

NIFS Pupil Premium Strategy September 2021

What is Pupil Premium funding?

- The Government is committed to narrowing the achievement gap between the families that are on lower income households and those that have higher incomes.
- It has therefore given a set amount of money per child for every child that has been eligible for free school meals, has been in the care of the local authority in the last 6 years or has been adopted in the last 6 years.
- It is then up to the school to decide how to spend the money so that all children can reach their potential.
- Pupil Premium funding is allocated under a 'financial year' model rather than an 'academic year' model.
- Our champions for Pupil Premium children are Tabitha Smith (Head teacher) Danielle Kenny (Attendance officer) and Larissa Ritchie (Staff governor). Miss Morris, Mrs Mirazi, Mrs LaVallee and Miss O'Loughlin ensure a seamless approach to supporting these children, focussing on both academic and SEMH needs.
- We track the attainment and progress of pupils in receipt of Pupil Premium funding on a termly basis and report this to Governors.
- This strategy is reviewed annually with the full Governing Body in the summer term.

Pupil Premium Funding 2020/21					
Academic Year	2020/21	Total PP budget expected	£56,760	Date of most recent PP Review	Summer Term 2021
Total number of pupils	333	Number of pupils eligible for PP as of Jan 2021	45	Date for next internal review of this strategy	Summer Term 2022

How did we use Pupil Premium Funding to support pupil progress and wellbeing in the year 2020/21?			
	Barriers identified during 2019/20	Actions	How did we measure this?
A	Complex social and emotional needs and low levels of resilience have a detrimental impact on friendships, perception of 'self' and the ability to deal with disappointment.	<ul style="list-style-type: none"> Restorative Approaches embedded New approach to behaviour management and conflict resolution Move to a new EP provider for improved advice and support. Specific 1:1 support assistant employed for our LAC pupils who display complex difficulties. 	Pupil voice. Staff voice.
B	Academic progress of our PP children in KS1 is not as strong as we want. This trend becomes minimal in KS2.	<ul style="list-style-type: none"> How we support our EAL learners especially in the Early Years has been a priority Writing is a focus for development on the School Development Plan with specific reference to teaching and learning in KS1 	Termly Pupil Progress Meetings.
C	Supporting families as a whole.	<ul style="list-style-type: none"> Ensure that all members of staff are viewed as trusted friends Have a network of support services to call upon Good communication with secondary schools if siblings are involved PTA to provide a 'hardship fund' to cover costs of food / transport / clothing in the short term 	Report to governors.
D	Involvement in music, sport and extra-curricular activities.	<ul style="list-style-type: none"> Continue as before to subsidise the cost of activities Offer lunchtime music sessions 	Pupil voice. Staff voice.

How do we intend to use Pupil Premium Funding to support pupil progress and wellbeing in the year 2021/22?			
	Barriers identified during 2020/21 academic year	Actions	How will we measure this?
A	Complex social and emotional needs and low levels of resilience.	<ul style="list-style-type: none"> A renewed and reinforced focus on Restorative Approach to behaviour management New appointment a Mental Health and Wellbeing Team to lead on in-house pastoral 	Pupil voice

	<p>Such needs will have been impacted upon by lockdown and school closure. They can have a detrimental impact on relationships, self-esteem, the ability to deal with disappointment and a capacity to learn.</p> <p>Schools have an important role to play in supporting all children to overcome any trauma and its resulting impact.</p>	<p>support for children</p> <ul style="list-style-type: none"> • Two members of staff taken off timetable to specifically focus on the Academic and SEMH needs of our Pupil Premium children • Circle time and our PHSE scheme of work to be adapted in light of lockdown by the Deputy Head to focus on our values and relationships 	<p>Staff voice</p> <p>Dynamic assessment and feedback from SLT and teaching staff as term progresses.</p>
B	<p>Academic progress of our PP children in all years following the lockdown period (COVID-19)</p>	<ul style="list-style-type: none"> • The School Development Plan for 2021/22 will focus on Reading, Writing and Maths and be developed during the course of the first half of the autumn term ensuring we focus on the identified areas of need rather than on the assumed areas of need • Interventions will be planned by teachers and delivered by a range of support staff without impacting on the access to a broad and balanced curriculum • Quality first teaching • Have termly Pupil Progress meetings with a new system of internal data analysis to ensure no group gets 'forgotten' • Timetable of academic catch up 	<p>Termly Pupil Progress Meetings</p> <p>Dynamic assessment and feedback by teachers with their individual class and SLT.</p>
C	<p>Supporting families as a whole following the lockdown period (COVID-19)</p>	<ul style="list-style-type: none"> • Newly established Mental Health and Wellbeing Team • Ensure that all members of staff are viewed as trusted friends • Have a network of support services to call upon • Good communication with secondary schools if siblings are involved • PTA to provide a 'hardship fund' to cover costs of food / transport / clothing in the short term • Free breakfast club for PP children to ensure they are in school and have had a healthy breakfast • Attendance Officer who monitors those harder to reach families where attendance is impacted negatively 	<p>Report to governors.</p>
D	<p>Involvement in music, sport, forest school and extra-curricular activities.</p>	<ul style="list-style-type: none"> • Continue as before to subsidise the cost of activities • Forest school champion and music workshops carried out 	<p>Pupil voice. Staff voice.</p>