

# Greenfields Federation

Littlehaven Infant School and Northolmes Junior School



## *Growing Together, Aiming High*

*Our vision at Greenfields Federation is that we will work together as a community to ensure all pupils achieve their best and everyone feels valued and respected. We will have high expectations for behaviour to create an inspiring and motivating learning environment where all children can deepen their knowledge and develop new skills.*

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## Pupil Premium Strategy: Northolmes Junior School

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### School overview: 2020-2021

Metric	Data
School name	Northolmes Junior School
Pupils in school	153
Proportion of disadvantaged pupils	19% (29/153)
Pupil premium allocation this academic year	£39,005 (29 Pupils)
Academic year or years covered by statement	2019-2022 (priorities adapted in 2020 due to Covid-19)
Publish date	October 2019
1 <sup>st</sup> Review date	September 2020 (priorities adapted due to Covid-19)
Next Review date	July 2021
Agreed by	Resources Committee (October 2019)
Pupil premium lead	Lyndsay Woodland (maternity leave to be covered by Kathryn Saunderson from December 2020)
Governor lead	Kate Leyshon

### Disadvantaged data for academic year 2018-2019

	<i>Expected Progress</i>	<i>Age Related Expectation</i>
<b>Year 3 (5 children)</b>		
Reading	80% (4/5)	40% (2/5)
Writing	80% (4/5)	40% (2/5)
Maths	80% (4/5)	60% (3/5)
<b>Year 4 (7 children)</b>		

Reading	100% (7/7)	43% (3/7)
Writing	100% (7/7)	43% (3/7)
Maths	100% (7/7)	29% (2/7)
<b>Year 5 (8 children)</b>		
Reading	88% (7/8)	38% (3/8)
Writing	88% (7/8)	38% (3/8)
Maths	88% (7/8)	38% (3/8)
<b>Year 6 (9 children)</b>		
Reading	89% (8/9)	44% (4/9)
Writing	78% (7/9)	44% (4/9)
Maths	55% (5/9)	22% (2/9)

**Please note there is no progress and attainment data for 2019-2020 or 2020-21 due to Covid-19 and school closure.**

### **Strategy aims for disadvantaged pupils: 2020-2021**

**Due to Covid-19, the school's focus for disadvantaged children is to ensure that gaps that may have occurred due to school closure are identified and addressed and that children's emotional well-being and mental health is prioritised**

**Priority 1:** *To identify and close attainment gaps for disadvantaged children which are likely to have widened as a consequence of Covid-19 and school closure.*

**NB:** *This priority will need to be reviewed and adapted throughout the year as gaps are identified.*

**Priority 2:** *To support the emotional well-being and mental health of our disadvantaged children so that they are not adversely impacted by school closure.*

**Priority 3:** *To improve the attendance of Pupil Premium children so that it is in line with the attendance of all children*

<b>Priority 1:</b> <i>To identify and close attainment gaps for disadvantaged children which are likely to have widened as a consequence of Covid-19 and school closure.</i>	
<b>NB:</b> <i>This priority will need to be reviewed and adapted throughout the year as gaps are identified.</i>	
Barriers to learning these priorities address	School closure has undoubtedly had an impact on the progress of some of our children and it is widely recognised that disadvantaged children have been impacted the most.

	<p>It essential for us to target resources to ensure we are able to identify and close these gaps so that no child is left behind.</p> <p>This priority must be reviewed and adapted throughout the year as gaps are identified so that appropriate strategies and interventions can be put in place to address these</p> <p>During the Autumn term, we have so far prioritised progress in reading for those children who may have fallen behind during lockdown.</p>
All children	<p>Teacher assessments to identify gaps in learning</p> <p>Quality First teaching to address these gaps, with learning planned from each child's individual starting point</p> <p>Termly pupil progress meeting to track progress of all children and identify any children not making expected progress.</p> <p>Half termly work sampling to discuss appropriate challenge and support for all children</p>
Targeted children	<p>Individual Pupil Profiles in place for disadvantaged children to identify gaps and next steps for each child. These will be reviewed half termly and discussed with parents termly.</p> <p>Pupil Profiles set out clear targets and how these will be achieved.</p> <p>Funding is used to provide resources/ support to achieve these targets and this may change throughout the year as depending on these targets.</p>
Projected spending	<p>To support progress in Reading:</p> <p>Nessy app: £300</p> <p>Interventions teacher: £12,681</p> <p>£1,101 left unallocated under this priority- this priority needs to be reviewed throughout the year and support provided where needed</p> <p><b>Total: £14,082</b></p>
<b>Review July 2021</b>	<p>Nessy app has been successfully introduced and children enjoying using the App and progress is now also being seen in their reading in class.</p> <p>Pupil Profiles and subsequent progress meetings with staff have ensured that targets have been set and reviewed throughout the year ensuring that all children have made progress from their starting points. Intervention groups both virtually during lockdown and once everyone was back in school have supported the achievement of these targets.</p>

**Priority 2:** *To support the emotional well-being and mental health of our disadvantaged children so that they are not adversely impacted by school closure.*

<p>Barriers to learning these priorities address</p>	<p>It is widely recognised that the mental health and emotional well-being of many children has been adversely impacted by lockdown and school closure. We have seen first-hand that some of our disadvantaged children have been particularly impacted.</p> <p>It is essential that we put in place support for these children so that low emotional well-being does not prevent them from full-filling their academic or social potential and that they are provided with the skills they need to succeed.</p>
<p>All children</p>	<p>Jigsaw PSHE programme focuses on well-being and mindfulness for all children, including circle time each week</p> <p>Opportunities for outdoor learning for all children, founded in evidence relating to improving well-being</p> <p>Outdoor forest learning session once a week</p> <p>Information provided for parents to support this via newsletter and free local courses</p>
<p>Targeted children</p>	<p>Learning Mentor support for targeted children to support with emotional well-being</p> <p>Small nurture and social skills groups run for targeted children to improve confidence and self-esteem</p> <p>Extra-curricular activities such as clubs and trips funded to provide a range of opportunities for all children</p> <p>Additional outdoor learning sessions for targeted children</p> <p>Homework club?</p>
<p>Projected spending</p>	<p>Learning Mentor: £2,589</p> <p>Additional TA in the afternoons to run nurture groups: £4,674</p> <p>Extra-curricular activities, including clubs, school trips and Year 6 residential: £2,000</p> <p>Additional Playground equipment: £1,000</p> <p>Fegans Counselling sessions: £460</p> <p><b>Total: £10,723</b></p>
<p><b>Review 2021</b></p>	<p>The Learning Mentor has continued to support children in school with a range of worries and issues. She has also been able to support other families by providing ideas and resources for them to use at home.</p> <p>Due to continuing COVID restrictions the usual range of trips and visits have not occurred but students have been supported to attend in-school enrichment days and after school sports clubs in the summer term.</p>

	<p>Playtimes have been significantly improved with far fewer behaviour incidences – children enjoy a wider range of sports equipment, den building items, lego and colouring activities.</p> <p>A Fegans counsellor has been support three students since the start of the Sumer term.</p>
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<p><b>Priority 3:</b> <i>To improve the attendance of Pupil Premium children so that it is in line with the attendance of all children</i></p> <p><b>2018-2019:</b> <i>All children: 97%, Pupil Premium children: 95%</i></p> <p><b>2019-2020:</b> <i>Attendance data is incomplete due to Covid-19 but the attendance of PP children is projected to be lower than the attendance of all children</i></p>	
Barriers to learning these priorities address	Attendance of PP children has historically been lower than attendance of all children. Missing school impacts on these children’s academic learning and social development.
All children	AHT to monitor attendance of all children every 3 weeks and identify any children whose attendance is below 90%. Identify reasons for this and speak with parents where absence is a concern. Attendance display to encourage this with the children.
Targeted children	AHT to work with targeted families to provide appropriate support and resources.
Projected spending	Family link support: £14,000 Resources: £200  <b>Total: £14,200</b>
<b>Reivew July 2021</b>	Attendance All children 95.4% PP children 88% Of our current PP children we have had two who have experienced long term absence over the past year due to non-school related issues. SLT have worked closely with these families to get these students into school as much as possible – without these children PP attendance was 92.9%

**Due to Covid-19 and school closure, we do not have full data for 2019-20 and as a result the review section will be added later in the year. Please see the separate review document (available on the school website) for 2018-19.**