

# Pupil premium strategy statement (primary)

1. Summary information					
School	Northern Parade Infant School				
Financial Year	2017/18	Total PP budget	£81840	Date of most recent PP Review	October 2017
Total number of pupils	359	Number of pupils eligible for PP	125	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	64%	69%
% achieving in Reading	73%	76%
% achieving in Writing	68%	72%
% achieving in Maths	77%	82%
Foundation GLD	66%	35%

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> )	
A.	Poor communication skills hinder progress and attainment across the key stage
B.	Specific additional needs including those being supported as SEN
C.	Weakness in learning behaviors, e.g. lack of independence and resilience
<b>External barriers</b> ( <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
E.	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.	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>	Additional needs are supported effectively	Children with additional needs are supported effectively through the school's SEND practice, with recognition of and support for any additional factors that PP children face.
<b>C.</b>	Improved learning behaviours	Improvements in the learning behaviours demonstrated by targeted pupil premium children is evident through tracking, monitoring and teacher reports
<b>D.</b>	Improved attendance and punctuality	Attendance and punctuality issues diminished
<b>E.</b>	Develop a wealth of language through school trips, invited guests and targeted trips	Pupil premium children experiences develop language and is demonstrated through written work and the creative arts.

5. Planned expenditure					
Financial 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?
Improved communication skills and learning behaviours	Assistant head to lead whole school work on learning behaviour through Growth Mind Set and the new Values and House Point systems. Focus on children's engagement in and responsibility for own learning – self and peer assessment learning what to do if they are stuck with their work, to take risks. Adults to praise the procedure rather than the end result.	High percentage of children lack resilience and the confidence to attempt work that challenges.	Staff training in Growth Mind Set. Monitor open/directed questions. Monitor personalised learning. Create a Growth Mind Set classroom.	Exec. Head	Termly and regular monitoring of books by leadership
Additional needs supported effectively	Support monitoring by inclusion officer/SEND lead Support from professionals	Multiple barriers faced by some PP children with cumulative effect on progress and/or wellbeing.	Track progress of these children. Pastoral support where needed. Support meetings with parents	Inclusion Officer	Termly
	Challenge the Gap	School to use Challenge the Gap as a way to address barriers to learning for PP children	Lead in Challenge the Gap to inform leadership on progress and report back to teachers/parents	Lead professional Challenge the Gap	Termly
Language development to enhance progress	High quality school trips aimed at broadening practical experiences. Targeted children experiencing tailored outside experiences. Personalised Plans	Under attainment in reading and writing due to language barriers (Non EAL)	Track progress of PP children. Monitor books Time table events	Inclusion Officer	Termly
<b>Total budgeted cost</b>					£43,000
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 social emotional and behavioural development for PP children facing barriers to learning	Support school trips/subsidise, external clubs and outings for PP children	Children making better than expected progress. Acquired skills develops greater depth learners.	Monitoring of progress, conversations with teachers and inclusion officer. Meetings with parents	Inclusion officer, Leadership	Termly
Individual support for those with more SEN needs	SENCO Outside services	Awareness of children with individual needs and particular learning needs	Monitoring TAC meetings	Inclusion officer, Leadership	Termly

**Total budgeted cost** £30,000

### iii. Other approaches

<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	PSHE assemblies and group work Growth Mind Set Pastoral Support	Pupils often come to school with emotional baggage and have issues throughout the day linked to low self-esteem and confidence	Policies and procedures in place Monitor behaviour Planned PSHE assemblies	SENCO	October 2018
	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 2018
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	October 2018
Subsidise visits for PP pupils to allow access for all	Subsidise trips	Deprivation information indicates there is a significant number of parents who cannot afford to send their children on trips.	Provide enough spaces Liaise with target parents Calendar trips to give parents as much notice as possible	Bursar	October 2018

Subsidise extra-curricular activities and appoint additional staff to offer a wider variety of clubs and activities		Manny 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	October 2018
<b>Total budgeted cost</b>					

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 &amp; support learning at home</p>	<p>Gaps closed in years 4 &amp; 3 but remain in year 5 &amp; 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>	

<b>ii. 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</b>
Higher rates of progress across KS2 for high prior attaining PP pupils	<p>Utilise the Able &amp; 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>4<sup>th</sup> 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>	
<b>iii. 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</b>

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