

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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	North Mead Primary Academy
Number of pupils in school	357 (years1-6)
Proportion (%) of pupil premium eligible pupils	162 pupils 45.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	30.11.2024
Date on which it will be reviewed	30.11.2025
Statement authorised by	Ben Burpitt
Pupil premium lead	Kirsten Holland
Governor / Trustee lead	Cathy Brown

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,900.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£246,900.00

# Part A: Pupil premium strategy plan

## Statement of intent

At North Mead Primary Academy, the achievement of disadvantaged pupils is at the heart of our vision and values (CARE CARE):

- *Character – development of the whole child, embedding character and resilience to support them in being lifelong learners*
- *Aspiration – high expectations for all children and determination that barriers to learning will be overcome*
- *Relationships – positive and meaningful relationships are central to success*
- *Equity – a personalised approach for our children and families, helping to meet their differing needs*
  
- *Community – we welcome, include and value everyone in our diverse community*
- *Accessible – we are always here to support our families*
- *Results and Outcomes – determination for children to achieve at the highest level possible, ensuring they are secondary ready*
- *Enriched – opportunities provided to increase our children’s cultural capital*

Our school is situated in an area of high deprivation where unemployment and long-term unemployment figures are significantly higher than the East Midlands average, and over a third of workers are classed as ‘low skilled.’ Our DA numbers are rising, and our total number on roll has increased significantly to 414 since the census figures that our funding is based on. Our curriculum intent statement is underpinned by our curriculum drivers, and we direct pupil premium funding to ensure that our disadvantaged learners are supported to overcome any barriers to their achievement.

**“We will provide all of our children with a *broad, relevant and enriched* curriculum so that they have the *character* to make a *positive* contribution to our society and are *knowledgeable, skilled and ready* for the next phase of their education.”**

### Curriculum Drivers:

Character – Nurturing positive character attributes such as cooperation, independence, problem solving and resilience.

Core Skills – teaching the core skills of reading, writing, oracy, computing, and maths across the curriculum.

Cultural Capital – Respecting and celebrating diversity and enabling children to participate in, and respond to, artistic and cultural experiences.

Citizenship – the children to understand their place in the community and wider world and understanding of key concepts to enable them to be positive citizens.

## Challenges

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

Challenge number	Detail of challenge
1	High percentage of pupils who do not speak English at home or who lack the opportunity to develop their use of vocabulary at home (78% EAL)
2	Many pupils do not have access to opportunities to build their cultural capital, which impacts negatively on their development of knowledge.
3	Our families face challenging circumstances including financial deprivation. Our local safeguarding risks include neglect and anti-social behaviour in the community.
4	Our families have been negatively impacted by the national cost of living crisis which has befallen the country since late 2021 and this has an ongoing daily effect upon the lived reality of our community.
5	We have experienced a rise in the need for our graduated response across the school community.

## 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.

Intended outcome	Success criteria
1.Improved communication skills	<ul style="list-style-type: none"> <li>• Lessons show planned opportunities to develop talk and children engaging in language rich activities.</li> <li>• All children with Speech Language and Communication needs to be assessed and supported in a timely manner.</li> <li>• Improved communication skills contribute to attainment and achievement gaps narrowing in reading and writing between Disadvantaged (DA) and Non-Disadvantaged (Non DA) pupils.</li> </ul>
2. Disadvantaged children have equal access to enrichment opportunities	<ul style="list-style-type: none"> <li>• All disadvantaged children access North Mead's Fantastic Fifty enrichment trips for free and use this to support their progress across the curriculum.</li> <li>• All students have access to free breakfast club and after school provision with at least 50 % of PP students accessing wraparound care regularly.</li> </ul>

<p>3. Families access support in order to reduce barriers to learning and be supported through the cost-of-living crisis.</p>	<ul style="list-style-type: none"> <li>• Early engagement with school-based family support leads to fewer children needing social care involvement.</li> <li>• Early intervention and support reduce the number of families experiencing eviction.</li> <li>• Appropriate signposting to relevant agencies and form filling for support to maximise income and reduce the spiral of debt for families.</li> </ul>
<p>4. Families access the wraparound provisions available to alleviate financial hardship.</p>	<ul style="list-style-type: none"> <li>• Families access wraparound care available, reducing absence and promoting punctuality and pupils are fed, socialised and ready for the day.</li> <li>• Pupils are provided with a safe, warm environment beyond the school day, catering for a broad range of hobbies and interests.</li> </ul>
<p>5. More children access the graduated response in school.</p>	<ul style="list-style-type: none"> <li>• Children whose needs can be met through the resources available within school including ELSA, Family Support Worker and SENDCo are addressed in a timely manner. This reduces the impact on outside agencies.</li> <li>• Children's education is not interrupted unnecessarily due to off site appointments.</li> <li>• Children who require support from external agencies are identified and referred appropriately through the graduated response.</li> </ul>

## 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: £66,192.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 1 Teacher	EEF: Reducing Class Size +2	1

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

Budgeted cost: £5,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language therapist – 2 days a month	EEF: Oral language programmes - very high impact for very low cost based on extensive evidence (+5)	1

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

Budgeted cost: £ 174,529.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer	DfE published research in 2016 which found that: • The higher the	3 and 5
	overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 Children with higher attendance achieve better outcomes	
ELSA	EEF Social and Emotional Learning - Moderate impact for very low cost (+4)	2,3,4 and 5

Breakfast club	Extending School Time – moderate impact for moderate cost (+3) <a href="https://www.magicbreakfast.com/">https://www.magicbreakfast.com/</a>	2,3 and 4
After school clubs	Extending School Time – moderate impact for moderate cost (+3)	2, 3 and 4
Enrichment (trips, visitors and swimming)	School specific evidence: KS2 SATs results across 2023-2024 shows progress that is above or sig above in reading and writing whilst using this approach – trips are linked to curriculum outcomes	2, 3 and 4
Curriculum licenses	EEF: individualised instruction (+4) and homework (+5)	1
Family Support Worker	EEF: Parental engagement – Moderate impact for very low cost (+4)	2,3, 4, 5

**Total budgeted cost: £246,900**

## 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 2023-2024 academic year:

1 Further improvement to the school's quality first teaching offer

Challenge Partners Review June 2024 states:

*The Fantastic Fifty effectively enables pupils to undergo a wide range of activities and events that enrich their lives while they are at the school.*

*The excellent outcomes the school achieves stem from the well-designed, cohesive curriculum. This leads to the appropriate stretch and challenge that staff plan into their lesson content, resulting in large numbers of pupils achieving the higher standard in reading, writing and mathematics. Quality first teaching is also a strength of the school so that teachers can target individuals for additional support to help them to attain these levels and make sound progress.*

*The investment in a full-time family support officer and a full-time ELSA has made a significant contribution to breaking down barriers to these [pupil premium] pupils' learning.*

2 The achievement and attainment of disadvantaged pupils is higher in comparison to the national disadvantaged pupils' average.

Data June 24 end KS2 results

	Reading – % of children working at age related expectations	Writing – % of children working at age related expectations	Maths – % of children working at age related expectations	Combined – % of children working at age related expectations
<b>North Mead DA KS2 SATS results</b>	77%	77%	77%	77%
<b>National Average of DA Pupils</b>	60%	58%	59%	44%

3 Disadvantaged children to have equal access to enrichment opportunities.

All disadvantaged children access North Mead Fantastic 50. Enrichment trips free and used to support their progress across the curriculum.

#### 4 Attendance of DA children will have improved.

Gaps between the attendance of DA and non-DA reduced throughout the academic year:

2023-2024 - FSM Attendance 94.3 %

2023-2024 - Non-FSM Attendance 95.2 %

2022-2023 – FSM attendance 92.9%

2022-2023 – Non-FSM Attendance 94.3%

2021-2022 – FSM attendance 92.0%

2021-2022 – Non-FSM Attendance 93.1%

#### 5 Families access support to reduce barriers to learning.

Early engagement with school-based family support leads to fewer children needing social care involvement. Family Support worker able to offer support as advised by Duty and Assessment team. Additional support to reduce barriers to learning provided by Family Support Worker includes form filling, applications for housing and charities, supporting documents for Right to Remain applications, assistance with transport and benefit applications.

## 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

## Service pupil premium funding (optional)

*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?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*