

# Norris Bank Primary School Pupil Premium Statement

## March Review

1. Summary information					
<b>School</b>	Norris Bank Primary School				
<b>Academic Year</b>	20/21	<b>Total PP budget</b>	£48,000	<b>Date of most recent PP Review</b>	Sept 20
<b>Total number of pupils</b>	417	<b>Number of pupils eligible for PP</b>	34	<b>Date for next internal review of this strategy</b>	March 21

### Return to school review March 20-21

Number of PP children attending school during lock down	20/34
Number of PP children undertaking catch up tuition after school	10/34

<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )
Following lockdown many children have not been developing their socialisation skills. This has also lead to mental health issues due to being inside for large
Phonic/language acquisition development having an impact on children's reading and writing ability across the school.
Behavioural and emotional issues for targeted children (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.

i. **Quality of teaching for all**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Evaluation March 21	When will you review
<p>To reduce stress and anxiety amongst children due to the lockdown restrictions</p> <p>For children to feel more confident in social situations and have happier playtimes.</p> <p>To rebuild relationships between peers and staff.</p>	<ul style="list-style-type: none"> <li>To train staff to use forest school techniques weekly in their teaching</li> <li>To timetable every class to have time in the forest school area each week.</li> <li>To buy resources to supplement the teaching of forest schools.</li> <li>To plan a programme of study for all year 3 children to access the forest school area for a term.</li> </ul>	<p>Evidence from EFF shows that for children to reach their potential their social and emotional well-being needs to be established.</p> <p>Due the lock down restrictions children have had limited access to the outdoors. Outdoor learning helps</p>	<p>Every class had a timetabled slot in which to use the forest school area from September – December 20</p> <p>The classes have used this in a variety of ways from focused forest school activities to help build resilience to outdoor maths lessons.</p> <p>In addition, the Year 3 cohort undertook a 14 week Forest School intervention led by 2 class teachers one morning a week. The focus was one developing social skills of team work and resilience.</p> <p>The school has not yet been able to undertake whole school forest school training due to other priorities due to Covid.</p>	<p>Each half term SLT will review</p> <p>Pupil voice twice a year</p>
			<p><b>Total budgeted cost</b></p>	<p><b>£ 5,000</b></p>

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Evaluation March 21	When will you review implementation?
<p>For all PP children in Key Stage 2 to make at least good progress and reach their end of year target</p>	<p>Pupil premium champion (trained UPS teacher) to work with targeted children on 1:1 or group intervention programmes.</p> <p><u>Spelling/writing intervention:</u> Weekly sessions with targeted children in year 3 &amp;4</p> <p><u>Maths intervention</u> Power of 2 interventions, x3 a week focusing on basic number skills, with targeted children.</p> <p><u>Year 6</u> This year the two year 6 classes will have three teachers in the mornings. The children will therefore be put into smaller classes for their English and Maths lessons.</p> <p>Additional booster sessions with a year 6 teacher x3 afternoons a week.</p>	<p>Using a qualified teacher who already knows the children will ensure approaches to the basic skills can be easily adapted to the individual.</p> <p>The teacher has worked at the school for over 8 years and has a secure understanding of teaching and learning strategies which compliment that being used in the classroom.</p> <p>Having smaller focused classes will allow the teachers to target children and spend more time of their individual feedback.</p>	<p>Interventions took place throughout the Autumn term with targeted children. Attainment and small steps were tracked.</p> <p><b>Year 6</b> Year 6 interventions 3 afternoons a week, plus small group support during English and Maths were implemented.</p> <p><b>Year 5</b> A HLTA undertook intervention x2 afternoons a week.</p> <p><b>Year 3, 4 &amp; 2</b> The PP champion undertook focus interventions with PP children during the Autumn term. Following the appointment of a Year 2 TA, The PP premium champion will focus on targeted support in Year 3 &amp; 4 from March 21, with the Year 2 TA working with PP children x3 afternoons.</p>	<p>Assessment will review progress 3 times a year Nov/ Feb/ June</p>

<p>Improved phonics scores across Key Stage 1. For targeted children to increase their baseline phonic assessments by 50%</p> <p>To support and improve language acquisition and vocabulary skills</p>	<p>HLTA to teach booster phonics lessons x4 a week to targeted children in Year 1 and Year 2</p> <p>Weekly supported book clubs focusing on language through a range of high quality text.</p> <p>Lunch time book clubs and drop in sessions to support a love of reading, helping children to discuss authors and choose appropriate books.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific children with particular needs can be effective.</p> <p>An experienced librarian who can motivated and enthuse children with her wealth of reading knowledge. The link with high quality text and the impact on writing.</p>	<p>Children across Year 1 &amp; 2 were assessed in Phonics in September and Dec. Following the turn targeted children are being reassessed to identify the gaps so that interventions targeting these can begin.</p> <p>From September – December Mrs Holt worked with Year 5 PP children on developing a love of learning through weekly book clubs and comprehension activities.</p>	<p>Termly assessment and reviews of progress.</p>
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<b>Total budgeted cost</b>	<b>£30,000</b>
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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Evaluation March 21	When will you review implementation?
<p>For targeted children to a develop resilience, co-operation and self-confidence.</p> <p>For children to be aware of their emotions and develop strategies to deal with them.</p> <p>To reduce stress and anxiety amongst children.</p> <p>For children to feel more confident in social situations and have happier playtimes.</p>	<p><b>Forest School:</b> For targeted children in to experience a forest school intervention programme.</p> <p><b>Lego Therapy:</b> Selected children in Year 2-4 to participate in weekly Lego therapy sessions.</p> <p><b>Gardening Therapy:</b> Children to experience activities within the garden, along with traditional gardening skills, with a particular focus on Year 6</p> <p><b>Restorative mentor:</b> Weekly meetings with a restorative mentor.</p>	<p>Evidence from EFF shows that for children to reach their potential their social and emotional well-being needs to be established.</p> <p>From past research in school, many children achieve more academically when balanced with outdoor learning.</p> <p>Balancing these outdoor interventions helps to reduce stress and anxiety within children, leading happier healthy children.</p> <p>Having time to spend listening and discussing issues with a child on a weekly basis has seen positive results in the past.</p>	<p>Year 3</p> <p>Unable to take place due to bubble mixing</p> <p>Each class has a session with the Gardeners</p> <p>Works closely with 1 PP child at lunch time</p>	<p>All interventions will be evaluated in a termly meeting.</p> <p>Dec/ April/June</p>
<p>For targeted EYFS and Key Stage 1 children to shown an improvement in their communication and social interaction</p>	<p>Weekly/fortnightly group work with an education psychologist</p> <p>SALT assessments</p> <p>TA trained in early SALT intervention strategies</p> <p>Targeted SALT intervention group.</p> <p>Welcom diagnostic tool to be used in EYFS</p>	<p>Evidence suggests that early intervention has the most impact on children; hence we are targeting early years and Year 1 children using highly trained experts.</p>	<p>Welcom diagnostic tool has been used to assess ALL Rec children in Oct 2020, from this interventions have been set up and are monitored.</p>	<p>Within the SEN review cycle</p>
			<b>Total budgeted cost</b>	<b>£11,350</b>