

NDPS Pupil Premium REVIEW 2019-2020 extending until March 2021 due to COVID restrictions

In 2019 – 2020 it was agreed that the pupil premium allocation would be used in the following way to address the needs across school:

How the Pupil Premium Funding will be allocated (2019 - 2020)

At NDPS our priorities in 2019 – 2020 will be to address the social and emotional needs of the pupils so that attainment and progress in Maths and Literacy for all continues to improve to be more in line with both the national figure and those non - eligible pupils in NDPS. We will do this by improving adult/child learning ratios as well as the quality and variety of all learning and teaching opportunities. This is in addition to enriching the opportunities on offer to all pupils to enable them to develop confidence, motivation and the skills to foster a strong commitment to learning. Another key aim this year will be to continue to encourage parental involvement in the education of pupils.

Below is a list of actions to be employed to help diminish the difference between groups:

- Enhanced staffing to provide intervention with individual children and small groups of pupils. This will include:
- Additional members of staff at EYFS (Pre-school to Rec) to boost early literacy and numeracy skills in preparation for entry to KS1.

Evaluation

A 17-hour TA was employed to work with identified pupils in EYFS supporting in speech and language development. This role continued throughout both lockdowns and support for those children attending school continued. In addition, further children were identified and supported.

Language and communication skills of the core targeted group improved at differing rates dependent very much on whether children attended school during the lockdown period. Those children who attended made most progress.

Opportunities for the TA to work remotely with children were limited due to engagement difficulties. Opportunities for the TA to support more widely within school were enhanced during lockdown and opportunities for the TA to continue working with speech and language therapists and external agencies were enhanced at this time. The benefits of this can be seen going forward.

This intervention will need to continue for the foreseeable future to address a growing deficit in speech, language and communication difficulties at EYFS and beyond.

- School Counsellor employed to work with parents and pupils in order to continue to improve learning, welfare and attendance through support for emotional well- being.

Evaluation

The school counsellor worked two days per week initially during this period of time. However, from April 2020, a greater need was identified and an increase in provision was put in place. The counsellor worked 3 days within school supporting

individuals and families. A growing caseload continued throughout the summer (2020) and following autumn term (2020). Parents and families continue to rely on this service and comfortably self-refer in to the provision. It is felt that further enhancement to this service is needed in terms of extending further within the Thrive model for the other two days from 2021. Emotional health and wellbeing is a key priority for the school in coming years. This will be a priority for the 2021-2022 Pupil Premium allocation.

- Curriculum enhancement and enrichment opportunities and subsidised educational visits including residential visits at Year 4, Year 5 and Year 6. This will be provided through a variety of visits and visitors to the school that will reflect a range of curriculum areas and enhance learning opportunities for the pupils in all year groups.

Evaluation

Some local visits took place during 2019/2020. However, the full planned timetable did not take place due to lockdown restrictions during this time. Some cycle rides took place with Year 6 (Covid secure). Visits were carried out remotely. The school worked with a number of sites to hold virtual visits to venues such as Seven Stories and Alnwick Castle. This is an unexpected bonus arising out of a set of circumstances and something the school will continue in future months in addition to returning to our planned actual visits. It is a priority to expand upon visits and in particular to open up residential experiences for those children who missed out during 2020.

- Software / Resources to support in class and small group learning.
- Implementation of 1:1 reading system, ensuring progress in reading is rapid and sustained.
- Work with Cycle Generation on cycling project across school to build resilience, motivation and encourage healthy lifestyles

Evaluation

An array of software and resources were purchased which supported learning across the board. Some resources were particularly useful in respect of remote learning where a growing number of pupils were able to engage. Reading Plus and Accelerated Reader – the use of these resources across KS2 is now more embedded. All pupils within this Key Stage have constant access. The plan during 2021-2022 will be to ensure this resource is maintained and Accelerated Reader will be extended further down school. Work with Cycle generation continued where possible but the full programme was not able to run.

- Provision of extra -curricular opportunities to further engage pupils in activities that develop physical and personal skills
- Development of an Arts rich environment where pupils have drama, art and music opportunities with an experienced staff to develop Spoken Language and experience of Performing Arts.

Evaluation

Opportunities to engage pupils in learning outside of the classroom continued

throughout the period. Art club, school concerts and pantos took place in 2019. No panto took place in 2020 due to Covid restrictions. However, children were able to perform within classes and recordings were safely shared with parents. Children took part in the Arts Mark award and worked towards personal accreditation during this time.

Opportunities to work with NUFC sports coaches took place weekly and visiting coaches in other sports enabled children to experience an array of different sporting genres.

- Mastery classes at KS2 in Maths and English.

Evaluation

Some mastery classes took place during the summer term in Maths and English.

- 1:1 Tuition for target pupils.

Evaluation

1:1 tuition took place for children during the school day at upper KS2. Younger children took part in speech and language sessions in small groups.

- Accelerated Reader – Purchase of the programme, staff training and resources to improve reading.
- Family Reading club – purchase of books and resources.
- Work with Seven stories. (CLPE project)

Evaluation

Accelerated reader training took place for a number of staff who are now using the resource within classes.

The family reading sessions took place on a reduced timetable during summer 2019 and did not run at all after this time due to COVID in the spring of 2020 and beyond. Resources are in school and a small number of families attended the sessions. Further adaptations to the scheme will be considered for 2021-2022. Perhaps an online element may be incorporated.

Work with Seven Stories continued throughout the period. This included remote author visits, staff training and development, purchase of quality texts to enhance in school provision. Work with CLPE will continue into the new PP schedule in 2021-2022.

Evaluation

In March 2020 schools closed due to the global COVID 19 pandemic. School was closed to all but key worker and vulnerable pupils until June 2020. At this time key year groups began to return to school. Not every child or every year group returned. School closed again for the summer holidays in July 2020.

Further closure took place from December 20th 2020 (Christmas Break) until March 8th 2021.

Both closures had a significant impact in being able to deliver on the Pupil Premium plan for 2019/2020 and indeed 2020-2021. This evaluation and plan extends until the period ending March 2021.