



# Northfield St Nicholas Primary Academy

## Subject: Pupil Premium Action Plan (PPAP)

### KEY AIMS:

- **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 become confident individuals and responsible citizens.**
- **To raise the attainment of disadvantaged pupils of all abilities with a sustained focus on improving the life chances of the least fortunate so that they may reach their potential.**
- **To raise standards in high quality teaching and learning in order to improve pupil attainment.**
- **To improve the identification of disadvantaged pupils and provide assistance in accessing help.**
- **To use 'REMEDY' as a whole school approach and strategy to closing the gap between disadvantaged and non-disadvantaged pupils.**
- **All children to be supported and encouraged to lead healthy and active lives.**

**SUCCESS CRITERIA: An ethos of attainment for all pupils is established, where children and adults have high aspirations and expectations for all<sup>1</sup>; where barriers to learning are eliminated:**

- **Reading:** Pupils are fluent and able readers and achieve age related reading and phonetic levels.
- **English:** Pupils produce high quality age appropriate written work that encompasses a wide range of vocabulary, work that is grammatically correct, creative, legible and well-presented.
- **Maths:** Pupils produce high quality age appropriate mathematics that demonstrates competence to calculate, reason and problem solve, with intelligible and well-presented methods.
- **Emotional Development, attendance and behaviour:** Pupils are supported with their mental health (MH) and well-being; pupil attendance is good and regular attendance is rewarded; persistent absence and lateness are challenged. Pupil's comply with uniform expectations and behaviour management systems. All children are supported and encouraged to lead and participate in active and healthy lifestyles.
- **Differentiation:** Pupils, including those with SEN, access learning through appropriately differentiated content, processes, learning environments and assessments that advise and inform next steps and targets. Intervention is effective.
- **Youth Services:** Pupils are supported within and beyond the school environment and have access to services, agencies and activities and workshops.

<sup>1</sup> Headteacher update: low cost pp strategies – Sir John Dunford – high impact strategies – low cost strategies

## Northfield St Nicholas Pupil Premium Context:

### LEADERSHIP AND MANAGEMENT:

Northfield St Nicholas has a newly formed Senior Management Team (September 2018). The Headteacher, Mr I Owens has been appointed specifically to improve standards across the school. Mr R Wright is responsible for the financial management of the PP Grant. Mrs J Catchpole is in charge of teaching and learning and pupil progress. Mrs T Freeman is in charge of behaviour and inclusion, where pupil premium specifically resides. The PPAP has been produced to demonstrate objectives, actions and next steps for Northfield St Nicholas.

### CONTEXT MAY 2018 - JANUARY 2019:

**Teaching and Learning:** The Headteacher Mr Owens has prioritised the whole school vision for NSN, with key areas for improvement noted in pupil attainment and progress. In response to this the Head has ensured that staff recruitment and retention has been the main priority, with considerable expenditure on the appointment of high quality and skilled practitioners to address the gap in attainment between PPP and NPP and raise pupil outcomes throughout the school<sup>3,2</sup>. The deployment of skilled LSA/HLTAs with specific roles and areas of specialism is integral to the improvement of high quality teaching and learning and the provision of personalised intervention (individual tutoring/group work), at the same time reducing class size. An ICT suite and Library have been newly constructed, both will significantly improve and develop consistency and high quality teaching and learning for all pupils.

**Pastoral:** The school boasts a bespoke and enhanced pastoral system. The Link enables pupils to reset and understand behaviour and uniform expectations. The Hub provides counselling, mentoring academic/emotional support, therapeutic interventions for social and emotional needs along with the leadership and management of PSHE enrichment days. The school has created separate classrooms for 'Thrive' and 'Nurture' groups with specialist trained personnel.

**Extra-curricular, enrichment and funding:** The Head has ensured that the school provides support to the school community in accessing FSM and completing applications. The school offers a daily breakfast club. There are an additional opportunities to participate in a range of extra-curricular activities before, during and after school hours; including further opportunities organised through the PE and Sport Premium Grant. Swimming is a strong focus for the school. For many pupils, in particular Year 6, they access learning beyond the school day and attend Saturday enrichment which has a blend of academic and engaging activities; here vulnerable pupils are specifically targeted.

The Pupil Parliament (Pupil Voice) is active and in position and reports perceptions, they actively engage in the leadership and management of the school and are significantly present at events, assemblies and celebration events that includes the school community. The Pupil Parliament meet weekly with Miss Higgins, SENDCo.

<sup>2</sup> Marc Rowland: EEF/Sutton Trust PP: Next Steps: A Practical guide to the PP.

## 1. Financial Summary Information

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.

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.

### Summary Information School: Northfield St Nicholas Primary Academy Academic Year 2018/19

Total Pupil Premium budget:

**£281,160**

Total number of pupils:

**443 pupils**

Number of pupils eligible for Pupil Premium budget:

**213 pupils**

<b>Summary:</b>					
<b>School</b>	<b>Northfield St Nicholas Primary Academy</b>				
<b>Academic Year</b>	2018//19	<b>Total PP budget</b>	£281, 160.00	<b>Date of most recent PP review</b>	Sept 2017
<b>Total number of pupils</b>	443	<b>Number of pupils eligible for PP</b>	213	<b>Date for next internal review</b>	July 2019
<b>Total number of pupils eligible for PP in EYFS</b>			10	<b>Total EYFS PP budget</b>	£5517.00

<b>Total Spend by Pupil Premium Area</b>	<b>£</b>
1. Quality First Teaching for All	£189,599
2. Targeted Support	£54, 336
3. Additional Support	£43, 562
<b>TOTAL</b>	<b>£287, 497</b>
4. PE& Sport Premium (not included in Total PP budget)	£22, 247

# NORTHFIELD ST NICHOLAS: PUPIL PREMIUM STRATEGY 2018-2019

OBJECTIVES:	ACTIONS:	WHO/ WHEN:	IMPACT:	NEXT STEPS:
<b>I. QUALITY FIRST TEACHING</b>				
<p><b>WHOLE SCHOOL VISION AND AIM:</b> NSN with have a shared vision and aim for disadvantaged pupils with a sustained focus on improving the life chances of all pupils, including the least fortunate<sup>1</sup> without discrimination between low and high attainers<sup>3,4</sup>.</p>	<ol style="list-style-type: none"> <li>1. Reduced class size (Year 6) as well as improving adult: pupil ratios in other year groups i.e., additional teachers/skilled practitioners, 1:1 tuition and the increase of TA support impacts on pupil outcomes<sup>2</sup>.</li> <li>2. 100% staff buy in<sup>1</sup> and commitment to the REMEDY strategy.</li> <li>3. Positive rapport with PPP<sup>1</sup>.</li> <li>4. Pupil profile: effective strategies and barriers to learning identified and met<sup>1</sup> (Pastoral Team/TAs identification of barriers/management of conversations) additional groupings monitored in school (i.e. SEN, YC, CIC, FSM, AF, G&amp;T, etc.), with clear detail which includes: attendance, attainment, SEM development, parental engagement, extra-curricular and pupil aspirations<sup>3,4</sup>.</li> <li>5. Frequent monitoring of PPP<sup>1</sup> as part of the data scrutiny (SOAP), individual, group and additional groupings.</li> <li>6. Rapid intervention upon slowing pupil progress<sup>1</sup>.</li> <li>7. Strongest staff are allocated to the weakest pupils and the deployment of LSAs/HLTAs<sup>1,4</sup> supports this.</li> <li>8. To oversee the promotion of cultural and other extra-curricular activities that will make a difference to children. Inclusion, quality and improved access will compliment high quality</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff structure: IO staff structure to meet the needs of NSN (Oct 2019)</li> <li>2. TFN appointed at DHT level to lead the strategy for PPG. (Sept 2019)</li> <li>3. JC DHT reassigned priorities to lead attainment and progress across the school. (Sept 2019)</li> <li>4. SLT: PES, HP, EL, LH to drive standards across their phase with a focus on PPG: NPPG (September 2019)</li> <li>5. Pastoral Team (Restructure October 2018)</li> <li>6. Thrive Team (January 2019)</li> <li>7. Admin Team: PPG support with identification and funding applications.</li> </ol>	<ol style="list-style-type: none"> <li>1. SLT time to recruit and interview future candidates.</li> <li>2. The appointment of staff for PP provision: PB/LC/KW Stingrays, LE/LG Thrive and Nurture Groups. CM: STEP programme.</li> <li>3. The appointment of pastoral staff and leaders: SD: Pastoral Team Manager, MT: Attendance Officer, JH Anti-Bullying and restorative practitioner, JP: MHWB / FSW Champion. SI Safeguarding support for PPG pupils.</li> <li>4. PP CPD programme strategy written and REMEDY strategy shared at all levels for all staff (12 hours).</li> <li>5. REMEDY files in place for each class to track and monitor PP pupils over time for attainment, progress, social and emotional needs along with external agency intervention: YMCA, Young Carers, Counselling, SEND: SALT/DOT etc. JC PP progress meetings half termly (54 hours); PES AHT 30 day plans for Year 6, including PPG pupils, NB 71% are PP in this cohort.</li> <li>6. SD: Lead practitioner for LAC/CIC in school to oversee provision and support in collaboration with the LA/Virtual Schools.</li> <li>7. SEND Lead to support PP SEND pupils in school.</li> </ol>	<p>A Pupil Premium Review<sup>1</sup>.</p> <p>Effective L&amp;M of PPAP<sup>1</sup>.</p> <p>Use Ofsted, DfE and EEF etc. guidance and frameworks to inform and guide best practice/whole school vision.</p> <p>Identification of attainment gaps/gap analysis and groups at NSN<sup>3</sup>.</p> <p>Clear PP policy.</p> <p>Clearly published PP allocation for the academic year and summary of the previous year.</p> <p>PPP questionnaire re: No 3.</p> <p>Learning environments are positive and promote engagement<sup>2</sup>.</p> <p>List of extra-curricular provision and PPG /NPPG attendance records – REMEDY feature E.</p>

<sup>3</sup> Sutton Trust and EEF, July 2015: The Pupil Premium – Next Steps

<sup>4</sup> Nasen: 2014: The Pupil Premium: Helping Everyone Achieve – A quick guide to maximising the impact of additional funding for disadvantaged pupils.

	teaching and learning.	(March 2019)		
			<b>Total budgeted cost:</b>	<b>£91, 254.00</b>
<b>I. QUALITY FIRST TEACHING (3. ADDITIONAL SUPPORT)</b>				
<p><b>ASPIRATIONS:</b> NSN will enable pupils to feel supported and encouraged with their hopes and future intentions as a means to incentivise and improve attainment.</p>	<p>To raise the attainment of disadvantages pupils of all abilities with a sustained focus on improving the life chances of the least fortunate so that they may reach their potential.</p> <p>Pupils are exposed to new opportunities.</p> <p>Pupils raise aspirations by developing general self-esteem, motivation or self-efficacy.</p> <p>Through HQT&amp;L pupils develop key skills so that they can progress forwards with their future intentions.</p>	<p>1. Year 6 Team in place to support Intervention 30 day plans, including before school, during school and after school sessions. (October 2019)</p> <p>2. Staff to contribute to and develop key strands to support a broad and balanced curriculum to enrich the lives of children: GS, SG, JH, JP. (November 2019, ongoing)</p> <p>3. Pastoral Team to engage external agencies to promote positive self-esteem, image and confidence. (October 2018)</p> <p>4. ODA High School: Transition project to promote positive high school education and future careers. (January 2019)</p> <p>5. Financial support for the provision of uniform and PE kit. (September 2019)</p>	<p>1. Year 6 Breakfast Club established to provide food and before school tuition in maths and English. Staff: MF, RG, GS, LC, SW, KW. 30 day plans initiated termly to focus on gaps in learning. Provision bespoke to child or year needs across a phase of learning during lunch and after school.</p> <p>2. Termly music productions lead by GS along with music enrichment days.</p> <p>3. Enrichment days: Anti-bully day, YC/PPG day: A Day that makes a Difference, Art/Dance/Culture.</p> <p>4. YMCA: Shine Project 1:1 provision for Self Esteem.</p> <p>5. YMCA: Group work</p> <p>6. MHWB Champion: emotional triangles, check-in policy and protocols.</p> <p>7. Positive Futures</p> <p>8. School Nurse referrals/ MEND: Mind, Exercise, Nutrition and Do-It! Healthy Eating (JP).</p> <p>9. Private on-site counselling: JG</p> <p>10. Thrive provision for those children who need emotional development as a direct outcome of deprivation.</p> <p>11. Lunch club for PP / vulnerable children: TM, LG, LH, PD, JP</p> <p>12. Uniform protocol.</p> <p>13. Engage with ODA for encounters: Science, Careers workshops, Royal Albert Hall etc.</p>	<p>Implementation of the 11B411 programme as a tool for exposure and self-esteem confidence building.</p> <p>Aspirational interventions:</p> <p>1. That focus on parents and families</p> <p>2. That focus on pupils: pupil passport, attainment and progress.</p> <p>3. Out of school and extra-curricular activities are controlled with a clear PP oversight (evidence registers).</p>
			<b>Total budgeted cost:</b>	<b>£22, 411.00</b>
<b>I. QUALITY FIRST TEACHING</b>				

<p><b>VISION AND AIM: EARLY YEARS &amp; FOUNDATION STAGE (EYFS):</b> NSN will ensure that young children have educational pre-school experiences which prepare pupils for school and academic success.</p>	<p>High quality provision with well-qualified and well-trained staff is essential.</p> <p>A real focus on engagement with pre-reading, early number concepts and verbal reasoning will be a priority.</p> <p>Extended attendance (1year+) and an early starting age (3) are more likely to have an impact and school attendance will be promoted and encouraged.</p> <p>NSN will ensure that disadvantaged children benefit from high quality programmes, especially where these include a mixture of children from different social backgrounds and strong educational component.</p>	<ol style="list-style-type: none"> <li>1. EYFS targeted phonic support 9.30-10.15 daily. (October 2018)</li> <li>2. EYFS team to train in Makaton to promote speech and language. (February 2019)</li> </ol>	<ol style="list-style-type: none"> <li>3. Delivery of HQ phonics programme, reading programme and reading initiatives.</li> <li>4. Maths intervention in addition to group work to promote numerical skills.</li> <li>5. Social development with CV: Turn taking programme.</li> <li>6. MT: Attendance Officer working with home settings to promote good attendance through the MAC strategy.</li> <li>7. EYFS: CV, PD and VS intervention.</li> <li>8. CV: Lead on SALT: Communicate and Welcomm assessments.</li> <li>9. Makaton Sign Language: CPD.</li> </ol>	<p>EEF Early Years Toolkit used as guidance to achieving positive pupil outcomes for disadvantaged pupils.</p> <p>EYFS uptake and starting points are clear.</p>
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**Total budgeted cost: £11, 932**

**4. PE&SPORT PREMIUM (SEPARATELY FUNDED)**

<p><b>PE AND SPORT PREMIUM VISION AND AIM:</b> NSN will provide PE and sport activities that increase educational engagement and attainment.</p>	<p>Report content<sup>11</sup>:</p> <ul style="list-style-type: none"> <li>➤ PESP Grant amount<sup>11</sup> is transparent.</li> <li>➤ Financial breakdown/forecast<sup>11</sup> is clear to all stakeholders.</li> <li>➤ Effect of PESP grant on sport participation and attainment<sup>11</sup> is evidenced</li> <li>➤ Sustainability<sup>11</sup> beyond funding is a target.</li> <li>➤ Year 6 pupils swim competently, confidently and proficiently over a 25 m distance; use a range of strokes. Pupils will perform safe self-rescue in different water based situations<sup>11</sup>.</li> </ul> <p>Outdoor adventure learning will complement the 11B411 programme.</p> <p>Collaborative learning experiences will be promoted through adventure education; with a high level of physical and emotional challenge. Pupils will engage in practical problem-solving, have opportunities for explicit reflection and discussion of thinking and emotional management.</p>	<ol style="list-style-type: none"> <li>1. KW/OW to oversee the financial allocation of PESP Grant (Termly reviews: OW/KW)</li> </ol>	<p>PE Premium Allocation Sheet shows: 1. Introduction to new sports, external local clubs, equipment to promote new encounters, swimming, travel support to / from venues.</p> <ol style="list-style-type: none"> <li>1. Enrichment: Saturday club, before school, during school and afterschool extra-curricular provision</li> <li>2. A Healthy Schools Advocate: JD: The Children’s Health Project: Healthy movement, healthy eating, healthy habits, healthy mindset.</li> <li>3. Swimming support for PP non-swimmers, additional sessions to meet National Expectation of 25 m showing various stokes across this distance.</li> </ol>	<p>On line report/publishing complies with given criteria and guidelines and is accessible.</p> <p>Numeracy is promoted during in PE activities; use of TFN’s research to inform numeracy in PE.</p> <p>Work collaboratively with JC to plan for and compliment 11B411 vision of REAch2.</p> <p>OAL is an integral part of the PE programme/encounters at NSN.</p> <p>Consider Forest Schools to support 11B411 programme. Water, Mills and Marshes programme to promote learning experiences off site.</p>
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Collaborative learning experiences will promote perseverance and resilience skills that aim to impact on academic outcomes.

**Total budgeted cost: £22,247**

### 3. ADDITIONAL SUPPORT

<p><b>FINANCIAL MANAGEMENT OF PUPIL PREMIUM GRANT:</b> NSN will ensure that the grant for disadvantaged pupils is spent on high impact, low cost, evidence based strategies<sup>1</sup> that improves pupil attainment, attendance, behaviour and confidence<sup>iv</sup>.</p>	<ol style="list-style-type: none"> <li>The PP budget is distinct and presented accordingly<sup>3</sup> and demonstrates how the most vulnerable/disadvantaged are benefitting from the funding<sup>4</sup>.</li> <li>Spending will ensure that the grant is used for: <ul style="list-style-type: none"> <li>➤ The purposes of the school; that is, for the educational benefit of pupils registered at that school<sup>10</sup>.</li> <li>➤ The benefit of pupils registered at other mainstream schools/academies<sup>10</sup>.</li> <li>➤ Community facilities: for the benefit of pupils at the school or their families, or people who live and work in the locality in which the school is located<sup>10</sup>.</li> </ul> </li> <li>PP funding will be spent evenly throughout the school; not in spikes in Year 5 &amp; 6<sup>4</sup>, so all PP children are invested in.</li> <li>The PP evaluation shows impact<sup>3</sup>.</li> <li>Identification<sup>2,11</sup> of those entitled to funding is acted upon – to provide the best learning opportunities and support structures with/without funding. Disadvantaged pupils are: <ul style="list-style-type: none"> <li>➤ Pupils in year groups, reception to Year 6, recorded as Ever 6 Free school meals;</li> <li>➤ [NSN to consider a bespoke criteria for identifying vulnerable and economically disadvantaged children that uses lesson observations, scrutiny's of work and pupil perceptions and pastoral data as indicators. Other PP and equality indicators for disadvantaged may include: Young Carers,</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>RW directed to manage the PPG and PESP Grants for NSN (April 2018)</li> <li>TFN to report back on Phase 1, 2 and 3 each term to show the impact of REMEDY in action (CPD) (October 2018)</li> <li>TF/SD to lead and manage CIC (September 2018/March 2019)</li> <li>JP to lead Young Carers at NSN (September 2019)</li> </ol>	<ol style="list-style-type: none"> <li>IO/TF/RW: Strategy written to enable children to achieve their potential at NSN. Effective financial management will ensure that staffing promotes added value to the school, where skills and expertise are aligned to the needs and demands of the children, the school and the local community. The financial management is regularly reviewed and findings inform change and best practice.</li> <li>Registration of PPG pupils is achieved through the induction packs and new starters.</li> <li>HLTA/LSA allocation across the school ensures each class teacher has provision for PPG pupils, intervention, assessment/progress tracking and REMEDY strategies.</li> <li>HLTA is weighted according to numbers of PPG. NB: 71% PPG in Year 6 amounts to greater support along with Year 4 (KW, SW, CM) re: 60% PPG profiles. NSN will provide addition support to PPG children in Year 1 phonics: DS, JP, JB, SC. Year 2 SATs: SR, SW, KC and Year 6 SATs team (funding already claimed) so that children achieve their potential with additional support to increase their life chances of success.</li> <li>TFN: Termly reviews of REMEDY inform data: attainment/progress and scrutiny of pupils' books, folders, evidence and intervention outcomes.</li> <li>Termly PEP completed with teachers, reviews with Local Authority and Social Care Teams.</li> </ol>	<p>On line report/publishing complies with given criteria and guidelines and is accessible.</p> <p>PPG eligibility and application process in place to achieve funding and support<sup>1,2,3</sup>; particularly for those entitled but not accessing funding.</p> <p>Consider PP Awards for best practice (long term goal).</p> <p>Known identification of those children with special guardianship or special arrangements for adoption.</p> <p>EYFS: more time is expelled supporting home settings with the identification and completion of PPG funding.</p>
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	<p>bereaved children, families earning just above FSM threshold, child protection register – or case notes<sup>iv</sup>, page 32. The strong relationship between FSM and SEN should be similarly considered]</p> <ul style="list-style-type: none"> <li>➤ LAC (CIC) children defined in the Children Act 1989 as per LEA identification;</li> <li>➤ children who have ceased to be LA (CIC) by LEA because of adoption; special guardianship, or a child arrangements order.</li> </ul> <p>Service children are:</p> <ul style="list-style-type: none"> <li>➤ Reception-Year 11, recorded as Ever 6 service child or in receipt of a child pension from the MoD<sup>5</sup>.</li> </ul> <p>6. On-line reporting and publishing of information will include<sup>6</sup>:</p> <ul style="list-style-type: none"> <li>➤ How much funding NSN receive for the current academic year.</li> <li>➤ The main barriers to educational achievement that the disadvantaged face in your school face.</li> <li>➤ How the school will spend PPG to overcome these barriers and the reason for the approach.</li> <li>➤ How effectiveness will be measured.</li> <li>➤ Date for the next PP strategy review.</li> <li>➤ How the funding was spent for the previous academic year.</li> <li>➤ The effect that the pupil premium had on pupils.</li> </ul> <p>7. Early intervention<sup>2</sup> is prioritised.</p>		<p>7. Young Carers training/awareness. Young Carers Day: 4 adults at Waterlane LC; lead this for 100 children in Waveney District with Suffolk Young Carers.</p>	
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**Total budgeted cost: £42,837**

### 3. ADDITIONAL SUPPORT

<b>SCHOOL GOVERNANCE:</b>	1. Governance has a clear perception of the barriers to the school and it's locality and the	I. TFN to write termly reports and	2. PPG Reports written half termly and presented to school governors. This	Data report of PPG/NPPG by year, school, locally and nationally; i.e.
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<sup>5</sup> GOV.UK: Pupil premium 2018 to 2019: conditions of grant.

<sup>6</sup> GOV.UK: What academies, free schools and colleges should publish on line: Pupil Premium



<p>NSNs' governing body will ensure that spending allocations have an impact on pupil attainment.</p>	<p>barriers and needs of the school community.</p> <ol style="list-style-type: none"> <li>Governance know and understand how PP funding is used within the school; including the impact of intervention effectiveness, along with supporting evidence<sup>7</sup>.</li> <li>Governance will be provided with a full breakdown of PPG/NPPG<sup>4</sup>.</li> <li>Governors will be able to compare the gaps that are present by year group, by similar schools locally and against the national framework<sup>4</sup>.</li> <li>Governors are aware of the schools' focus and the immediate needs of the children who attend NSN<sup>4</sup>.</li> </ol>	<p>share these at Governor meetings for review with the Governing body. Data report and impact reports supported by JC (12 hours).</p>	<p>includes an overview of Pupil Premium on a Page: attainment, provision and staff training, along with scrutiny's of work, observations and training for the whole school.</p> <ol style="list-style-type: none"> <li>Action Plans within PPOAP are reviewed at intermittent times.</li> </ol>	<p>PPOAP<sup>4</sup>.</p> <p>Data produced compares NSN to REAch2 Academy schools.</p> <p>Governors fully support spending and financial forecasts of the school.</p>
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**Total budgeted cost: £725.00**

## I. QUALITY FIRST TEACHING

<p><b>HIGH QUALITY TEACHING AND LEARNING</b></p> <p>NSN will have an unerring focus on the provision of high quality teaching and learning<sup>1</sup>.</p>	<p>Teachers will approach T&amp;L with regards to:</p> <ol style="list-style-type: none"> <li><u>Mastery learning</u><sup>1</sup>. Subject matter and learning content is divided into units with clearly specified objectives which are pursued until they are achieved. Testing is a key feature. Repeat learning opportunities are established until mastery has been achieved before progressing with content.</li> <li><u>Metacognition</u><sup>1</sup>. Metacognition and Self-Regulated learning.<sup>ii</sup> The three self-regulated learning components are understood: cognition (knowledge, understanding and learning), metacognition (learning to learn) and motivation (willingness to engage with metacognition and cognitive skills) and how they impact on learning. The Seven practical recommendations to support teachers to develop metacognitive knowledge and skills in their pupils are planned for: ➤ Teacher competence to develop pupils'</li> </ol>	<p>JC to oversee the writing of a NSN broad and balanced curriculum that is accessible to all children. (January 2019)</p> <p>IO to promote Metacognition through the induction of the 'Learning Behaviours' and REAch2 Touchstones. (June 2018)</p> <p>Phase leaders meet 1 x PCW to ensure curriculum coverage and learning outcomes have been achieved. Collaborative planning opportunities. (September 2018)</p>	<ol style="list-style-type: none"> <li>Data scrutiny identifies gaps in learning at the earliest points so that intervention is immediate and effective for PPG pupils. PIXL testing is used to identify groups: PPG, key marginal, etc.</li> <li>CPD (16 hours) of curriculum planning imparts knowledge, understanding and a range of learning opportunities that embeds the IIB4I1 curriculum, and incentivise pupils so they wish to learn and achieve through encounters: Zoolab, Maasai Tribe, Gunton Woods, ODA: Science Day, Royal Albert Hall.</li> <li>Phase leaders ensure a differentiated curriculum meets the needs of the school and complies with the teaching and learning policy.</li> <li>The development of metacognition resources (learning behaviours) for pupils, including PPG. The rewarding of Bronze, Silver and Gold Awards.</li> <li>Teachers regularly RAG rate registers to ensure all PPG children are achieving their potential, including more able who</li> </ol>	<p>HQ staff and governance CPD that is in depth and focuses on strategies to close the gap in attainment<sup>1</sup> and understanding data that informs outcomes and progress<sup>2</sup>.</p> <p>LSA CPD: effectiveness, roles &amp; responsibilities, deployment, differentiation.</p> <p>Intervention effectiveness and adjustments<sup>1</sup>.</p> <p>Evidence collation is a crucial tool to inform decision making and provision<sup>2</sup>.</p> <p>Marking and feedback stamps promote cognitive and metacognition skills.</p> <p>Collaborative learning is used to provide structured approaches to</p>
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<sup>7</sup> The Guardian (October, 2016) School Governance – How should schools spend PP funding?

	<p>metacognitive knowledge is part of CPD with an understanding of individuals strengths/limitations, learning to learn and time to monitor and evaluate learning Explicit instruction in cognitive and metacognitive strategies.</p> <ul style="list-style-type: none"> <li>➤ Modelling as a cornerstone for effective teaching.</li> <li>➤ Challenge [and differentiation] are appropriate and develops the pupils' ability that enables them to progress.</li> <li>➤ Promote and develop classroom dialogue.</li> <li>➤ Explicit teaching of independent learning.</li> <li>➤ Teacher CPD for metacognition.</li> </ul> <p>Collaborative learning<sup>1</sup>.</p> <ul style="list-style-type: none"> <li>➤ Pupils work together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned with roles and responsibilities<sup>iii</sup>.</li> </ul> <ol style="list-style-type: none"> <li>3. Able PPP are stretched and challenged, so that they may access HE<sup>2</sup>.</li> <li>4. Teachers effectively deploy, instruct, prepare and manage TA/LSA/HLTAs so that they may plan for and promote differentiation and accessibility for learners</li> <li>5. One to one/small group tuition over a set time (30 mins x 5 sessions pcw) over a set period (6-12 weeks) will ensure NSN has optimum impact on pupil attainment<sup>iii</sup>.</li> <li>6. Teachers/TAs/HLAs exploit joint planning opportunities in class and for specific interventions and initiatives.</li> </ol>	<p>TFN/Class Teachers: Register management (RAG) (September 2019)</p>	<p>need stretch and challenge.</p> <ol style="list-style-type: none"> <li>6. School's health project (JD) used to promote 'Healthy Mindset' – this includes specifically: managing emotions, tough situations at the same time promoting resilience.</li> <li>7. ClassDojo's used to promote a love for learning – rewards.</li> <li>8. Rock Stars and PiXL App for times-tables purchased to ensure that children could access homework/material in school or at home. Breakfast Club and Lunch Club: includes access and use of the ICT suite to promote independent learning.</li> <li>9. Library Club: Increased access to reading clubs to promote 'R' in REMEDY.</li> <li>10. Staff CPD on differentiation in the classroom and the importance of high quality marking and feedback.</li> </ol>	<p>content with well-designed tasks, resulting in greater learning gains.</p> <p>Extended school: clear programmes with structure, strong curriculum link, well qualified and trained staff, and intensive tuition.</p>
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	<p>7. TAs/HLTAs are well trained in maths and English.</p> <p>8. Data: Evidence collection is frequent, numerical and tracks progress and attainment along with the impact of marking and feedback<sup>2</sup>. Accountability is clear: defined roles and responsibilities for data, monitoring and moderation and pupil outcomes are set<sup>3</sup></p> <p><u>Digital technology:</u></p> <ul style="list-style-type: none"> <li>➤ Technology approaches should be used to supplement other teaching, or to motivate and engage learning; particularly in writing and mathematics practice.</li> </ul> <p><u>Extending school time</u></p> <ul style="list-style-type: none"> <li>➤ NSN will provide opportunities before, during and after school for all ages and year groups.</li> <li>➤ Disadvantaged pupils benefit and make more progress through extended school times and activities that develop personal and social skills along with academic work.</li> </ul>			
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**Total budgeted cost: £30.000.45**

## I. QUALITY FIRST TEACHING

<p><b>REMEDY VISION AND AIM:</b> <b>READING:</b> NSN will ensure that all aspects of reading are explicitly taught and promoted within and beyond the curriculum, including homework.</p>	<ol style="list-style-type: none"> <li>1. Reading<sup>3</sup> will be promoted throughout the school as an individual reader, in small groups or <sup>3</sup> as a whole class.</li> <li>2. Vocabulary <sup>3</sup> will be developed in line with ability</li> <li>3. Comprehension learning will be taught explicitly <sup>1, 3</sup>.</li> <li>4. Spelling<sup>3</sup> will take place as part of English curriculum.</li> <li>5. Phonic development<sup>2, 3; iii</sup>. Will aim to systematically teach learners the relationship between sound patterns and written word, spelling patterns, graphemes, decoding and sounding out and blending.</li> <li>6. LSA/TA/HLTAs provide reading support and</li> </ol>	<p>AHT: HP to oversee the promotion of Reading at NSN. (September 2019)</p>	<ol style="list-style-type: none"> <li>1. Power of Reading programme bought and delivered at NSN</li> <li>2. CPD PoR external and internal to the school.</li> <li>3. QFT: The delivery of English across the school.</li> <li>4. Reading support for PPG pupils internal support and external helpers.</li> <li>5. Reading journals and spelling records/intervention for PPG children.</li> <li>6. Librarian: HA in post with a specific role associated with raising the profile of reading for PPG boys, PPG children and working with home settings to promote literacy/reading competency.</li> </ol>	<p>Clear guidance and support for home settings on reading fluency.</p> <p>Parent workshops that develop skills: literacy, ICT, reading, homework, bespoke programmes for families in crisis.</p> <p>EYFS: reading and number concepts benefit PP from the start of their education<sup>3</sup>.</p>
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	<p>group reading opportunities<sup>2</sup>.</p> <p>7. Homework: reading is an integral part of the homework policy and practices at NSN.</p>		<p>7. Story Cafes held three times per term by Year groups to promote vocabulary, comprehension.</p> <p>8. Refurbishment of Library (Artwork: SG) to raise the profile and importance of reading; including the purchase of books, reading areas, intervention reading spaces and decoration.</p> <p>9. Whole school initiatives to promote parent engagement – with a focus on PPG children.</p>	
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**Total budgeted cost: £10, 145.00**

## I. QUALITY FIRST TEACHING

<p><b>REMEDY VISION AND AIM:</b> <b>ENGLISH:</b> NSN will ensure that all aspects of English are explicitly taught and promoted within and beyond the curriculum, including the promotion of handwriting, oracy and vocabulary.</p>	<ol style="list-style-type: none"> <li>1. Oral language will be promoted throughout the curriculum and phonics delivery.</li> <li>2. Writing will be developed through the 'Big Write' initiative – to include encounters to promote written content.</li> <li>3. Presentation and handwriting policies to be written to promote standards and expectations at NSN.</li> <li>4. Marking and feedback policy written to inform QFT: Assessment and Feedback.</li> <li>5. Spelling, punctuation and grammar along with vocabulary developed through the use of working walls.</li> <li>6. Makaton training and sign language introduced across the whole school to promote communication, along with SALT/S&amp;L intervention and support (communicate).</li> <li>7. To ensure Dyslexic Outreach Team work with PPG children to develop English proficiency.</li> </ol>	<p>AHT: HP to oversee the promotion of Reading at NSN. (September 2019)</p> <p>Alan Peat Programme for English delivered and implemented by Martin Gregory: (September 2018-July 2019 x 10 sessions)</p> <p>English support: Sue Roberts to work with underachieving pupils in English. (October 2018 x 2 PCW)</p>	<ol style="list-style-type: none"> <li>1. Alan Peat CPD: Martyn Gregory to raise standards in English, whole staff training, year team training and support for individual teachers, where needed.</li> <li>2. Oral language intervention aims to support learners' articulation of ideas and spoken expression. Oral language interventions: targeting reading out loud and book discussions with young children; explicitly extending pupils' spoken vocabulary; structured questioning to develop reading comprehension; purposeful, curriculum-focused, dialogue and interaction. The engagement of services: Communicate, SALT, DOT.</li> <li>3. Writing: Writing skills are improved through self-regulation (i.e. plan, structure and self-evaluate work) and the effective use of memorable experiences and encounters<sup>2</sup> are present through the 11B411 programme. To embed POR into writing frames.</li> <li>4. English: Homework: Vocabulary and spelling are an integral part of the homework policy and practices at NSN.</li> <li>5. Handwriting: Is developed across the</li> </ol>	<p>M&amp;F Policy PPP books marked first<sup>1</sup>.</p> <p>Speech and language focus groups.</p> <p>Phonic groups.</p> <p>Big Write.</p> <p>Handwriting practice and teaching and learning.</p> <p>Repeat sessions.</p> <p>Impact feedback.</p> <p>Homework policy.</p>
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			<p>whole school with clear guidelines and age expectation outcomes.</p> <p>6. Curriculum structure: PPP repeat morning lessons to enable them consolidate and address misconceptions with immediacy<sup>2</sup>.</p> <p>7. Feedback / DIRT is an integral part of T&amp;L and assessment practices in English<sup>1</sup> that redirects or refocuses actions to achieve a goal; by aligning effort and activity with an outcome<sup>iii</sup>.</p> <p>8. Homework: Handwriting is an integral part of the homework policy and practices at NSN.</p>	
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**Total budgeted cost: £10,990.00**

## I. QUALITY FIRST TEACHING

<p><b>REMEDY VISION AND AIM:</b>  <b>MATHEMATICS:</b>  NSN will ensure that all aspects of mathematics are explicitly taught and promoted within and beyond the curriculum, including competence to calculate, reason and problem solve.</p>	<p>Pupils produce high quality age appropriate mathematics that demonstrates:</p> <ol style="list-style-type: none"> <li>1. Competence to calculate,</li> <li>2. Competence to reason</li> <li>3. Competence to problem solve</li> <li>4. An ability to present intelligible and logical methodology.</li> </ol>	<p>AHT: PES to oversee the promotion of mathematics at NSN. (September 2018)</p> <p>Maths mastery: Inspire Maths programme (Chris Gallagher x 10 sessions September 2018 – July 2019).</p> <p>Maths support: Chris Bewick to work with underachieving pupils in mathematics. (October 2018 x 1 day PCW)</p>	<ol style="list-style-type: none"> <li>1. PES CPD training on Maths leadership through Nene University.</li> <li>2. Implement new maths mastery programme: Inspire maths. Staff CPD, resources and differentiated practice books to meet specific pupils' needs, including PPG.</li> <li>3. Curriculum structure: repeat morning lessons to enable PPP to consolidate and address misconceptions with immediacy<sup>2</sup>.</li> <li>4. PiXL Times table App and Rock Stars initiated to engage children with mathematics.</li> <li>5. Maths Intervention: Year 6 to support disadvantaged/underachieving pupils.</li> <li>6. DIRT is an integral part of T&amp;L and assessment practices in Maths<sup>1</sup> that redirects or refocuses actions to achieve a goal; by aligning effort and activity with an outcome<sup>iii</sup>.</li> <li>7. Homework: mathematics is an integral part of the homework policy and</li> </ol>	<p>M&amp;F Policy updated and reviewed.</p> <p>PPP books marked first<sup>1</sup>.</p> <p>Impact feedback.</p> <p>Homework policy expectations of mathematics.</p>
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**Total budgeted cost: £8, 500.00**

## 2. TARGETTED SUPPORT

<p><b>REMEDY VISION AND AIM: EMOTIONAL DEVELOPMENT, ATTENDANCE AND BEHAVIOUR</b> NSN will endeavour to promote emotional development and instil good and regular attendance with effective behaviour management systems within and beyond the classroom setting that promotes conformity and the value systems at NSN.</p>	<p><b>SOCIAL AND EMOTIONAL LEARNING:</b> SEL seeks to improve pupils' interaction with others and promotes the self-management of emotions<sup>iii, iii</sup> and behaviour.</p>	<p>TFN to oversee Pastoral Team, SEND and Safeguarding team. (September 2018) TFN to represent NSN at IYFAP, Alternative Provision. (October 2018)</p> <p>LH: SEND provision (September 2018) SD: Pastoral provision. (March 2019) HB: provision. (September 2019) JH: Restorative Practice (September 2019) LE Lead Midday Supervisors.</p> <p>TFN/MT to work collaboratively with the EWO/LA to ensure National Expectation (96%) is met with good and regular attendance by all children.</p>	<p>Pastoral actions may include:</p> <ol style="list-style-type: none"> <li>1. To promote and ensure high standards of safeguarding for all children, including PPG children who represent 50% of the case load at NSN.</li> <li>2. Restorative Practice is a whole school strategy that positively influences emotional development, attendance and behaviour through effectively managed circle time, group intervention, discussion and anti-bullying protocols.</li> <li>3. Peer tutoring<sup>1/</sup>/mentoring<sup>1/</sup> that aims to build confidence, develop resilience and character and raise aspirations.</li> <li>4. Clear identification of pupils diagnosed with specific emotional and behavioural disorders is transparent with appropriate support plans in place.</li> <li>5. Supporting PP pupils with raising aspirations and future intentions through the completion of the pupil passport.</li> <li>6. Emotion triangles used as a mechanism to communicate thoughts and feelings.</li> <li>7. The playground is positive space for</li> </ol>	<p>1:1 support should be changed to small group work<sup>1</sup>.</p> <p>Playground – social interaction.</p> <p>PSHE enrichment days.</p> <p>Pupil Profile/passport for persistent non-conforming pupils/Acceptable behaviour plans in place. Check-in sheets developed to show pastoral tracing of attendance, behaviour and emotional support and development.</p> <p>SEND map SEM pupils/passports.</p> <p>RP circle time takes place am and pm registration time.</p> <p>MH and well-being policy written and implemented.</p>
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		<p>(April 2019)</p> <p>NHS referrals/counselling to be completed by FSW: JP (September 2018)</p>	<p>pupils to participate and engage socially in various activities from play to eating routines.</p> <p><b>ATTENDANCE</b></p> <ol style="list-style-type: none"> <li>1. See separate action plan that includes the management, reward and action of attendance as a whole school, including PP pupils.</li> <li>2. Pupils receive regular and informative feedback<sup>1</sup> and information regarding their attendance.</li> <li>3. Attendance race promotes regular and good attendance (96%).</li> </ol> <p><b>BEHAVIOUR:</b></p> <p>NSN will develop a positive school ethos and improve discipline across the whole school, supported with policies that reflect practice.</p> <p>The three behaviour interventions:</p> <ol style="list-style-type: none"> <li>1. A positive school ethos will be developed that and improves discipline across the whole school, which aims to support greater engagement in learning<sup>iv</sup>. School values: 5 important rules and severe rules are known and understood.</li> <li>2. Universal programmes that improve classroom behaviour. STEP, SHAPE, STAR, quick responses, 5S's and Traffic Light systems will be embedded to achieve whole school consistency.</li> <li>3. Specialist programmes which are targeted at students with specific</li> </ol>	<p>The attendance action plan specifically reports on PP pupils and their attendance figures.</p> <p>Attendance celebration assembly introduced to commend 100% attenders.</p> <p>Effective use of social media to engage and inform the home setting.</p> <p>Learning behaviours promoted by teachers and the school. Traffic lights used consistently across the school, with classroom management expectations.</p> <p>High level pupils are managed well with improvements in behaviour.</p> <p>Funding is made available for PP pupils for clothing and food: FISH, Rotary Club Bursary, and locality funding and food vouchers. Spare uniform and PE kit is well managed and used where necessary.</p> <p>Review behaviour and relationship policy.</p>
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			<p>behaviour issues. Including the introduction of pupils contracts (acceptable behaviour plans) and work with external agencies to complement internal support systems.</p> <p><b>UNIFORM:</b> School uniform and PE kit supports the development of a whole school ethos and therefore supports discipline and motivation.</p>	
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**Total budgeted cost: £47,499.00**

## I. QUALITY FIRST TEACHING

<p><b>REMEDY VISION AND AIM: DIFFERENTIATION</b></p> <p>NSN will ensure that through high quality differentiated teaching and learning pupils will access education and have effective intervention to ensure that the gap between PPP and NPP is closed.</p>	<p>Teaching and learning:</p> <ol style="list-style-type: none"> <li>1. Teacher standards will be enforced in order to achieve QFT across the school.</li> <li>2. CPD will inform curriculum planning and differentiation expectations.</li> <li>3. Data will identify areas of needs that phase leaders and class teachers will respond to.</li> <li>4. Intervention will close the gaps in attainment.</li> </ol>	<p>JC CPD to raise standards of differentiation across the school. (October 2019)</p> <p>HP/EL/PES to ensure phases of learning is accessible to all pupils, including PPG. (January 2019)</p>	<p>➤ Pupils, including those with SEN, access learning through appropriately differentiated content, processes, learning environments and assessments that advise and inform next steps and targets.</p> <ul style="list-style-type: none"> <li>• Intervention is effective and targeted and has impact on pupil outcomes.</li> <li>• Oracy interventions<sup>1</sup> enable PPP to close the gap and achieve their potential.</li> </ul>	<p>(See whole school vision for Teaching and Learning)</p>
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**Total budgeted cost: £4367.00**

## 2. TARGETTED SUPPORT

<b>REMEDY VISION</b>	NSN will ensure that pupils are supported	TFN to lead Youth	• Youth Services: NSN will engage	CPD regular safeguarding
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<p><b>AND AIM: YOUTH SERVICES</b></p>	<p>within and beyond the school environment and have access to services and agencies.</p>	<p>Services with the support of the Pastoral Team External Agencies NHS</p>	<p>with a range of external agencies/providers to ensure that children are safe and able to learn.</p> <ul style="list-style-type: none"> <li>• Safeguarding is the priority for the school, vulnerable children will be overseen with care and tracking.</li> <li>• Counselling, mentoring, NHS or professional services will be bought in to support the emotional development and well-being, attendance and care of children.</li> <li>• Opportunities to engage in workshops, activities and focus groups will be shared with pupils and home settings.</li> </ul>	<p>training, including school safe training.</p> <p>Home engagement for parenting and safe, healthy relationships promoted.</p> <p>Financial support and assistance given: FISH, housing etc.</p> <p>Promotion of events, workshops and support.</p> <p>Targeted support</p> <p>Attendance at meetings to support children at NSN</p>
<p><b>Total budgeted cost:</b></p>			<p><b>£6837.00</b></p>	



## 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 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**

<sup>i</sup> GOV.UK Pupil premium reviews: a guide for system leaders  
<sup>ii</sup> EEF: Metacognition and self-regulated learning: Guidance Report  
<sup>iii</sup> DfE: Evaluation of Pupil Premium Research (July 2013)  
<sup>iv</sup> EEF: Teaching and learning toolkit