

# Pupil premium strategy statement (primary)

1. Summary information					
School	Northern Parade Junior School				
Academic Year	2016/17	Total PP budget	£161040	Date of most recent PP Review	October 2015
Total number of pupils	414	Number of pupils eligible for PP	152	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	37%	60%
Points progress in reading	-4.31	2.41
Points progress in writing	-3.74	2.38
Points progress in maths	-2.98	2.01

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Poor communication skills hinder progress and attainment across the key stage
<b>B.</b>	High prior attaining PP pupils make less progress than others nationally causing less achievement at greater depth
<b>C.</b>	Low self esteem and confidence depress pupil outcomes
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	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>
<b>A.</b>	Improved communication skills for all pupils including eligible PP	Improved attainment in reading and writing by PP pupils in all years by the end of the year
<b>B.</b>	Higher rates of progress across KS2 for high prior attaining PP pupils	Clear identification of pupils and progress made to be in line with 'other' pupils nationally. Increased % of PP pupils achieving greater depth

<b>C.</b>	Increased confidence in learning and improved levels of self-esteem	Improved engagement in lessons and greater independence and control of their own learning journey
<b>D.</b>	Improved school- home communication and higher pupil aspirations	Increased attendance at whole school events, in particular workshops for parents. Pupils showing higher aspirations. Increased number of pupils going on to higher education

5. Planned expenditure					
Academic year	2016/17				
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?
Improved communication skills for all pupils including eligible PP	Additional lead teacher in all years to reduce class size and provide target group lessons	Previous use of additional staff showed significant impact on pupil outcomes	Advertise for any posts and employ as early as possible	Exec. Head	July 2017
	Employ a Literacy Enrichment teacher for 1.5 days	Poor language skills, especially by PP pupils	Teacher to be in place by September 2016	English Lead	July 2017
	Provide home access to online literacy and numeracy platforms to extend & support learning at home	Lack of opportunity to support learning at home. Parents often request support with learning at home	Provide costs to purchase licences. Provide time and training for pupils and parents	English & Maths Leads	July 2017
<b>Total budgeted cost</b>					£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?
Higher rates of progress across KS2 for high prior attaining PP pupils	Utilise the Able & Talented Co-ordinator to run challenge sessions	Lower than expected numbers of high prior attaining pupils achieving greater depth and better than expected progress	Organise timetable and sessions with targeted pupils. Ensure sufficient preparation and follow-up time is given.	Able & talented Co-ordinator	July 2017
	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	Quality assurance programme to include regular progress checks on PP performance information. Time and resources given to staff to plan & deliver.	Assistant Heads	July 2017
<b>Total budgeted cost</b>					£15750

<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>
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
	Participation in a P4C study alongside mindsets work	Poor resilience and fear of failure by children shown in tests and everyday learning.	Apply for pilot study Set aside money and provide INSET day time and future PDM time	Exec. Head	Jan 2019
Improved school- home communication and higher pupil aspirations	Development of the Parental Engagement programme	Surveys have shown that many parents are unwilling or unable to support learning at home. Many parents had poor school experiences that then influence their children	Timetable parent activities Have a named Parental Engagement Co-ordinator Provide resources to offer enrichment activities that parents want to attend	Nominated Asst. Head	May 2017
	Subsidise visits for PP pupils to allow access for all	Deprivation information indicates there is a significant number of parents who cannot afford to send their children on trips including residential	Provide enough spaces Liaise with target parents Calendar trips to give parents as much notice as possible	Bursar	May 2017
	Subsidise extra-curricular activities and appoint additional staff to offer a wider variety of clubs and activities	Many PP pupils are unable to pay for after school activities	Ensure that any child wishing to attend a club has the opportunity to attend Liaise with outside providers to target pupils	Associate Head	May 2017
<b>Total budgeted cost</b>					<b>£35325</b>



6. Review of expenditure				
Previous Academic Year		2015/16		
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
Narrow the gap between PPG and other pupils. To accelerate progress	Additional teachers in years 3 – 6.	Limited impact and not comparable with successful 2015 due to curriculum and testing changes. Attainment was affected less than progress with a gap widening in all subjects	Individualised pupil progress and flight paths to be used to bespoke groups and target work more appropriately.	£93509
	Read, write inc participation		Use phonics strategies from Read, write inc	£7276
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
Provide enrichment opportunities and access to additional home support	Subsidise trips and extra-curricular activities	Pupils are not isolated and the school is seen as a caring community. Improved health and fitness. Improved parental support and engagement with school and parents better able to support at home Pupils able to work with parents at home on school set work	This is a successful strategy and will be maintained and developed. We hope to develop parental engagement further by identifying and funding a parental engagement co-ordinator and team	£6450
	Home online learning provided such as Education City			
	Identify and provide a gifted & talented co-ordinator to provide challenge activities	Significant difference in maths where teacher confidence was highest	Provide training in reading and writing and link to lead teachers for support.	£3634
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>Improve pupils social and emotional well-being</p> <p>Ability to play positively</p> <p>Engagement and involvement in a full curriculum</p>	<p>ELSA worker</p> <p>Subsidise kit</p> <p>Staff training of lunch supervisors</p>	<p>Dramatic decrease in Red Cards and increase in Green Cards. Improvement in pupil learning behaviours and general behaviours around school</p> <p>Playground incidents reduced</p> <p>Increased pupil numbers participating in PE, play and clubs</p>	<p>These strategies will continue as, while not quantitative, they have a significant impact. These soft measures that many pupils do not have at home or are not supported to aspire to as lacking positive role models. Specifically target more male involvement to provide more positive male role models.</p>	<p>£15475</p>
--	--	---	--	---------------

<p><b>7. Additional detail</b></p>
<p></p>