

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	35%	66%

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 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	
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.	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.	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.

C.	Improved learning behaviours	Improvements in the learning behaviours demonstrated by targeted pupil premium children is evident through tracking, monitoring and teacher reports
D.	Improved attendance and punctuality	Attendance and punctuality issues diminished
E.	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.

1. Review					
Financial year		2016/17			
Review of expenditure					
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Reflection	
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. All staff tracking progress and attainment of vulnerable groups	All children supported and confident to meet challenges and barriers to learning	Turn over of teachers/teachers new to teaching – keeping up the knowledge and understanding of supporting PP children	Nominator leads to oversee and train new staff/ refresh Monitor	
% of pupil premium children achieving GD. All pupils making at least expected progress	Deploy the best staff to support disadvantage in small groups Share learning between staff Effective use of data by all staff	All pupil premium meeting at least age expected targets. All pupil premium children identified by class teachers and supported accordingly	Mobility of children/ new children entering the school having not started in Foundation with us. Keeping data up dated with every change	Look into using SIMMS package to ensure regular and relevant update of pupil information	
2. Planned expenditure 2017-2018					
Financial Year	2017/18				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice.	How will you ensure it is implemented	Staff Lead	When will you review implementation
A. Improved communication skills/ Quality of language for all children Including PP	English focus on language/ dictionary work/ practical workshops. Audit of books and text	Language is a barrier to achieving Exp+ and GD all children including PP. Need for greater knowledge of the English language transferred into better than expected writing tasks. High standard of comprehension.	Monitoring of books Feedback from teachers Pupil conferencing Personalised planning	English Lead	Termly
B. Individual support for those with more SEN needs	SENCO/Inclusion officer Outside services	Awareness of children with individual needs and particular learning needs	Monitoring TAC meetings Personalised planning	Inclusion officer, Leadership	Termly
C. Increased confidence in learning and improved levels of self-esteem	PSHE assemblies and group work Growth Mind Set Pastoral Support AFL	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/AFL Planned PSHE assemblies Data tracking	SENCO Class Teachers	Termly
Total budgeted cost					£30,000

i. 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 ?
D. Improved attendance and punctuality	Parent meetings with associate head Tracking Fine Regular attendance meetings	Lateness and non attendance impacts on the progress individuals make it also impacts on social development and confidence as an independent learner	Attendance meetings Tracking attendance/lateness Parent meetings Attendance letters Amber/Red Mini Bus pick up when necessary	Associate Head	October 2018
E. Develop language	School trips Visitors to school Extra curricular activities Practical experience opportunities for PP pupils	The majority of our children arrive in school with limited use of the English language (non EAL). A large majority of the PP children have limiting experiences outside of school to enhance language.	Subsidise school trips Organise non fee paying extra curricular activities – PP children taking priority Organised practical trips out for PP children Mini Bus availability	Executive Head Bursar	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
Additional Mini Bus	To enable a whole class to be taken on field trips – limiting the cost of practical experiences	Many of our parents are unable to pay for school trips/ outside experiences etc	Budget for the running of the Mini Busses Train (MIDAS) to ensure we have a wide choice of drivers	Bursar	October 2018
Total budgeted cost					

5. Additional detail
School working with junior school and using additional resources available through Sensory Impaired unit. Transition of both school takes priority last two weeks of term to enable teachers to share information effectively Schools have purchased third mini bus to help with reducing cost of field trips.