

# Pupil premium strategy statement (primary)

| 1. Summary information |                               |                                  |        |  |              |
|------------------------|-------------------------------|----------------------------------|--------|--|--------------|
| School                 | Northern Parade infant School |                                  |        |  |              |
| Academic Year          | 2016 -17                      | Total PP budget                  | 87,120 | Date of most recent PP Review                  | October 2015 |
| Total number of pupils | 324                           | Number of pupils eligible for PP | 42     | Date for next internal review of this strategy | October 2017 |

| 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 | 59%   | 67%  |
| % making progress in reading              | 59%   | 73%  |
| % making progress in writing              | 59%   | 68%  |
| % making progress in maths                | 68%   | 71%  |

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

**A.** Listening, oral language skills and vocabulary

**B.** Parental engagement – daily reading

**C.** Experiences beyond school – Trips & Visitors

#### External barriers (*issues which also require action outside school, such as low attendance rates*)

**D.** Attendance and Improve engagement with families

### 4. Desired outcomes

|           | <i>Desired outcomes and how they will be measured</i>                              | <i>Success criteria</i>                            |
|-----------|--|--|
| <b>A.</b> | All disadvantage children reaching at least age expected end of KS1 in reading     | Greater % of children transferring into EX from EM |
| <b>B.</b> | All disadvantage children to reach their full potential at the end of KS1- writing | % of disadvantage children achieving GD            |
| <b>C.</b> | All disadvantage children to reach their full potential at the end of KS1- maths   | % of disadvantage children achieving GD            |
| <b>D.</b> | % of pupils who achieve greater depth = that of the non-pupil premium children     | All groups making at least expected progress       |

| <b>5. Planned expenditure</b>  |  |  |   |                   |   |
|--|--|--|---|-------------------|---|
| <b>Academic year</b>   | <b>September 2016- July 2017</b>   |  |   |                   |   |
| 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. |  |  |   |                   |   |
| <b>i. Quality of teaching for all</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> |
| On entry individualised approach to addressing barriers to learning( including emotional support) embedded and effective   | Develop roles and skills of teachers and TA's who know the pupils<br>All staff tracking progress and attainment of vulnerable groups | Guidance from DFE –Supporting the Attainment of Disadvantage Pupils 2015 | Regular PDM's for both teachers and TA's on the latest research aims and methods on supporting PP children<br>Effective use of data<br>Regular monitoring   | Leadership Team   | Termly                                      |
|  |  |  |   |                   |   |
| <b>Total budgeted cost</b>   |  |  |   |                   | 4,800.00                                    |
| <b>ii. 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> |
| % of pupil premium children achieving GD<br>All pupils making at least expected progress   | Deploy the best staff to support disadvantage in small groups<br>Share learning between staff<br>Effective use of data by all staff  | Guidance from DFE –2015, SIP,SSE, Raise                                  | Assistant Heads are non- class based to work with small groups<br>Constant review of impact of interventions and modify accordingly<br>PDM training<br>Monitoring of books<br>Allocate time for joint staff planning and review of progress | Executive Head    | Termly                                      |
| % of PP achieving GD   | Deploy the best staff to support disadvantage in small groups  | Guidance from DFE –Supporting the Attainment of Disadvantage Pupils 2015 | Time table effective use of Assistant Heads   | Executive Head    | Termly                                      |
| <b>Total budgeted cost</b>   |  |  |   |                   | 135,000.00                                  |

| <b>iii. 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> |
| All vulnerable children are ready to learn emotionally and academically | Emotional Support<br>Raising self-esteem<br>Friendship skills<br>Managing transition | Investing in individualised emotional support rather than generic support. DFE report November 2015 | Pastoral Leader over seeing and time tabling support where needed | Pastoral Lead     | Termly                                      |
|   |  |   |   |                   |   |
| <b>Total budgeted cost</b>  |  |   |   |                   | 11000.00                                    |



| 6. Review of expenditure  |   |  |   |             |
|---|---|--|---|-------------|
| Previous Academic Year  |   | September 2015 – July 2016   |   |             |
| 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        |
| 85% of pupils to achieve at least age expected in core subjects by the end of key stage | Talk4Write Maths Mastery Assessment using the new curriculum expectations | <b>School Data</b><br>Reading, Writing & Maths :-<br>Dis 59.1% Non Dis 66.7%<br>Reading:-<br>Dis 59.15 Non Dis 72.7%<br>Writing:-<br>59.1% Non Dis 68.2%<br>Maths:-<br>68.2% Non Dis 71.2%   | Continue to develop staff in the confidence to deliver Maths Mastery to ensure rapid progress & % of pupils achieving Greater Depth<br>Review elements of Talk4Write to meet standards and expectations of the new curriculum to ensure rapid progress & increase % of pupils reaching Greater Depth in reading and writing | 4,000.00    |
| 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        |
| Assess pupils' attainment on entry and intervene early to address learning needs        | Teaching Assistant intervention and small group work                      | EYFS GLD 74% National 69%<br>EXP: Reading 69% National 74% DIS 59%<br>Writing 66% National 65% DIS 59%<br>Maths 70% National 73% DIS 68%<br>Phonics Year 1 81% National 81%<br>Phonics Year 2 84% National 91% DIS 82%<br>Phonics Year 1 DIS 85% Other Nat 80%<br>Phonics Year 2 DIS 82% Other Nat 93% | Staffing structure to include non-classed based Assistant Heads assigned to year groups to lead high quality group interventions<br>Teaching Assistants to support Literacy and Numeracy in the classroom in the mornings and catch up / barriers to learning/interventions groups in the afternoon                         | £110,000.00 |
| 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        |
| Instil accountability for raising attainment at all levels of the school                | Review tracking systems   | Tracking system installed and training planned for all staff.<br>Staff can rapidly extract data specific to Pupil Premium Children.  | All staff introduced and developing the use of tracking systems to make evidence-based decisions. Additional training & support is planned.   | 2,000.00    |

## Service Pupils

The total allocation for the financial year 2016-2017 is 13,200.00. At present we have 100 service children across the infant school. The money is used to ensure service children are supported according to need. An Emotional Support Worker is employed to support children when parents are away from home or if the children need to change school etc. Service children are quickly identified as part of a vulnerable group that may need extra support in the classroom to ensure they make good progress. Opportunities are given to service children to attend extended school events such as trips to the Guildhall or participation in local events where they can share thoughts and ideas with other service children.