

Pupil premium strategy statement (primary)

1. Summary information					
School	Northern Parade Junior School				
Academic Year	2018/19	Total PP budget	£184800	Date of most recent PP Review	October 2015
Total number of pupils	442	Number of pupils eligible for PP	191 school/51Year 6 includes Service Premium	Date for next internal review of this strategy	October 2019

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 33% (+4%)	70%
Points progress in reading	-5.03 (-1.34)	
Points progress in writing	-3.51 (-2.11)	
Points progress in maths	-3.6 (-0.63)	

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.	Gap between PP & non PP – poor social and emotional start points, limited home support and life experiences, limited vocabulary
B.	Effective use of teaching support
C.	Poor attitude to reading and reluctance to read outside of school for PPG – hinders language development, decoding skills and reading experiences
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
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.	All PP children reaching at least age related expectations	Improved attainment in all areas at ARE, higher % of PP reaching high score /greater depth
B.	All pupils, but PP in particular, make better progress	Progress gap between PP and others is reduced, progress scores for all pupils and groups improve to be nearer zero.
C.	Improved attendance and punctuality for all pupils, in particular PP	Improved attendance & punctuality figures with a diminished gap between vulnerable groups.
D.	Develop an increased wealth of language through school trips, invited guests and use of technology.	PP children developing writing to have more at greater depth and be able to develop mathematical reasoning and resilience in mathematics.

5. Planned expenditure					
Academic year	2018/19				
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?
All PP children reaching at least age related expectations	Assistant Head to lead each year group and be non-class based.	Previous use of additional staff showed significant impact on pupil outcomes (up to 2017)	School monitoring cycle Regular progress checks	PW	July 2019
	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	KT	July 2019
	Participate in 'Challenge the Gap' 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/YA	July 2019
	Clear assessment calendar and use of QLA to better target future plans	Use of QLA has shown gaps and misconceptions and allowed plans to address these issues faster and more effectively.	School monitoring cycle Regular progress checks Weekly team meetings Assessment calendar and meeting notes	PW/ML	Termly up to June 2019
Total budgeted cost					£152824
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?
All pupils, but PP in particular, make better progress	Challenge the Gap in all years.	Previous CTG showed improved outcomes for pupils.	School monitoring cycle Regular progress checks	SW	June 2019

	PPMs and ½ termly pupil performance analysis completed.	PPM have shown positive impact on planning and reducing the time misconception occur. Staff reviewing information gives ownership and allows for sharper and better planning.	Quality assurance programme to include regular progress checks on PP performance information. PPM notes and data drop analyses sheets	PW/JS Assistant Heads	July 2019
	Pupil conferencing in maths and writing	Pupil conferencing has shown significant impact in year in ensuring writing is very close to national.	School monitoring cycle Regular progress checks PPMs Improved outcomes in all years	Leadership	July 2019
	Participation in Maths Mastery	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 2019
	Continue to use TTRockstars	Surveys show parents lack confidence in supporting times tables.	Use platform updates Free up iPad time to allow access for all	NP/ML	May 2019
Increased outcomes for PP pupils through better use of TA support	<ul style="list-style-type: none"> Target PP with questions in planning and lessons. Review use of TAs and introduce an updated model 	PP children often shy away from answering questions and work will not show required level of knowledge & understanding. Target questions at regular times in lessons have shown to increase attainment. Targeted TA support increases pupil confidence and attainment. Ensure these groups are included on OTrack if they have a duration lasting over an assessment period.	Learning walks Monitoring cycle Data drops	Leadership JS	March 2019 July 2019
Total budgeted cost					£17502
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?
Improved attendance and punctuality for all pupils, in particular PP	Regular monthly meetings between attendance officer and leadership team	Informing Assistant Heads and teams of attendance issues quickly prevents patterns of absence getting worse	Improved attendance and punctuality	PW/JS	July 2019
	Attendance discussed and feedback given to in weekly leadership briefing	Informing Assistant Heads and teams of attendance issues quickly prevents patterns of absence getting worse	Improved attendance and punctuality	Asst. Heads	July 2019
	Weekly certificate given in Monday assembly for best attending group in each year. Profile and importance of attendance raised	Explicit rewards work with children and increased sense of competition develops an increased desire to be in school.	Certificates on display Improved attendance and punctuality.	PW	July 2019
Develop an increased wealth of language through school trips, invited guests and use of technology.	Trips and visitors embedded into the curriculum. Additional opportunities to develop language included in all schemes of work.	Trips and enrichment activities have been shown to raise enthusiasm and improve development of language that is lacking from home.	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		2017/18		
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
Increased numbers of PPG attaining high score/greater depth in all subjects	<p>Additional lead teacher in all years to reduce class size and provide targeted challenge lessons</p> <p>Utilise LET to plan in challenge and variety of activity in English sessions</p> <p>Participate in 'Challenge the Gap' in year 5 with a focus on raising outcomes for PPG in mathematics</p> <p>Expand role of the Enrichment Challenge Co-ordinator to include increased numbers of PPG</p>	<p>In school gap reduced but gap to national has got bigger. Reading in school gap 10% Writing in school gap 1% Mathematics in school gap 14%</p> <p>Writing activities better matched to all pupils and closed in school gap.</p> <p>In school gap reduced in all areas but gap to national has widened</p> <p>PPG pupils targeted for additional support and enrichment activities. At least 50% of all groups included PPG. Assistant Head groups prioritise PPG and focus on raising standards. Impact on in school gap only.</p>	<p>Higher expectations needed of all pupils to challenge greater numbers to achieve at greater depth.</p> <p>Writing planning and lessons need to continue to be challenging and accessible for all. Now need to develop challenge to raise numbers achieving greater depth.</p> <p>Use QLA of assessments to target lessons and support better. Continue positive impact on arithmetic and develop pupil's mathematical reasoning</p> <p>Activities need to better target gaps in knowledge and challenge pupils to attain higher.</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
Improved progress & attainment outcomes for PPG in mathematics & reduce progress gap in years 5 & 6 between PPG & non-PPG in mathematics	<p>“Challenge the Gap’ to focus on year 5 and mathematics.</p> <p>Utilise Asst. Headteachers to plan and deliver a challenge curriculum to targeted pupils</p> <p>Implement project based mathematics in year 6</p> <p>Implement maths mastery approach across all year groups</p> <p>Purchase online times table platform</p> <p>Implement ‘Big Maths’ in all years</p> <p>Introduce termly ‘Week of inspirational mathematics’</p>	<p>3.1% Mathematics gap in year 5 at end of 2018 Challenge the Gap report shows 14/15 pupils in year 5 had improved attitude and confidence in maths and 8 of the group had improved attainment.</p> <p>Year 6 gap still significantly wide at 22% (in school) & 44% to national. In school gap increased by 11% over year 6.</p> <p>All PP children were evaluated by Asst. Head and offered additional support and intervention if appropriate. Positive impact was seen as the gap between PP & non-PP closed by 11% in y5.</p> <p>Book scrutiny and monitoring shows increased numbers of pupils are achieving more in every lesson.</p> <p>TTRockstars analytical data shows increased numbers of pupils are achieving fluency in times tables.</p> <p>Participation in home learning has increased</p> <p>Improved performance in all years in arithmetic tests. Average mark in year 6 raised by 4 marks over 2 terms.</p>	<p>Implement Challenge the Gap in all years for 2018/19.</p> <p>Roll out the ‘keep up, not catch up’ in all years. Use live marking to address misconceptions at point of teaching and provide support/intervention as soon as possible and within the day.</p> <p>Focus on relating Big Maths to arithmetic in upper KS2 to support test readiness.</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>Expand the Rainbow Room to include at least 2 ELSAs</p> <p>Continuation of 'Challenge the Gap' strategies</p> <p>Deliver Growth Mindsets training and approach.</p> <p>Develop and integrate the Growth Mindset approach with the school values to create a fully integrated behaviour management system</p>	<p>Rainbow Room (now Dragon's Den) includes 3 qualified staff including 1 x ELSA & 2 behaviour support assistants.</p> <p>Challenge the Gap report shows 14/15 pupils in year 5 had improved attitude and confidence in maths and 8 of the group had improved attainment</p> <p>In tests there has been a significant increase in number of pupils attempting increased number of questions showing an increase in resilience and confidence. SATs QLA and analysis shows an average over 90% questions attempted.</p> <p>Dragon values linked to Growth Mindsets has lead to a decrease in Red and Yellow cards in all years over the last 12 months.</p> <p>Attendance has maintained at over 96% with a gap of 0.7% for PP group.</p>	<p>Track progress of identified pupils on OTrack</p> <p>Include pupils who are both PP & SEND in data</p> <p>Implement Challenge the Gap in all years for 2018/19.</p> <p>Reduction in number of red and yellow cards in year 6 by 40% from 2017/18.</p> <p>Increased % of pupils participating in SATs</p> <p>Include discussion at attendance meetings of PP group.</p>	<p>Total costs £35325</p>
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