

Pupil premium strategy statement (primary)

1. Summary information					
School	Northern Parade Junior School				
Academic Year	2017/18	Total PP budget	£178200	Date of most recent PP Review	October 2015
Total number of pupils	442	Number of pupils eligible for PP	168	Date for next internal review of this strategy	October 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	KS2 28% (-9%)	67%
Points progress in reading	-3.62 (+0.69)	
Points progress in writing	-1.4 (+2.34)	
Points progress in maths	-2.97 (+0.01)	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor communication skills, especially in mathematics, hinder progress and attainment across the key stage
B.	High prior attaining PP pupils make less progress than others nationally causing less achievement at greater depth
C.	Low self esteem and confidence depress pupil outcomes
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lack of parental/home support and engagement lowers pupil aspirations and belief in their ability to succeed
	Pockets of high deprivation mean children have lack of experiences and language upon which to draw and use in their learning

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased numbers of PPG attaining high score/greater depth in all subjects	Continued increase in number & % of PPG achieving greater depth/high score to be closer to national figures (11%).
B.	Improved outcomes for PPG in mathematics	% of PPG achieving ARE in mathematics to be nearer national (80%)

C.	Reduced progress gap in years 5 & 6 between PPG & non-PPG in mathematics	Smaller PPG/non-PPG gap in years 5 & 6. KS2 outcomes to be more in line with in-school cohort.
D.	Increased confidence & self-esteem of all pupils but in particular PPG.	Pupils showing higher aspirations. Increased number of pupils going on to higher education

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.					
i. 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?
Increased numbers of PPG attaining high score/greater depth in all subjects	Additional lead teacher in all years to reduce class size and provide targeted challenge lessons	Previous use of additional staff showed significant impact on pupil outcomes	School monitoring cycle Regular progress checks	PW	July 2018
	Utilise LET to plan in challenge and variety of activity in English sessions	Previous use of LET updating curriculum showed increased challenge and improvement in outcomes in reading at greater depth/high score	School monitoring cycle Regular progress checks Staff appraisal	SW	July 2018
	Participate in 'Challenge the Gap' in year 5 with a focus on raising outcomes for PPG in mathematics	Previous participation in CTG showed improved outcomes for target group in reading.	School monitoring cycle Regular progress checks	SW	July 2018
	Expand role of the Enrichment Challenge Co-ordinator to include increased numbers of PPG	Previous ECC groups showed improved outcomes and better progress especially for high prior attaining pupils at greater depth/high score.	School monitoring cycle Regular progress checks	NM	June 2018
Total budgeted cost					£132554
ii. Targeted support					
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?
Improved progress & attainment outcomes for PPG in mathematics & reduce progress gap in years 5 & 6 between PPG & non-PPG in mathematics	"Challenge the Gap" to focus on year 5 and mathematics.	Previous CTG showed improved outcomes for pupils.	School monitoring cycle Regular progress checks	YA/NP	June 2018

	Utilise Asst. Headteachers to plan and deliver a challenge curriculum to targeted pupils	Lower than expected numbers of high prior attaining pupils achieving greater depth and better than expected progress in mathematics. Asst. Head groups show better outcomes than other school groups.	Quality assurance programme to include regular progress checks on PP performance information. Time and resources given to staff to plan & deliver.	Assistant Heads	July 2018
	Implement project based mathematics in year 6	SATs question level analysis shows pupil fluency is good but problem solving and application need developing in mathematics.	School monitoring cycle Regular progress checks PPMs	Leadership	July 2018
	Implement maths mastery approach across all year groups	Research shows maths mastery has a significant improvement on outcomes and readiness for pupils to move on.	School monitoring cycle Regular progress checks	NP	July 2018
	Purchase online times table platform	Surveys show parents lack confidence in supporting times tables.	Use platform updates Free up iPad time to allow access for all	NP	May 2018
	Implement 'Big Maths' in all years	Fluency is good across the school but needs supporting to continue to develop.	School monitoring cycle Regular progress checks	YA/SW	July 2018
	Introduce termly 'Week of inspirational mathematics'	Surveys show pupils lack confidence in mathematics and struggle to engage.	School monitoring cycle Regular progress checks	NP	June 2018
Total budgeted cost					£15750
iii. Other approaches					
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?

Increased confidence in learning and improved levels of self-esteem	Expand the Rainbow Room to include at least 2 ELSAs	Pupils often come to school with emotional baggage and have issues throughout the day linked to low self-esteem and confidence	Advertise and appoint in good time. Ensure £ available for posts and to provide resources. Timetable to provide time	SENCO	October 2017
	Continuation of 'Challenge the Gap' strategies	As above	Identify appropriate staff for training Provide time for cascade training and programme to run. Use INSET days and PDMs for training	Asst. Head	October 2017
	Deliver Growth Mindsets training and approach.	Poor resilience and fear of failure by children shown in tests and everyday learning.	Set aside money and provide INSET day time and future PDM time	Exec. Head	Jan 2019
	Develop and integrate the Growth Mindset approach with the school values to create a fully integrated behaviour management system	Over reliance on explicit reward and lack of confidence to overcome challenges seen in lesson observations and survey responses	School monitoring cycle Survey responses Attitudinal surveys Pupil conferencing PPMs Pastoral data	PW	Termly 2017/18
Total budgeted cost					£35325

6. Review of expenditure				
Previous Academic Year		2016/17		
i. 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
Improved communication skills for all pupils including eligible PP	<p>Additional lead teacher in all years to reduce class size and provide target group lessons</p> <p>Employ a Literacy Enrichment teacher for 1.5 days</p> <p>Provide home access to online literacy and numeracy platforms to extend & support learning at home</p>	<p>Gaps closed in years 4 & 3 but remain in year 5 & 6. Progress in reading and writing improved significantly from 2016. In school gap to non PP diminished but still significant to non PP nationally</p> <p>English curriculum reviewed and appropriate texts included. Wider variety of teacher strategies and activities like drama included</p> <p>Purple Mash and Timetable Rockstars logins distributed early 2107. Audit of use shows PPG are slow on take up but improving.</p>	<p>Ensure all years have additional staff and target groups run consistently.</p> <p>Include cover implications when assigning year teams to work with LET Develop more team teaching with a focus on PPG</p> <p>Build in school time to provide weekly opportunities for all pupils to use online platforms</p>	Total cost £132554

ii. Targeted support				
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
Higher rates of progress across KS2 for high prior attaining PP pupils	<p>Utilise the Able & Talented Co-ordinator to run challenge sessions</p> <p>Utilise Asst. Headteachers to plan and deliver a challenge curriculum to targeted pupils</p>	Progress across all year groups has significantly improved for all PP pupils. High prior attaining PP pupils closed gap to similar non PP in maths and reading. In school gap between PP and non PP in all subjects diminished.	<p>Fortnightly meetings between Asst. Heads and Associate Head effective in maintaining focus on PPG and additional teaching groups.</p> <p>4th class approach has more impact than a narrow focus group taken by AHTs.</p> <p>More effective use of feedback and questioning focussed on deepening knowledge needed to challenge high prior attaining pupils</p>	Total costs £15750
iii. Other approaches				
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

<p>Increased confidence in learning and improved levels of self-esteem</p> <p>Improved school- home communication and higher pupil aspirations</p>	<p>Expand the Rainbow Room to include at least 2 ELSAs</p> <p>Continuation of 'Challenge the Gap' strategies</p> <p>Participation in a P4C study alongside mindsets work</p> <p>Development of the Parental Engagement programme</p> <p>Subsidise visits for PP pupils to allow access for all</p> <p>Subsidise extra-curricular activities and appoint additional staff to offer a wider variety of clubs and activities</p>	<p>Appointments made and increased capacity to develop found within existing staff. Increased coverage to allow across both schools.</p> <p>Funding made available and school self review used to best identify target year and group. Significant improvement in reading attainment of group and engagement in learning</p> <p>P4C control group so impact in attitudes to learning is made through Growth Mindsets. Learning surveys show pupils are much more confident in their learning and see mistakes more as opportunities to improve</p> <p>Increased parental participation in school organised events and improved attendance at Parent's Evenings</p> <p>All PP pupils have attended at least one trip</p> <p>Increased % of PPG participating in organised after school activities</p>	<p>Multi-programme approach is more effective as Growth Mindsets has replaced P4C. Review of school behaviour policy and systems was needed to support a GM approach. Funding and resources need to be made available to support the implementation.</p> <p>Improved communication with parents regarding trip payments and offers of long term payment plans have significantly increased money paid.</p>	<p>Total costs £35325</p>
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<p>7. Additional detail</p>
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