



## Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	North Walsall Primary Academy 
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	20 <sup>th</sup> September 2022
Date on which it will be reviewed	Spring 1 2023
Statement authorised by	Nicholas Bradnick- Thompson (Principal) 
Governor / Trustee lead	Pradeep Rajania (Chair of LGB)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,699 (Based on 49% PP – EYFS)

Recovery premium funding allocation this academic year	£14,935
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,443.46
National Tutor Funding	£15,714
Total budget for this academic year	£180,791.46

## Part A: Pupil premium strategy plan

### Statement of intent

At NWP, we aim to ensure that any, and all, barriers that students face to access learning are removed. The Pupil Premium funding is ring fenced for this purpose in order to ensure support students who;

- Are, or have been from low income families
- Live with families who are serving members of the armed forces
- Looked after, or previously looked after

We recognise that children who fall into these three categories face significant barriers to their learning.

### Challenges

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

Challenge number	Detail of challenge
1	<p>Low levels of language acquisition upon entry to the academy, continuing throughout the academy.</p> <p>Our baseline assessments on entry to Reception class demonstrate that 91% of our disadvantaged pupils arrive below age-related expectations compared to only 63% of others.</p> <p>This then leads to disadvantaged pupils attaining less well in the Y1 phonics check, impacting on their development as readers. Phonics baseline in Y1 indicate that 82% of our disadvantaged children are on track to pass the phonics screening.</p>
2	<p>High % of pupils with underlying developmental language disorders, impacting on speech language and communication.</p> <p>Of the 2022 Reception intake 91% of our disadvantaged pupils have been identified as having speech and language difficulties. 6 children were under external S&amp;L support in Nursery, these children were identified before starting at NWP and came with their targets.</p>
3	<p>Low levels of attendance &amp; punctuality (PA)</p> <p>PP PA in 21-22 was 75.9% for the year. Overall attendance PP for 21-22 was 93.20%.</p>

	Autumn 1 2022 indicates that of the 12.92% PA list 52% of the pupils are disadvantaged & of the PL pupils 70.3% are disadvantaged. Overall PP attendance YTD is 93.20%.
4	<p>Historical Socio-cultural &amp; economic deprivation, leading to limited opportunities to widen a pupil's cultural capital without academy intervention.</p> <p>Our assessments, observations and discussions show that many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures. These findings are further supported by a number of national studies on partial school closures.</p>
5	<p>Our internal tracking in summer 2 2022 and Autumn 1 2021, discussions and observations have identified social and emotional / self-confidence &amp; behavioural issues for some disadvantaged pupils.</p> <p>23 pupils in Autumn 1&amp;2 receiving pastoral intervention, of which 56% were PP pupils; with a waiting list for Spring.</p>

## 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
Improved spoken language with a wider vocabulary bank that emphasis the use of Standard English. Leading to improved Reading, Writing and SPAG. (1&2)	Teacher assessment of pupils' oral language will demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school. This is within a context of high attainment for all. External school improvement support will verify these findings in pupils' day to day learning.
Targeted support at the earliest stage for pupils identified with language difficulties. Leading to improved spoken language and oracy. (1&2)	Teacher, and S&L assessment of pupils will demonstrate a reduction of pupils requiring 1:1 or small group intervention as they move through the school.
Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas. (3)	PA for disadvantaged pupils reduces every half term from 70% Autumn 1. PP attendance YTD maintained at 96%
<p>Pupils are able to see past the socio-cultural cycle they are in and have the ability, means &amp; support approach things differently. Leading to higher aspirations and an improved attitude to learning, resulting in better outcomes.</p> <p>Cultural capital experiences to be maximised through all aspects of the curriculum – exposing pupils to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, offering experiences they can draw upon in later life.</p>	<p>Internal tracking data demonstrates that disadvantaged pupils are exposed to the same enriched opportunities as their non-disadvantaged peers.</p> <p>This includes Tutoring, Afterschool clubs, Breakfast club, trips &amp; residential.</p> <p>Discussions with pupils, teachers &amp; support staff indicate that these experiences are supporting improved outcomes across the curriculum.</p>

Pupils engage in extracurricular support and tutoring to support improved outcomes. (4)	Discussions with pupils, parents, teachers & support staff indicate that pupils have higher expectations of themselves, with higher aspirations and an improved attitude towards learning
Pupils are able to communicate clearly and express their emotions and feelings in a calm and restorative manner. Leading to reduced behaviour incidents, and better outcomes across all subjects. (5)	Internal tracking data of behaviour and pastoral intervention demonstrates a reduced number of behaviour incidents and less pupils requiring 1:1 targeted support.  Assessment data for these identified pupils shows improved attainment, comparable to that of non-disadvantaged pupils.

## Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £70,000

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing model in EYFS&KS1 to ensure smaller ratios enhancing quality first provision, alongside a Mastery model. 0.5 TA mornings.	£25,000	<p>All of these methods will be deployed across EYFS as a result of increased teaching capacity within the room.</p> <p>Reduction in class size +2 months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p>Teaching Assistant Interventions +4 months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Within class attainment grouping +2 months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Mastery Teaching model in class +5 months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1 & 2
Additional staffing in Y6, to support both academic outcomes trough	£45,000	<p>All of these methods will be deployed across Y6 as a result of increased teaching capacity within the room.</p> <p>Reduction in class size +2 months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	

<p>accelerated progress and pastoral outcomes. 1 x full time class teacher.</p>		<p>Teaching Assistant Interventions +4 months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Within class attainment grouping +2 months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Mastery Teaching model in class +5 months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	
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### Targeted academic support

Budgeted cost: £ 42,781

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
<p>S&amp;L interventions in EYFS in the afternoon (Welcomm) to be delivered by S&amp;L TA</p>	<p>£20,000</p>	<p>Oral language interventions can provide progress of +6 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Small group tutoring proves highly effective progress +3 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Wellcom internal data at NWPA over a 2-year period on average provides +9 months in just 3 months of intervention  <a href="https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/information-for-professionals/assessments-for-deaf-children-and-young-people/early-communication-skills/welcomm-early-years-the-complete-speech-and-language-toolkit/">https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/information-for-professionals/assessments-for-deaf-children-and-young-people/early-communication-skills/welcomm-early-years-the-complete-speech-and-language-toolkit/</a></p> <p>Early communication and language interventions can provide +6 months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p><a href="https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/">https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/</a></p>	<p>1&amp;2</p>

<p>Use of digital platforms to set HL and projects such as Nessy, Doodle and Shine for targeted English support; for home reading and comprehension development. All can be used as intervention programs to supplement in-class teaching and for home learning</p>	<p>£2781</p>	<p>Home Learning provision can provide +6 months of progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p>Individual instruction in through various mediums including digital can provide +4 months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p>Digital technology use in EYFS can provide +4 months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology</a></p>	<p>1, 2 &amp; 4</p>
<p>Tutoring internally for <b>Phonics</b>, targeted pupils' afterschool across Y1 &amp; Y2.</p> <p>Maths tutoring afterschool through an academic support mentor</p> <p>MTC Tutoring for Y5/Y4</p> <p>Tutoring for Reading, <b>Maths and SPAG – Y6</b> before and afterschool</p>	<p>£20,000</p>	<p>1:1 tutoring proves highly effective progress +5 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Small group tutoring proves highly effective progress +3 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p> <p>Extending the school day for things such as tutoring or boosters +3 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>Early Phonic intervention provides +5 months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 2 &amp; 4</p>

## Wider Strategies

Budgeted cost: £61,500

Activity	Estimated Cost	Evidence that supports this approach
<p>Attendance, Behaviour &amp; parent liaison lead in school to work with families on reducing PA and improve Whole school attendance.</p> <p>Additional, attendance interventions</p> <p>Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA.</p> <p>Deputy Attendance lead, supporting the attendance lead in school to support children and families to improve their attendance.</p>	<p>£30,000</p>	<p>The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001).</p> <p>The DFE published a report on the links between attendance and attainment in 2014.  <a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a></p>
<p>Deputy behaviour lead, holding parent meetings and organising in-house sanctions and rewards.</p> <p>External behaviour support through the Educational Psychiatrist for paly therapy.</p>	<p>£3,000</p>	<p>Effective behaviour intervention can improve academic outcome by +4 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>Metacognition and self-regulation approaches to teaching, support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning and regulating their behaviour. This approach can improve progress by +6 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>



		<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This approach can produce +4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
Pastoral Mentor, leading intervention afternoons, afterschool club & breakfast club daily	£15,000	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Estimated progress +4 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p>Breakfast and Afterschool club, staffing</p> <p>Food and fruit for all pupils at snack time</p>	£1,000	<p>Improve punctuality, to ensure all children are in school and ready to learn on time.</p> <p>Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation &amp; concentration. Evidence suggests hungry children are unable to sustain concentration over sustained periods of time.</p>	
<p>Rewards for improved attendance and 100% attendance. Certificates and books for improved and above 95%. Termly reward such as bouncy castle for 100%. Yearly reward for 100% is a trip and a raffle for a new bike.</p>	£1000	<p>Internal evidence from 2019-2020 even with the impact of COVID school's attendance improved and pupil feedback supports the use of rewarding improvement in attendance.</p> <p>0.4% increase on whole school attendance. 4.6% increase on whole school Pupil Premium children. 12 extra children achieved 100% from previous year (this figure increases year on year since introducing the Bike draw and the end of year 100% trip)</p>	3
All pupils are exposed to first-hand experience of the outside world, through rich vocabulary opportunities and language acquisition.	£10,000	Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.	

Pupils build confidence in public, gaining valuable life experiences, through educational and enrichment visits.		<p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p> <p><a href="http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf">http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a></p>
Prizes to encourage pupils to take part in home learning projects and competitions. Supporting the consolidation of in-school learning. As well as building stronger links with parents, getting them involved in school projects alongside their children £1,000	£1000	<p>Parental engagement through things such as home work projects particularly in EYFS can provide +4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</a></p> <p>Engagement in home-learning can offer +5 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/</a></p>
Provision of uniform bank to be kept on site and offered to families of children who are impacted by cost of living crisis and unable to afford it.	£1000	NA
Provision of food parcels, holiday hampers to support families experiencing food deprivation in order to support for care of children and ensure that they can access nutrition.	1000	NA
Contingency	£6,510.46	To be spent by the end of the year on notional amounts currently not planned for.

**Total budgeted cost: £ 174,281**

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 2021 to 2022 academic year.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15,000 Actual Spend:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing model in EYFS&KS1 to ensure smaller ratios enhancing quality first provision, alongside a Mastery model.	<ul style="list-style-type: none"> <li>- Additional staffing has been significantly impactful in regards to promoting speech and language across the setting. This has been evidenced with the significant impact of the Welcomm Intervention.</li> <li>- 72% Expected for Listening and Attention</li> <li>- 62% Expected for Speaking</li> </ul>	£967

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

Budgeted cost: £42,000 Actual Spend:

Activity	Impact of this approach	Actual Spend
S&L interventions in EYFS in the afternoon (Welcomm) to be delivered by S&L TA  £9,305	<p><u>Welcomm</u></p> <p>In September 2021 we had 25/30 children who scored below their recommended age in the Welcomm screener. Children received this intervention 3 times a week for the academic year.</p> <p>In July 2022 only 4 children remained on the list for intervention as the remaining 19 were now age appropriate and no longer required the intervention.</p>	£9,390
Use of digital platforms to set HL and projects such as Nessy for targeted English support; for home reading and comprehension development. All can be used as intervention programs to supplement in-class teaching and for home learning.  £500	<p>Nessy – 34 SEND pupils have accessed the software this academic year. The average amount of progress made by this group is detailed below.</p> <p>Spelling- Average 9 months improvement Reading- Average 11 months improvement</p> <p>Doodle- all children from Reception to Year 6 have access to the full range of Doodle platforms. Doodle has been used to consolidate learning in class and for homework tasks. All children without a laptop at home have been offered a school DFE laptop to access the</p>	<p>Moved to Cluster payments resulted in reduced cost for PP</p> <p>Shine £621 Doodle £1,782 Nessy £540</p>

<p>Doodle English &amp; Maths – recovery £1872</p> <p>Shine Interventions £624</p>	<p>platforms. The total time spent by students at NWP on their personal work over the last 12 months is 737 hours, excluding time on games and other app features. A progress steps occurs each time a child has mastered a concept on Doodle, this is currently 2065 steps.</p> <p>Shine- is used to analyse termly assessments. This is used from Year 1 to Year 6 and includes GAPS, Reading and Maths platform. The resources are used by teachers to plan accordingly for their classes and TA's to lead interventions.</p> <p>Shine and Doodle have contributed to an increase in the progress and attainment of children across the school. End of year figures are as follows:</p> <p>EYFS GLD Literacy W:35%  EYFS GLD Maths N:72%  Year 1 Reading: 76%  Year 1 Maths: 86%  Year 2 Reading: 70%  Year 2 Maths: 53%  Year 3 Reading: 70%  Year 3 Maths: 70%  Year 4 Reading: 80%  Year 4 Maths: 80%  Year 5 Reading: 76%  Year 5 Maths:70%  Year 6 Reading: 81%  Year 6 Maths:52%</p>	
<p>Tutoring internally for Phonics, targeted pupils' afterschool across Y1 &amp; Y2. Recovery £2,049</p> <p>Maths tutoring afterschool through an external provider/Academic Mentor NTP as well as in-class support for Maths – Subsidised by Recovery £3,182 + £6,738</p>	<p>Of the pupils tutored for Phonics in Y1 83% passed 5/6</p> <p>Of the Y2 pupils tutored for Maths 80% passed 4/5  Of the Y6 GD pupils tutored 60% achieved GD 3/5 – 1 pupil only attended 50% of the sessions  Of the Y4 pupils tutored for the MTC 89% passed 8/9 – 1 pupil missed it by 2 marks</p> <p>Of the 10 pupils tutored for Maths in Y6 7 reached ARE in their SATs</p> <p>Of the 25 pupils in Y6 who worked with the Academic Support Mentor through the NTP program in Maths, all increased their RAW and Scaled score &amp; 13 reached ARE</p>	<p>NTP Academic Support Mentor contribution £3,584.35</p> <p>NTP on-costs £1,711</p> <p>Staffing for Tutoring £1,719</p>

	<p>Of the 16 pupils in Y 5 who worked with the Academic Support Mentor through the NTP program in Maths, 15 increased their RAW and Scaled score &amp; 10 achieved ARE</p> <p>Of the 23 pupils in Y2 who worked with the Academic Support Mentor through the NTP program in Maths, 22 increased their RAW and Scaled score &amp; 11 achieved ARE</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 90,500 Actual Spend:

Activity	Impact of this approach	Actual Spend
<p>Attendance, Behaviour &amp; parent liaison lead in school to work with families on reducing PA and improve Whole school attendance.</p>	<p>This year we invited all the parents that have PA children in school to a meeting to offer support and offer Early help not all parents attended, but we did have some positive meetings and where these meetings took place most of the children did improve.</p>	<p>£26,600</p>
<p>Additional, attendance interventions £27,000</p>	<p>We finished the academic year on 94.7% this is including covid. Excluding covid we would have finished on 95.3%.</p>	<p>£4,300</p>
<p>Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA. £8,000</p>	<p>PA is (27 pupils) 12.9%</p> <p>PA excluding Covid (20 pupils) is 9.6%</p> <p>Pupil Premium PA (20 pupils) 9.56%</p>	<p>£9,000</p>
<p>Deputy Attendance lead, supporting the attendance lead in school to support children and families to improve their attendance. £1,000</p>	<p>Pupil Premium - PA excluding covid (15 pupils) 7.17%</p> <p>SEN - PA (4 pupils) 1.91%</p>	
<p>Deputy behaviour lead, holding parent meetings and organising in-house sanctions and rewards. £2,500</p>	<p>SEN - PA excluding covid (4 pupils) 1.91%</p> <p>In the last 5 weeks of the academic year we have had 7 children take a holiday abroad for more than 20 days. This has had a negative impact on our whole school attendance. We haven't had any families take holidays since 2019.</p>	<p>£2,300</p>
<p>External behaviour support through the Educational Psychiatrist for play therapy. £2,000</p>	<p>Additional 1:1 support for a Y6 pupils, as advised by Cadmus. Outcome the pupil received reduced fixed term exclusions during this period of time.</p>	<p>£956</p> <p>£3,840</p>

	<p>Additional session brought to support 5 pupils in upper KS2, to reduce the likely hood of fixed term and perm ex. This proved successful, no pupils were permanently expelled, and fixed terms reduced as the year went on.</p> <p>Additional member of staff for Y5 to support with a split model to support behaviour in Y5, this proved hugely successful, once the split model was implemented we saw no further fixed term exclusions and a reduction in Red cards. A reward system has worked with the children well and more rewards have been given this academic year for improved behaviour than last year.</p>	<p>£1,800</p> <p>£7,340</p> <p>£2,977</p>
<p>Pastoral Mentor, leading intervention afternoons, afterschool club &amp; breakfast club daily. £15,000</p>	<p>1:1 ELSA sessions with 4 upper key stage 2 boys to reduce the likelihood of perm exclusion. Behaviour has improved in 3 of the boys the other boy showed little improvement which has led to him receiving an ECHP.</p> <p>Year 6 Leaver 2021-2022 - Negative towards others 14 Negative towards self 13 July 2022- Negative towards other 14 negative towards self 14 No improvement .EHCP put in place.</p> <p>Year 6 Pupil – Sept 2021- Negative towards others 13. Negative towards self 10- July 2022- Negative towards others 5 Negative towards self 6. improvement in behaviour also a large decrease in orange and red cards.</p> <p>Year 6 Pupil profile data. Sept 2021 Negative towards others 14 Negative towards self 11 July 2022- Negative towards others 10 Negative towards self 8. improvement in behaviour also a large decrease in orange and red cards.</p> <p>Year 6 Leaver 2021-2022 - Boxall Profile Data Sept 2021- Inconsequential behaviour 11 Negative towards others 8 July 2022- Inconsequential behaviour 8 Negative towards others 6 Slight improvement in both areas.</p> <p>1:1 ELSA support to support two LAC children. No decline in behaviour.</p> <p>Cooking Club- A group of 6 children from each class from key stage 2 over the school year. Club is popular and always full.</p>	<p>£16,000</p>

	Breakfast club. Have 79 children on the register, 32 on average come daily. All children attend on different days. All children have break.	
Breakfast and Afterschool club, staffing £10,000	Breakfast Club is staffed by 6 members of staff (2 of which do bagels for all of the children to eat in class), whilst the other 4 members of staff ensure the children eat Breakfast and take part in an assortment of activities. All children can access Breakfast Club if they wish, but we currently have around 40 who attend.	£8,412
Food and fruit for all pupils at snack time. £5,000	We are a member of fruits for school's therefore have fresh fruit delivered directly to school twice per week. We are also linked with Magic Breakfast, who provide us with Bagels and Cereal on a weekly basis. Bagels and Fruit are both offered to all children at break time and all children are encouraged to eat the fruit daily.	£3,194
Rewards for improved attendance and 100% attendance. Certificates and books for improved and above 95%. Termly reward such as bouncy castle for 100%. Yearly reward for 100% is a trip and a raffle for a new bike. £3,000	<p>This year more children received rewards for improved attendance, than last year. We ordered 60 individual prizes for children below 95% and 35 of these met the target in the Spring term and received their reward. Another 8 received their reward in the Summer term.</p> <p>Two PA children in Autumn term achieved 100% attendance for Spring and Summer term which they were rewarded. This was achieved by working with the children and their families offering support where needed.</p> <p>This year we had 25 children who achieved 100% for the year despite the impact of Covid at the start of the academic year.</p> <p>A Year 3 child won the bike this year and was extremely proud of this.</p>	£2,523.35
All pupils are exposed to first-hand experience of the outside world, through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences, through educational and enrichment visits. £20,000	Trips and visits are an enormous part of School life at NWPA. We encourage all children to attend trips from Nursery to Year 6. We offer the children 1 trip per term, which must link in with the topic they are learning about in class. In addition to this, we offer our Year 6 children the opportunity of attending a 3 day residential trip, as well as activity days for our other KS2 classes. We also offer enrichment trips to the Theatre at Christmas, as well as a whole School trip to the seaside in the Summer. All trips are subsidised by School, but we ask for a parental contribution of a maximum of £10 from parents/carers.	£6,275

	Music Hub	£800
Prizes to encourage pupils to take part in home learning projects and competitions. Supporting the consolidation of in-school learning. As well as building stronger links with parents, getting them involved in school projects alongside their children £1,000	Competition entries have increased this year and it is clear to see that parental engagement is evident in the process.  Easter egg comp -Y1-Y6 12%; Easter Bonnet comp EYFS 34%; Pumpkin Carving comp Y1-Y6 15%; Science Rocket comp Y3-Y6 46%, Geography comp Y1-Y6 8%.	£776
Leadership of PP – Principal contribution		£4,500

## 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
Academic Support Mentor 2021-22	National Tutoring Program (NTP)
FFT online Tutoring 2020-21	Limited impact – would not use again

## Further information (optional)



*We are running a split model in Y6 in 22-23 to support with both pastoral and academic outcomes.  
This will be subsidised through PP as % of Y6 are PP pupils*