



## Northfield St Nicholas Primary Academy Pupil Premium Strategy Statement 2017/18



Pupil premium is allocated to schools for children of statutory school age from low income families who are known to be eligible for Free School Meals (or have been in the last 6 years), children who are looked after and to children whose parents are currently serving in the armed forces. The number of non-PPG children is currently 49%, a difference of 34% when compared with the national average.

All REAch2 Academy Trust Schools are committed to our core remit of providing excellent learning opportunities for *all* children. Raising the attainment for children in receipt of the pupil premium grant is part of our commitment to help all pupils achieve their full potential.

***Impact of funding for 'others' not eligible. There are times when 'other' children benefit from the pupil premium grant. If resources allow, 'other' children will also have access to the range of resources, facilities and interventions that the funding provides. At Northfield St. Nicholas, a high priority of our school is quality first teaching. Therefore, the pupil premium funding also supports the provision of high quality teaching, leadership and support staff, which indirectly enable all children to benefit.***

We aim for:

- All children to enjoy their learning, attain high outcomes and be helped to become confident individuals and responsible citizens whilst making excellent progress in all respects;
- All children to benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local school;
- All children to be supported and encouraged to lead healthy and active lives

<b>1.Summary Information</b>					
<b>School</b>	Northfield St Nicholas Primary Academy				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£289,080	<b>Date of most recent PP review</b>	Sept 17
<b>Total number of pupils</b>	444	<b>Number of pupils eligible for PP</b>	206	<b>Date for next internal review</b>	1 <sup>st</sup> November 2017
<b>Total number of pupils eligible for PP in EYFS</b>			20	<b>Total EYFS PP budget</b>	£6450

<b>Total Spend by Pupil Premium Area</b>	<b>£289,080</b>
Quality Teaching for All	£113,436
Targeted Support	£125,567
Additional Support	£52,857

<b>2. Achievement Profile 2017</b>		
	<i>Pupils eligible for Pupil Premium (Northfield St. Nicholas)</i>	<i>National Average for All Pupils (non-PPG)</i>
Year 1 - Phonics Screening Check:	65%	81 %
Year 2 – Phonics Re-check:	94%	91%
<b>Key Stage 1: Attainment</b>		
% achieving 'expected' in reading	61%	74 %
% achieving 'expected' in writing	52%	65%
% achieving 'expected' in maths	67%	73%
% achieving 'greater depth' in reading	12%	24%
% achieving 'greater depth' in writing (GD)	15%	13%
% achieving 'greater depth' in maths	15%	18%
<b>Key Stage 2: Attainment</b>		
% achieving 'expected' in reading	27%	71%
% achieving 'expected' in writing	53%	76%
% achieving 'expected' in maths	30%	75%
% achieving in reading, writing and maths	8%	61%
% achieving in SPAG	24%	77%
% achieving 'greater depth' in reading	0%	25%
% achieving 'greater depth' in writing (Teacher Assessment)	3%	18%
% achieving 'greater depth' in maths	0%	23%
% achieving 'greater depth' in reading, writing and maths	0%	9%
% achieving 'greater depth' in SPAG	0%	31%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
It should be noted that the barriers listed below are by no means the only barriers and challenges that pupils face and school resources will be deployed as needed, based on evidence to support pupils to succeed		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Core skills are not always securely embedded resulting in lower levels of attainment at age related in reading, writing, maths and SPAG	
<b>B.</b>	Behavioural, social and emotional needs resulting in lower levels of attainment/progress	
<b>C.</b>	Poor communication skills on entry to the school (PP children outperformed non-PP children in 2016/17 in listening and speaking but not in writing. 0% of PP children exceeded compared to 21% non-PP children who exceeded)	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance rates for pupils eligible for PP in 2016/17 were 93.84% which is below national	
<b>E.</b>	Community and parental engagement	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	By July 2018, improve progress and attainment for all PP children in reading, writing, maths and SPAG so that percentage of children achieving ARE and GD are <i>at least</i> in line with <i>national</i> end of year targets	Work sampling, observations and data all demonstrate secure combined ARE at least in line with national of PP children across the whole school. Pupil progress meetings evidence that these targets have been met.
<b>B.</b>	By July 2018, Targeted support where needed to enable PP children to make improved progress in terms of their behavioural, social and emotional needs resulting in them being emotionally ready to learn and have the skills to tackle challenges	The behavioural, social and emotional needs of PP children are quickly identified and appropriate support is provided, resulting in all accessing appropriate provision
<b>C.</b>	By July 2018, improve PP children's communication and literacy skills in EYFS so that they make rapid progress	Children will make rapid progress from their baselines No gap will exist between PP children & their peers
<b>D.</b>	By July 2018, improve attendance and participation for PP focus group children to be <i>at least</i> in line or above national figures	Attendance for disadvantaged children <i>at least</i> in line with school non-pupil premium children. Increased participation in extra-curricular activities so that <b>all</b> eligible disadvantaged children who want to participate are given the opportunity to attend at least one extra-curricular club/ activity of their choosing
<b>E.</b>	To build strong home school relationships through workshops, experiences and home school links. Parents to understand how to support their children's learning.	A high percentage of PP parents will attend parental workshops, consultations and targeted sessions

5. Planned expenditure					
Academic year	2017/18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A, B</b>	<ul style="list-style-type: none"> <li>Quality first teaching – through classroom support and high quality provision. High quality, detailed verbal and written feedback.</li> <li><input type="checkbox"/> Additional group teaching provided by trained LSAs.</li> <li><input type="checkbox"/> Gap analysis <i>Pira/Puma</i> and pupil conferencing to target support for PP children</li> <li><input type="checkbox"/> RWI- staff trained and programme initiated school wide</li> <li>Visible Learning to develop children's ability to articulate and understand their learning and successes</li> <li><input type="checkbox"/> Personalised high quality CPD for all teaching staff</li> <li><input type="checkbox"/> To provide first hand and memorable experiences to support and engage children</li> <li><b>Ask It</b> to develop children's oracy skills</li> </ul>	<p>KS2: % achieving ARE or above in combined reading, writing &amp; maths 18% (8% PP Children) compared to the national average of 53%.</p> <p>KS1: % achieving ARE or above in reading 78% (61% PP children), in writing 70%, (52% PP children), in maths 80% (67% PP children)</p> <p>EYFS: % achieving GLD 67% (63% PP Children)</p> <p>Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust, 2011) and forms a clear rationale for this choice.</p>	<p>Monitoring lesson observations/LSA support assistant interventions with feedback and evaluation – focus on PP children.</p> <p>Data analysis and review for PP children.</p>	JC/HW	Monitor each half-term and review (ongoing)
<b>B</b>	<ul style="list-style-type: none"> <li>Thrive assessments and intervention</li> <li>Pastoral team will support identified children in class and in targeted groups</li> <li>All staff will support children through whole school strategies (see Learning and Teaching Action Plan and Pastoral Action Plan)</li> </ul>	<p>Actions that are taken to address social and emotional needs of disadvantaged pupils evidence good practice in terms of improving outcomes for disadvantaged pupils (Babcock: 2016) – by using attendance data and then developing a clear strategy of support for individual families and groups.</p>	<p>Half termly reviews Pupil Voice THRIVE assessments used as baseline data, which is acted upon by practitioner and handed on to next class teacher.</p>	SCI (AH)	Monitor each half-term and review (ongoing)
<b>C</b>	<ul style="list-style-type: none"> <li>Focus on the development of communication skills within the EYFS</li> </ul>	<p>There is a strong correlation between communication</p>	<p>Half termly reviews including Pupil Progress meetings</p>	SCI (AH)	Monitor each half-term and review (ongoing)

	<ul style="list-style-type: none"> <li>setting by all staff</li> <li>Speech and Language therapist</li> <li>Targeted interventions by EYFS staff</li> </ul>	difficulties and low attainment (NCB, NfER, Research in Practice, Social care institute for excellence)	Monitoring of targeted interventions Welcomm assessments and reviews	NC (EYFS Lead)	review (ongoing)
<b>Total budgeted cost</b>					£113,436
<b>i. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A</b>	<ul style="list-style-type: none"> <li>Phonics/Reading intervention in KS1 (intervention teacher)</li> <li>Use of additional adults to provide targeted intervention in RWM</li> <li>Booster groups for Year 6 pupils</li> <li>Extended school day for Year 6 pupils</li> <li>Holiday school for Year 6 pupils</li> <li>Third teacher model in Years 5 &amp; 6</li> <li>An inspiring and welcoming learning environment</li> </ul>	Due to low starting points, the percentage of PP pupils currently on-track to achieve ARE in reading and mathematics is well below school targets (see internal assessment records)	<p>Children's progress will be tracked, gaps identified and further support given as required. This will be addressed through ongoing monitoring and pupil progress meetings.</p> <p>Data analysis and review for PP children.</p>	JC/HW (HoS)	Monitor each half-term and review (ongoing)
<b>B, D</b>	<ul style="list-style-type: none"> <li>Implement Thrive across the whole school</li> <li>Magic Breakfast Club</li> <li>After school clubs</li> </ul>	Thrive child development model, supports age-appropriate social and emotional learning and is proven to improve learning outcomes (see internal data to be completed by 1 <sup>st</sup> November)	Half termly reviews Pupil Voice	SCI (AH)	Monitor each half-term and review (ongoing)
<b>A, B, C, D</b>	<ul style="list-style-type: none"> <li>S &amp; L therapist</li> <li>Targeted interventions by EYFS staff</li> </ul>	To support QFT and professional development so that children's needs are fully met for personalised provision.	Half termly reviews including Pupil Progress meetings Monitoring of targeted interventions Welcomm assessments and reviews	SCI (AH) NC (EYFS Lead)	Monitor each half-term and review (ongoing)
<b>D</b>	<ul style="list-style-type: none"> <li>Attendance Lead close monitoring and intervention where attendance and punctuality concerns exist</li> <li>Attendance Lead work closely with children and families where attendance is a concern</li> </ul>	There is a clear rationale for improving attendance by using the full range of resources available to our children.	Weekly reviews of overall attendance, including monitoring of persistent absence, punctuality concerns and attendance concerns.	JC (HoS)	Monitor weekly with half-term review and evaluation (ongoing)
<b>Total budgeted cost</b>					£125,567

<b>i. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A, B, C, D</b>	Inclusion leader has robust PP register and Barrier mapping to work with EHT, HT, HoS and SLT to identify, select and review interventions for targeted PP	Inclusion Leader ensure a cohesive approach to PP provision and the delivery of PP strategy	Inclusion lead held to account to PP strategy	HW (HoS) SCI (AHT)	Half termly review with REAch2 ASL
<b>A, B, C, D</b>	Implementation of high quality interventions by suitably skilled and qualified staff	All children's barriers to learning have been identified using our provision maps	Learning walks by Inclusion Leader. Monitoring of intervention by Inclusion Leader. Impact of Interventions reviewed in line with PPMs to analyse the effectiveness of each intervention in allowing children to make accelerated progress with emphasis on vulnerable groups.	Inclusion Leader with SLT Year Leaders, HoS and HT)	December 2017 March 2018 July 2018
<b>E</b>	To increase parental engagement through the implementation of Coffee-mornings/workshops for parents	Parental involvement is consistently associated with pupils' success at school (EEF)	Parental Voice/Questionnaires Tracking parental engagement at school events/workshops	JC (HoS)	Half termly review with Inclusion Lead and REAch2 ASL
<b>D, E</b>	To support disadvantaged families to enable any social and economic barriers to be minimised to allow for equal access to extra- curricular Sports Activities and Clubs	To build confidence and self-esteem allowing vulnerable children to become emotionally resilient. To allow all children to have equal opportunities to feel part of the school community. To allow children access to activities they may not otherwise experience	Regular and targeted meetings between parents and Inclusion Leader. Increased awareness of role of Inclusion Leader within school community through meetings both formally and informally	JC (HoS)	July 2018 Audit and review with REAch2
				<b>Total budgeted cost</b>	<b>£52,857</b>

6. Review of expenditure 2016-17				
Previous Academic Year				
Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £113,436
<p>All pupils make rapid progress from their starting points and pupil attainment is in line with national levels</p> <p>Pupils are confident, happy, ambitious and keen to learn.</p> <p>Pupils feel safe and attend school well</p>	<p>Additional teachers employed to carry out interventions and to enable Year 5 and 6 to be taught in 3 groups</p> <p>Visible Learning strategy to train teachers to enable pupils to be more aware of their learning and next steps</p> <p>Ask It- to improve pupils expressive language skills</p>	<p>In EYFS PPG pupils made greater than expected progress on average in each aspect of learning.</p> <p>In EYFS the % of PPG pupils achieving GLD improved significantly from previous years. There was a marginal gap in the % of PP pupils and non PP pupils achieving GLD.</p> <p><b>KS1</b>- 65% PPG pupils passed the phonics screening test. The gap with non-PPG was 16%.</p> <p><b>KS1</b>- 94% of Year 2 PPG pupils had passed the phonics test by the end of KS1.</p> <p><b>KS1</b>-An attainment gap existed between PPG and non-PPG pupils in Year 2. A large number of the PPG pupils experienced SEN (21%) and this adversely affected the attainment outcomes</p> <p><b>KS2(Yr3-5)</b>: Attainment has risen from baseline for PPG at a greater rate than non-PPG</p> <p><b>KS2 (Yr 6)</b>:</p> <ul style="list-style-type: none"> <li>PPG pupils' attainment was</li> </ul>	<p>We will continue to use:</p> <ul style="list-style-type: none"> <li>the third teacher model in UKS2 whilst ensuring that changes to the pedagogy mentioned below are implemented rapidly</li> <li>additional adults to carry out targeted interventions based on gaps analysis</li> <li>Visible Learning as a whole school approach</li> <li>Ask It as a whole school approach</li> </ul> <p>Impact can be seen but not to a large enough extent on the end of year outcomes in KS1 &amp; 2. As a result of this we will implement the following:</p> <ul style="list-style-type: none"> <li>changes to the pedagogy employed in the classroom in order to provide more specific and focussed teaching and support as needed</li> <li>more use of gaps analysis in order to more specifically address areas of need</li> <li>closer tracking and adaption of provision and interventions</li> </ul>	

		<p>low but it had risen from the baseline in English</p> <ul style="list-style-type: none"> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>• more rigorous moderation</li> </ul>	
<p>An inspiring curriculum is in place that gives pupils a broad knowledge and understanding of the World and enables them to apply their English and Maths schools in purposeful contexts to secure deep learning</p>	<p>Revised curriculum strategy utilising the Cornerstones Curriculum</p> <p>Revised homework strategy</p> <p>Increased opportunities for trips and visits</p> <p>11 before 11 strategy</p>	<ul style="list-style-type: none"> <li>• The breadth of the curriculum increased compared to previous years</li> <li>• A greater number of trips and visitors into school occurred</li> <li>• For the first time this year, Year 6 children had the opportunity for a residential trip to France</li> <li>• Children and parents were more engaged in homework tasks following the launch of the Home Learning projects</li> </ul>	<ul style="list-style-type: none"> <li>• Further staff training is needed on providing an inspiring curriculum that ensure breadth and depth of knowledge for children</li> <li>• Home Learning to reviewed following pupil and parental perceptions in order to gain even further engagement</li> </ul>	
<b>i. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost: £158,794</b>
<p>Disadvantaged pupils to have 95.4% attendance or above by the end of academic year 2016/17</p>	<p>See attendance action plan</p>	<ul style="list-style-type: none"> <li>○ Disadvantaged pupils' attendance was 93.84%</li> <li>○ Disadvantaged pupils' attendance remained below non -PPG pupils (0.7 gap)</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance procedures not aspirational enough</li> <li>• Monitoring not rigorous or rapid enough</li> <li>• 2017/18 <ul style="list-style-type: none"> <li>○ The policy and procedures have been re-written to ensure much more aspirational targets</li> <li>○ More rapid monitoring and intervention is in place</li> </ul> </li> </ul>	

<p>For disadvantaged pupils in EYFS to have improved outcomes with reading and writing</p>	<p>Speech Therapy – one day a week focused on Nursery and Reception. Assessment of need, 1 to 1 intervention and structured small group work.</p> <p>Focused phonics groups</p>	<ul style="list-style-type: none"> <li>Language outcomes are greatly improved from baseline 17% of PPG pupils were working at ARE in Sept 16 but 84% were working at ARE by July 17 and PPG pupils outperformed non-PPG pupils in July 17 (+4%) when previously there was a gap (-4%)</li> <li>Reading and writing outcomes are greatly improved from baseline 6% of PPG pupils were working at ARE in Sept 16 but 66% were working at ARE by July 17 and the gap between PPG and non-PPG had reduced since baseline (Sept 16: -12% difference, July 17: -5% difference)</li> </ul>	<p>Target and track PP children even more closely to remove the gap between PP &amp; non PP children and to raise attainment so that GLD exceeds national in 2017/18</p>	
<p>Pupils are confident, happy, ambitious and keen to learn.</p> <p>Pupils feel safe and attend school well</p>	<p>Highly effective pastoral team in place to provide extensive individual, group and family support as needed</p> <p>Lunch and Breakfast club provided for the most vulnerable pupils</p> <p>Well trained and experienced safeguarding team and rigorous safeguarding procedures in place</p> <p>Rigorous attendance procedures in place</p> <p>THRIVE approach implemented for the most vulnerable pupils</p>	<p>Overall throughout the year, behavioural incidents have reduced. Internal exclusions have also reduced in relation to the reduction in behavioural incidents. External exclusions have increased from last year (2015-16 = 31.5 days of exclusions (4 pupils), 2016-17 = 41.5 (6 pupils – 2 of which were new to the school.)</p> <p>Breakfast club has enabled pupils to be in school on time, and develop social and learning skills. Of the 55 pupils attending, 40 were pupil premium.</p> <p>Thrive – 9 out of 12 pupils who accessed THRIVE are PP. All pupils are making progress against the THRIVE assessments.</p>	<ul style="list-style-type: none"> <li>The Thrive approach is having a positive impact but on a relatively small number of pupils. More staff time to be allocated to this to impact on more children.</li> <li>Staff training on Thrive in order to further raise awareness of the approach and whole school assessments to be carried out to identify areas of need</li> <li>Access support from trust behavioural support lead to audit current practice and identify areas for further improvement</li> <li>Offer breakfast club to all Year 6 pupils</li> </ul>	

	AANT-Educational Psychology service utilised to secure rapid interventions	<p>400 safeguarding forms have been completed between September 16 and July 17 and the pastoral team have successfully actioned all safeguarding forms and have attended all safeguarding meetings. The school has impacted positively on a number of the most vulnerable families in the school and case studies provide detailed evidence of this.</p> <p>AANT – 7 pupils have been referred through the AANt process to the Educational Psychologist. 6 of these pupils are Pupil Premium. 2 of these pupils are in process for an EHCP and 1 pupil is awaiting a referral. 1 pupil was secured a place at an alternative provision. 1 pupil made a successful transition to high School.</p>	<ul style="list-style-type: none"> <li>Revise attendance procedures (see above)</li> </ul>	
<b>ii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost: £5,000</b>
Parents are actively involved in supporting their children with their learning	<p>See Community Engagement strategy</p> <p>Termly story cafes for each class</p> <p>Termly Parent Forums held</p> <p>Revised homework procedures aimed at encouraging family learning</p> <p>Weekly Maths club in Year 5 and 6 for parents and pupils</p>	<ul style="list-style-type: none"> <li>Reading Challenge (Home Reading Initiative) read 60% 3 times per week up from 30%</li> <li>An average of 20 children attending the afterschool club - increasing opportunities to learn &amp; engage further with parents (parent volunteers assist too)</li> <li>PSFA continued success with various programme of events organised – also supported trips/visitors increasing enrichment opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Increase the amount and type of afterschool provision</li> <li>Parental questionnaire to find out what support help they would like and plan further provision around this</li> <li>Coffee-mornings/workshops for parents</li> </ul>	

	<p>All classes encouraged to promote learning through social media</p> <p>Tapestry utilised in EYFS and Year 1</p> <p>Termly story cafes for each class</p> <p>Termly Parent Forums held</p> <p>Revised homework procedures aimed at encouraging family learning</p> <p>Weekly Maths club in Year 5 and 6 for parents and pupils</p> <p>All classes encouraged to promote learning through social media</p>	<ul style="list-style-type: none"> <li>• Storycafes continued to grow with approximately 75% of parents attending sessions – provided an opportunity for further engagement with families</li> <li>• READ2DADS initiative increased parental engagement with 78 male members of families supporting reading over 7 sessions</li> <li>• Magic Breakfast club (55 on roll) -increased opportunities for extra reading &amp; parental engagement of some of our most vulnerable children/extension of learning (Art/Reading)</li> <li>• 22 Parent volunteers provide a positive advocacy link between home school</li> <li>• Success of social media has provided a further avenue to improve communication</li> <li>• 96% of parents saying they would recommend school to other parents (July 17)</li> </ul>		
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**7. Additional detail**