

Pupil premium strategy statement

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 Ealing Primary School
Number of pupils in school	641
Proportion (%) of pupil premium eligible pupils	111 total (17%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024 (Currently 2022-2023)
Date this statement was published	2022
Date on which it will be reviewed	2023
Statement authorised by	Sally Flowers (Headteacher)
Pupil premium lead	Sarah Barnes (Deputy Headteacher)
Governor / Trustee lead	Andrew Dharman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158, 860
Recovery premium funding allocation this academic year	£14,875
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£173,753

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

North Ealing Primary School welcomes and shares the government's aim of tackling all forms of disadvantage. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas.

All members of staff and governors accept responsibility for disadvantaged pupils and are committed to meeting their educational, pastoral and social needs in a caring environment. We recognise that not all disadvantaged pupils will be identified by the pupil premium criteria and likewise, not all children eligible for pupil premium funding will be disadvantaged or underachieving. We do not, therefore, ring-fence our pupil premium funding but allocate it according to the needs of individuals or groups of pupils. We will consider challenges faced by vulnerable pupils, such as those who have a social worker and this strategy also looks to support the needs of these children, whether they are disadvantaged or not.

Through the use of Pupil Premium Funding we seek to raise the attainment of disadvantaged learners and to ensure that they achieve at least as well as their non-disadvantaged peers (closing the gap). We will achieve this through quality teaching with a focus on areas in which disadvantaged children require support.

This strategy works in conjunction with the continuing wider school plan to recover education lost due to the Covid19 pandemic. Whilst the world has opened up again, the effects of the pandemic are evident and will be for years to come.

Selecting a small number of priorities and giving them the best opportunity for success, means we are able to closely monitor and manage the impact of the priorities on the disadvantaged groups within our school.

Challenges

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

Challenge number	Detail of challenge
1	Early identification of the disadvantaged pupils with multiple barriers to learning (for example, SEN, EAL, mobility) is required and the support more targeted.
2	Mobility: a high proportion of disadvantaged pupils live outside the immediate school community (former catchment area), or may not join at the usual entry points. (Nursery/Reception) and a number join during KS2.
3	A higher proportion of persistent absentees are pupils from the PPG group.

4	Lower starting points in EYFS for children eligible for PPG and the disadvantaged groups.
5	Social and emotional impact of Covid19 lockdowns and restrictions is still present.

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
Key systems and accountability are strengthened to ensure disadvantaged pupils' individual needs are identified at the earliest opportunity, so that the difference between the PPG group and others nationally will continue to be reduced.	<ul style="list-style-type: none"> • Through the use of baseline assessments in EYFS, early identification of individual needs is discussed as a matter of priority. • Regular pupil progress meetings will ensure that every child eligible for PPG is discussed and provision is planned for and targeted. • Through induction of mid-year pupils continues so that individual needs are identified and provision is put in place immediately. • PPG are high on the agenda at core SLT meetings each week. • Mentors from the core team are assigned to target children. Regular 1:1 sessions ensure these children are able to access all opportunities and maintain focus on closing the gap. • A performance management target for all members of staff on closing the gap for those most vulnerable pupils and children eligible for PPG ensuring strong accountability across the school with the aim of closing the gap.
Children and families who join NES at different points in the year or key stage are inducted successfully into the school.	<ul style="list-style-type: none"> • All new starters will have been inducted within the first 2 weeks of starting at NEPS. • All families are given a copy of the learning values tree that is central to how NEPS support the quality of education, behaviour & attitudes and personal development of all the children. • Workshops for parents to introduce key induction points and policies.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged children.	<ul style="list-style-type: none"> • Attendance will improve. • The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged

	<p>pupils and their non-disadvantaged peers to be significantly reduced.</p> <ul style="list-style-type: none"> ● The persistent absence of children eligible for PPG/SEND to be in line with their no PPG/Non-SEND peers. ● Attendance will be monitored by all staff and persistent absences will be addressed quickly by contacting the parents/carers.
<p>Early detection and intervention for the new intakes into EYFS and any new starters, through baseline data and induction discussions and handovers.</p>	<ul style="list-style-type: none"> ● Baseline assessments to be completed within the first 3 weeks of the new term for all EYFS and new starters. ● Potential underachievers highlight and individualised learning put in place to prevent the gap building. ● More PPG pupils to achieve GLD in-line with their non-disadvantaged peers.
<p>SEMH curriculum is embedded and supported by the learning values, behaviour policy and Place2Be resources. RRS empowers all children to be responsible and active citizens and pupils at NEPs.</p>	<ul style="list-style-type: none"> ● SEMH to be evident across the curriculum, through collective worship/assemblies and interventions. ● Gold award RRS to be fully embedded within the school. ● Children to know how the principles of the RRS curriculum fit into the values of NEP. ● Children to demonstrate the key principles of RRS equality, dignity, respect, non-discrimination and participation.

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: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Drive forward the successful implementation of the Power Maths scheme across.</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence available:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1,2,4</p>
<p><i>Develop teacher knowledge about the impacts of Oracy within the curriculum and how this supports the writing outcomes.</i></p> <p><i>Joined the Voice 21 initiative to empower pupil's to use their voices for success in school and life.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1,4</p>
<p><i>To fully embed the RWI phonics curriculum throughout the EYFS & KS1, ensuring that all teachers and support staff are skilled in the delivery of high quality</i></p>	<p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>Delivery of a high-quality phonics programme is critical to our teaching and learning. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word</p>	<p>1,4</p>

<p><i>phonics lessons. To include training, coaching and provision of additional resources to streamline the reading scheme.</i></p>	<p>reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The Rose Report https://dera.ioe.ac.uk/5551/2/report.pdf</p>	
<p><i>Embed the use of standardised diagnostic assessments PIRA/PUMA/POWER MATHS ensuring that the data drawn from the assessed informs the pupil's next steps.</i></p> <p><i>Revisit training and administering tests with the staff.</i></p> <p><i>Providing pupil's feedback on their learning and identifying the gaps that will inform the next steps.</i></p>	<p>Standardised tests can provide reliable insights into specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>There is evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback on the progress they are making, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1,2,4
<p><i>To continue to access Maths Hub support and CPD to ensure that Quality First Teaching within the maths curriculum continues.</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre of Excellence in the Teaching of mathematics, drawing on evidence based approaches.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1,4,5

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

Budgeted cost: £ 95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Third Space Maths intervention.</i> Yr 6 - 1x weekly 45 minutes. To develop confidence in fluency and problem solving as well as closing the gaps and accelerating progress.</p>	<p>Tuition targeted at specific maths needs and knowledge gaps can be effective method to support low attaining pupils or those in danger of falling behind, both one-to-one and in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,3
<p><i>Mentoring PPG children in small groups or 1:1 sessions with a member of the senior leadership team.</i> Mentoring will focus on the celebration of pupil's work, looking at areas in need of support and building relationships to develop resilience and confidence.</p>	<p>Studies have found that mentoring pupils from disadvantaged backgrounds has had a positive impact on the non-academic outcomes such as attitudes to school, attendance and behaviour. This in turn has an impact on the outcomes of the pupils in danger of falling behind. Mentoring EEF (educationendowmentfoundation.org.uk) https://tsl-static.s3.eu-west-2.amazonaws.com/assets/documents/The+Senior+Leaders+Guide+to+Pupil+Premium+Third+Space+Learning.pdf</p>	1, 2, 3, 5
<p><i>Success at maths is a small group tuition for maths run twice a week for children in KS1 and KS2. Each session specifically focuses on becoming first class at number/arithmetic.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://www.nuffieldfoundation.org/project/a-review-of-interventions-to-improve-primary-school-maths-achievement</p>	1,2,3,4

<p><i>Targeted English groups for writing and oracy.</i></p> <p>EYFS/KS1: <i>Neli (Nuffield early Language Intervention) programme in EYFS and Yr1 x 30 mins 3 x a week</i> <i>Box clever intervention 5 grps x 30 mins daily</i> <i>Colourful semantics groups 2x 30 min session twice a week (yr1/yr2)</i></p> <p>KS2: <i>EAL support 2 x 60 min groups to support English language acquisition</i> <i>Handwriting groups 2 x 20 min sessions</i> <i>Writing booster sessions 1 x week 40 minutes.</i> <i>Nessy language intervention groups in KS2.</i> <i>Chandran foundation - Yr6</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://tsl-static.s3.eu-west-2.amazonaws.com/assets/documents/The+Senior+Leaders+Guide+to+Pupil+Premium+Third+Space+Learning.pdf</p>	<p>1,2,3,4</p>
<p><i>Reading comprehension interventions to explicitly teach and overlearn the approaches and techniques for pupils to improve their comprehension of written text.</i> <i>Yr4/5 - 1 x weekly intervention</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,2,3,4</p>
<p><i>Target 1:1 counselling support for identified</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and</p>	<p>1,2,3,4,5</p>

<p><i>children with Place2Be and work with families through the parenting programme.</i></p> <p><i>P2B caseload + P2T & PIBT 2 days weekly.</i></p> <p><i>Social skills groups</i></p> <p><i>Lego therapy 4 x 30 minute sessions</i></p>	<p>mental health, school readiness and academic achievement, crime, employment and income.</p> <p>EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Social Emotional Learning interventions in education are shown to improve a pupil's SEL skills, this is therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation. The impact of this could subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.place2be.org.uk/about-us/impact-and-evidence/statistics-and-evidence/</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 38,753

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To improve attendance at North Ealing so that PA is > ___% and overall attendance is inline with the other pupil groups.</i></p> <p><i>Target on ___ pupils identified last academic year or are new to the school as PA from the previous school.</i></p> <p><i>Attendance watch list to be established on SIMs to ensure PA is picked up daily by the administration staff.</i></p> <p><i>Teachers and group leaders to identify and review attendance in their class and report to the senior leadership team and administrator.</i></p> <p><i>The school publishes the weekly attendance figures for each class in an attendance newsletter and celebrates good attendance.</i></p>	<p>https://www.suttontrust.com/our-research/social-mobility-and-covid-19/</p>	<p>1,2,3,4,5</p>

<p><i>Attendance officer to be tenacious in the tracking of non-attendeess by following up with the Ealing attendance team, contacting parents, and having weekly meetings with the senior leadership team to flag any concerns or patterns of low attendance emerging.</i></p>		
<p><i>Social interactions - all disadvantaged pupils</i> <i>Disadvantaged pupils are given access to extra -curricular activities during the school day and after school.</i></p> <p><i>Residential school trips to be subsidised for the PPG pupils.</i></p> <p><i>Support mental health through individualised mentoring and access to Place2Be.</i></p> <p><i>Each PPG pupil has a champion/mentor to support academically and emotionally.</i></p>	<p>https://www.nuffieldfoundation.org/project/out-of-school-activities-and-the-education-gap</p>	<p>1,3,</p>
<p><i>Aspiration for leadership - all disadvantaged pupils.</i> <i>Disadvantaged pupils to be part of the Rights Respecting initiative in school and become a leader of the initiative for their class/year group.</i></p> <p><i>Eco team to have an equal representation of children from the disadvantaged group.</i></p> <p><i>Disadvantaged pupils are given access to extra -curricular activities during the school day and after school.</i></p> <p><i>During the introduction of house captains, disadvantaged pupils are encouraged to put themselves forward for a leadership role.</i></p> <p><i>School council representatives to be inclusive of disadvantaged pupils across the each year group.</i></p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>https://www.suttontrust.com/our-research/creating-high-aspiration-culture-young-people-uk/</p>	<p>1,2,3,4,5</p>
<p><i>Metacognition and self-regulation strategies to be introduced through the 'Learning Pit' and supported through 'Zones of Regulation.'</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-</p>	<p>1, 4, 5</p>

<p><i>Introduction of the learning pit to support the use of metacognition and self-regulation strategies amongst the disadvantaged group of pupils.</i></p> <p><i>1:1 mentoring for pupils in year 3-6 established to support pupils with managing their own learning and overcome challenges.</i></p> <p><i>Teachers actively model their own learning to pupils by modelling metacognition strategies in use and by promoting the use of these amongst the disadvantaged pupils.</i></p>	<p>toolkit/metacognition-and-self-regulation</p> <p>https://www.suttontrust.com/our-research/self-regulation-in-the-early-years/</p>	
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Total budgeted cost: £173,753

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.

Year group	Disadvantaged pupils
Nursery	n/a
Reception	5
Year 1	13
Year 2	24
Year 3	10
Year 4	23
Year 5	24
Year 6	16

Aim
Outcome 1: Key systems and accountability are strengthened to ensure disadvantaged pupils' individual needs are addressed, both in school and when/if working remotely, so that the difference between this group and others nationally continues to be reduced.
Success Criteria: <ul style="list-style-type: none"> ● Regular pupil progress meetings ensure that every child eligible for PPG is discussed and provision for individual needs is planned and targeted. ● Performance management target for all members of staff on closing the gap for those more vulnerable pupils and children eligible for PPG. ● Mentors from the core team assigned target children. Regular 1:1 sessions to take place.
Evidence and impact headlines: Interventions: KS1: 11 interventions, a mix of in and out of school hours ran in the year 2021-2022. <ul style="list-style-type: none"> ● NELI (Nuffield Early Language Intervention) ● 1:1 Readers ● Maths booster group ● Phonics booster ● Box Clever ● Pre-teaching ● Colourful Semantics ● In-class targeted support groups ● LEGO therapy and social skills groups ● Social skills groups (social thinking) ● Writing group (sentence building) 16 interventions were running across KS2 in the year 2021-2022 <ul style="list-style-type: none"> ● Phonics & spelling, ● Regular reader, ● Pre-teaching vocabulary, ● Handwriting, ● NESSY (reading & spelling), ● Social skills group, ● One to one mentoring, ● Playground support, ● P2B, ● Speech and language ● OT. ● EAL group ● Spelling group ● Writing booster groups

- Behaviour support
- Third Space

Results in EYFS were above the national average:

- EYFS Good Level of Development = **80%** (2019 Nat average was 71.8%)

Phonics results were above the National Average:

- Year 1 Phonics = **83%** (2019 Nat average was 82%) **88% excluding disapplied**
- Year 2 Phonics = **98%** (2019 Nat average was 91%)

End of KS1 data:

- Reading -EXS- 76% and GD - 36%
- Writing -EXS- 68% and GD - 24%
- Maths -EXS- 71% and GD - 35%

End of KS2 data:

- GPS - EXS - **84%** and GD - 40%
- Reading - EXS - **85%** and GD - 36%
- Writing - EXS - 70% and GD - 17%
- Maths - EXS - **74%** and GD - 33%
- RWM - EXS - 66% and GD - 15%
- Science - EXS - 74%

Year 4 times table check:

Score:

18+ marks - 81%
20+ marks - 68%

Mentor children:

9 children per year group (yr3-yr6) were mentored by a member of SLT.

Pupil premium children:

16 PP children in Year 6 (2021-2022) of these children:

GPS - EXS - 56%
Reading - EXS - 69%
Writing - EXS - 19%
Maths - EXS - 44%

Pupil progress meetings:

3 x yearly - professional dialogue was had to ensure that the children were making progress and that any interventions were put in place to support the child/children. Interventions were discussed and adapted according to children's needs identified in the pupil progress meetings.

Aim
Outcome 2: Children and families who join NES at different points in the year or key stage are inducted successfully into school.
Success Criteria: <ul style="list-style-type: none"> • Induction systems in place to reduce the effort of non-standard admissions to the school. • Draw families into the NES vision and values and encourage parental engagement.
Evidence and impact headlines: Mobile children: 37 children took up a place at NEPS in 2021-2022 across EYFS - KS2. The most mobile year groups were Year 4 and Year 6 with 14 children starting across the school year as mid-applicants. Induction: Induction system is in place for all families within the first 2 weeks of starting with NEPS, this has enabled the families to be part of the school and understand the school's vision and values.

Aim
Outcome 3: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.
Success Criteria: <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-dis-advantaged peers to be eliminated. • Persistent absence of a child eligible for PPG to be in line with their non PPG peers.
Evidence and impact headlines: Attendance data? North Ealing's attendance was 94.5% in the year 2021-2022. Persistent absentees account for __% of the attendance. Parent meetings - 0 parent meetings required with the attendance officer but regular consultation took place with the persistent absentees. PA data compared to non-PPG Links to the attendance officer - how many referrals were made?

Aim
Outcome 4: To ensure that the attainment of certain groups within the school is comparable to matched groups by improving rates of progress (SEN, PPG, EAL, Mobile) and as a result of Covid19 and diminish the achievement gap.
Success Criteria: <ul style="list-style-type: none"> ● Individualised learning plans/passports in place for all these vulnerable children ● Increase staff knowledge and understanding of the challenges to learning and how to provide high quality provision for SEN. PPG and mobile children. ● Planning and teaching strategies to reflect the needs of the key groups.
Evidence and impact headlines: 38 children across the school have ILPs/passports and are accessing further support to meet their needs in school. 35 have SEN and 3 are non-SEN ranging from year 1 -year 6. Staff training: Implementation of Rosenshine’s Principles in Practice and Janet Moffat principles of visible learning are being embedded across the school. Staff have been trained and all staff (including those that are new) have been given a copy of the Rosenshine Principles in Practice book to use to support teaching and learning in the classroom. Monitoring of learning: Regular drop ins and lesson observations closely monitored the principles from the in service training. Place2Be: 198 children accessed the Place2Be service. This is a well used resource within the school and many families utilise the service it provides. Place2Be has supported children and families that have been in danger of falling behind their peers. The service has provided staff with strategies to best support and engage the children through planning and teaching well structured lessons and activities that meet the children’s needs particularly post-Covid. One-to-one: 25 children Place to talk: 190 children PIPT: 4 children Parents: 46 parent partnership meetings Place2Think:

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.