedback toolkit and guidance report. Up to +8 months additional progress EEF Evidence Summary EEF Feedback Guidance Report EEF Embedding Formative Assessment (original project and re-grant as a promising project). +2 months additional progress EEF Embedding Formative Assessment Promising Project	1 3 5
Develop leaders at all levels so that they can drive standards (including release time)	Reports on evidence reviews can be found here: Education Development Trust: Successful School Leadership and here: Wallace Foundation: How Leadership Influences Student Learning	1 2 3 4 5
Invest in early career teachers so that they are well trained, stay in the profession and provide a high quality teaching provision (including additional release time and training)	Early Career Framework Early Career Framework (independently reviewed by EEF – pg 4; references page 26)	1 2 3 5
Roll out a 4 year maths mastery programme in conjunction with Maths Hubs (including release time)	EEF Toolkit: Mastery Learning. +5 months additional progress EEF Toolkit	1 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £133,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third Space Tutoring - Maths	1-1 tuition can add up to +5 months progress EEF Toolkit: Tuition	1 2 5
Implement structured 'catch-up' plan (including supply costs and HLTA costs)	EEF Toolkit: <ul style="list-style-type: none"> • Oral language interventions +5 months • Phonics +4 months • Reducing class sizes +3 months • Early Years interventions +5 months • Small group tuition +4 months EEF Toolkit	1 2 3 4 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance of disadvantaged pupils to above national average (95.9%) so that children do not miss out on learning	DfE report on the impact of attendance on attainment, 2016 DfE Report	2 3 4 5
Provide appropriate social-emotional support and interventions (including using PASS data) so that children are ready for learning	PASS will make interventions measurable EEF guidance report on social emotional learning: Toolkit shows up to +4 months progress EEF Report on Improving Social Emotional Learning	2 3 4 5

Total budgeted cost: £ 277,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Outcome
<p>Improve progress in all subjects at KS2</p>	<p><u>2018-2019 (last statutory data)</u> PP EXS combined: 69% (71% national other) PP GDS combined: 6% (13% national other) PP reading progress: +1.82 PP writing progress: +1.93 PP maths progress: +1.82</p> <p><u>2020-21 (non-statutory data)</u> Note progress can only be measured through FFT value added (VA) measures.</p> <p>PP EXS combined: 64% - in-line with last year (64%). FFT VA measure: +12% FFT National 'Other' 69%.</p> <p>PP GDS combined: 11% - significantly above last year (4%). FFT VA measure: +9% FFT National 'Other' 14%</p> <p>This is a strong result given the impact of the lockdown. Attainment far higher than PP nationally and close to 'other' (our target measure) nationally. Internal data shows improvement in reading but slight decline in maths and writing (as a result of lockdown)</p>
<p>Achieve in-line with national other in phonics attainment</p>	<p>PP 90% (2018-19 – last statutory data) PP 77% (2020-21 – lockdown year)</p>
<p>Raise attendance to 95.9%</p>	<p>94.03% (as of 16.7)</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Pass Survey	GL Assessment
PIRA and PUMA tests	Rising Stars
Little Wandle phonics	Little Wandle

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£310 Pastoral support through the learning mentor
What was the impact of that spending on service pupil premium eligible pupils?	Improved social emotional wellbeing which has removed barriers to academic success and enabled the children to make good progress through school. For example, one of the children was EXS in KS1 and is now GDS in reading and maths