

Northburn Primary School: 2017-2019 Pupil Premium Strategy Statement

1. Summary information			
Total number of pupils	320	Number of pupils eligible for pupil premium funding	22
Number of pupil premium children in each year group: Nursery= 0 Reception= 0 Yr1= 1 Yr2=4 Yr3= 5 Yr4=1 Yr5= 4 Yr6=5			
Total pupil premium budget:	£28320	Amount per pupil: Reception class to Year 6 =£1,320 Early Years(Nursery)= £300 Armed forces =£300 Adopted from Care(LAC)=£2300	

OFSTED suggests all data for group sizes less than 8 is suppressed as statistically invalid- all our Pupil Premium groups are below this size.

Notes:

We have presented data only for groups where size is 4 or more to give general indications of trend. All data with small data sets can be considered statistically unreliable. (*= data group below 4 and data suppressed)

2. Key indicators summer 2018			
	Pupils eligible for PP 25 in school	National for pupils not eligible for PP- 294 in school	Attainment/ progress gap
% of Reception class achieving a Good Level of Development (GLD)- 1 pupil	*	*	*
% achieving expected standard in the 2017 Year 1 Phonics Check- 4 pupils	50%	83%	-33%
End of Key Stage 1 (Year 2) attainment figures-			
Reading-5 pupils	80%	78%	+2%
Writing- 5 pupils	80%	73%	+7%
Maths- 5 pupils	80%	79%	+1%

3. End of Key Stage 2 (Year 6) 2018 attainment figures and progress Key Stage 1 to Key Stage 2 and attendance data			
	Pupils eligible for PP	National averages for pupils not eligible for PP	Attainment/ progress gaps (number of pupils the gap represents)
Progress in Reading (4 pupils)	-7.2	0.31	-7.51
Progress in Writing (4 pupils)	-2.58	0.24	-2.82
Progress in Maths (4 pupils)	-5.91	0.31	-6.22
Reaching expected standard in reading, writing & maths (4 pupils)	25%	70%	-45%
Reaching a high score/working at greater depth in reading, writing & maths	0%	12%	-12%
Reaching expected standard in reading (4 pupils)	25%	80%	-55%
Reaching a high score/working at greater depth in reading	0	28%	-28%
Reaching expected standard in writing (4 pupils)	50%	83%	-33%
Reaching a high score/working at greater depth in writing	0	24%	-24%
Reaching expected standard in maths (4 pupils)	50%	76%	-26%
Reaching a high score/working at greater depth in maths	0	24%	-24%

Attendance % for all PP children in the school- 25 pupils	97%	96%	+1%
Persistently absent % (All PP children with an attendance rate of 90% or below)	0%	8.3%	+8.3%

4. Barriers to future attainment for pupil eligible for pupil premium funding in 2018-2019	
A.	Extended texts and themes (cultural bias) of reading paper made them less accessible to some PP pupils
B.	Some parents do not support home learning well e.g. do not hear their children read.
D.	Low self-esteem and low aspirations of small number of pupil premium children.
E.	Some parents struggle to provide quiet places at home to complete homework, especially reading activities, and sometimes lack resources to support this.

5. Outcomes and success criteria for summer 2019	
A.	Year 1 phonics screening: 92% of cohort to pass the phonics test and 100% of pupil premium children
B.	End of KS1 (Year 2) % of pupil premium pupils to achieve expected standard: Reading 75%, Writing 75%, Maths 75%. The gap between our disadvantaged pupils and non- to be closed from WEYFS and targeted completely removed by end of KS2
C.	End of KS2 (Year 6) % of pupil premium children to achieve expected standard: Reading 80%, Writing 80%, Maths 80%. The gap between our disadvantaged pupils and others nationally to be removed in Reading, Maths and Writing.

D.	To ensure all of our most able pupils, including those in receipt of pupil premium funding achieve at or above the higher threshold /are working at greater depth.
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6. Planned expenditure 2018-2019

i. Strengthen the quality of teaching and learning **Total budgeted cost = minimum £7397**

Desired outcomes & success criteria	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far
Main focus of school development plan for 2018-2019- Developing Writing, Maths Reasoning and extending the broad and balanced curriculum.	Increase use of specialist teachers input into planning and intervention groups. Specialist teachers working on co-coaching to develop staff capabilities and expertise. Key stages and subject meetings focussed on development of automatic and strategic areas of learning to raise profile of higher order skills in Reading and Maths. Developments made to enquiry learning to embed metacognition and higher order thinking skills. Development of use of 'White Rose Hub' maths.	EEF evidence suggests metacognition supports high rates of development. Analysis of school data (ASP) suggests areas of higher order skills which need most development.	Process monitored by key stage monitoring (Leadership team and Governors)	TH, JHN, SH	Monitoring shows systems embedded and developments beginning to impact

£7397+ figure covers time on 2xteacher days and 8 staff meetings- over the year the figure will probably exceed this.

ii. Targeted support for pupil premium children. **Total budgeted cost =minimum £21735**

Desired outcomes & success criteria	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far
<p><u>WRITING</u> Continue use of visual learning grids specific to end of key stage standards in writing, with adapted versions being introduced in foundation subjects to ensure connected learning. Success criteria: Increase in number of pupils at expected standard and in acceleration from accelerated expected to greater depth</p>	<ul style="list-style-type: none"> • Co-coaching of teachers by English specialist. • Increased use of visual learning grids related to higher order questions. • 1-1 coaching for pupils identified as potentially slowing in their rate of progress or identified as potentially underachieving. • Pre-learning activities for pupils at risk of underachievement. • Booster sessions for children who fall behind progress potential. • Classroom support to allow access to higher order concepts to promote progress where pupils struggle to engage. <p>(NB- Additional input on accelerated reader given to identified pupils. (Cost £467 per person x6= £2804.40) continues into this year to ensure embedding of positive reading strategies.)</p>	<p>EEF (EEF toolkit) based evidence on metacognition. EEF evidence on individualised instruction. EEF evidence on mastery learning approaches.</p>	<p>Monitored by PP leader, English lead and Specialist teacher of English</p>	<p>TH, JB, SH</p>	<p>Early indications show raised expectations and increase in Greater Depth writing linked to co-coaching.</p>
<p><u>MATHS</u> Continue use of visual learning grids specific to end of key stage standards in writing, with adapted versions being introduced in foundation subjects to ensure connected learning. Success criteria: Increase in number of pupils at expected standard and in acceleration from</p>	<ul style="list-style-type: none"> • Co-coaching of teachers by Maths specialists. • Increased use of visual learning grids related to higher order questions. • 1-1 coaching for pupils identified as potentially slowing in their rate of progress or identified as potentially underachieving. • Pre-learning activities for pupils at risk of underachievement. • Booster sessions for children who fall behind progress potential. • Classroom support to allow access to higher order concepts to promote progress where pupils struggle to engage. 	<p>EEF (EEF toolkit) based evidence on metacognition. EEF evidence on individualised instruction. EEF evidence on mastery learning approaches.</p>	<p>Monitored by PP leader, Maths lead and Specialist teacher of Maths</p>	<p>TH, NH, JHN</p>	<p>Early indications show raised expectations and increase in Greater Depth Maths Reasoning linked to co-coaching.</p>

accelerated expected to greater depth.					
<u>MOST ABLE</u> All above approaches impact on most able as well as less able.	See above				

iii. Other approaches to raise the attainment and progress of pupil premium children. Total budgeted cost = minimum £6876.50

Desired outcome & success criteria	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far
<u>ATTENDANCE</u> Currently no significant issues around attendance of PP pupils. Monitor closely and set in place actions to left if required.	Attendance- monitor PP pupils as discreet group alongside all attendance monitoring. Monitor lateness and use breakfast club where necessary to provide family assistance to help where required.	Regular and punctual attendance is closely linked to attainment and progress- figures suggest even 5% loss of attendance can impact on attainment with 10% loss significantly impacting.	SB and TH to monitor.	TH	n/a
<u>ENGAGING PARENTS</u> Continue 1-1 contacts for PP pupils where parents do not use whole	Form teachers to monitor contacts with PP pupils as a discrete group and to contact PP lead if any contacts are missed and not picked up by initial phone call.	Parental discussion and engagement with learning rated by	TH and key stage leaders to monitor with form teachers.	TH, DB, LD, SA, RB	Autumn parents consultations all parents seen or contacted by phone for verbal consultation.

<p>school routes- drop-ins, parents evenings etc. Success criteria- 100% of PP parents seen/made contact with every term.</p>		<p>EEF as having moderate impact, although costly in terms of additional staff time.</p>			
<p><u>RAISE ASPIRATIONS</u> Pupils are inspired to see links between learning and real world outcomes. Success criteria: Pupils engage with ideas around possible careers and life choices and how education may lead to success.</p>	<ul style="list-style-type: none"> STEM conference to be visited by all Y6 PP pupils. STEM activities carried out by all year groups and idea of STEM as career path to be discussed. STEM/Enterprise week planned and delivered to all pupils with PP pupils playing a major role. (Aimed to raise awareness of business leadership and manufacturing) Opportunities for visits from people in a variety of careers to be arranged- part of questions in visit to link to potential careers- e.g. fire brigade KS1 etc. Projects to be set up in school that link directly to methodologies of outside industries- e.g. mini newsroom in English to link to report writing unit. All Y6 PP pupils funded to participate in residential outdoor/adventure learning residential. PP pupils involved in school performances. Funding for music tuition for PP pupils 	<p>EEF toolkit rates adventure residential learning to have moderate impact. Careers links inspire pupils to attempt to maximise their own potential.</p>	<p>PP lead to ensure all PP children have at least 1 opportunity from list of actions each year.</p>	<p>TH</p>	<p>All Y6 PP attended Stadium of Light STEM conference and exhibition- focussed on engineering in the North East and future careers. KS1- Fire Brigade visit. Production begun 8/15 KS 2 PP pupils have roles in production.</p>

Costs calculated based on Teacher and Teacher Assistant input time for interventions, pre-teaching, 1-1 support etc. Plus time for planning, training and preparation of resources.

7. Review of expenditure for previous academic year 2017-2018

i. Quality of teaching for all: to improve the percentage of good and outstanding teaching. Total budgeted cost = £7397+

Desired outcomes & success criteria	Actions	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)
<p>Main focus of school development plan for 2017-2018- Developing Reading, Maths Reasoning and</p>	<p>Increase use of specialist teachers input into planning and intervention groups. Key stages and subject meetings focussed on development of automatic and strategic</p>	<p>Development of Reading and Maths reasoning had greatest impact on most able readers at key stage 2. (This remains a focus- work to embed significantly more</p>	<p>As with many initiatives the impact was felt first with more able pupils when the initiative is aimed at development of higher order skills- the push to develop maths</p>

extending the broad and balanced curriculum.	<p>areas of learning to raise profile of higher order skills in Reading and Maths.</p> <p>Developments made to enquiry learning to embed metacognition and higher order thinking skills.</p> <p>Adaption of 'White Rose Hub' maths at end of year to integrate reasoning more fully into calculations.</p>	challenging texts extended and beginning to have impact across all pupils and groups.)	fluency was felt by all pupils regardless of ability with the gap closing between more and less able, including PP in KS2 paper 1 (calculation) and papers 2+3 (reasoning)
ii. Targeted support for pupil premium children.			Total budgeted cost = £21735.80
Develop reading culture to build competencies around longer, more traditional texts.	<p>PP pupils in KS2 at risk of falling behind given access to reading mentor system. (Pre-learning and boosters as appropriate.) (Cost £1876.50)</p> <p>Additional input on accelerated reader given to identified pupils. (Cost £467 per person x6= £2804.40)</p> <p>In mentor meetings (Cost £106.80)</p> <p>Parents will be identified who require additional help to support home reading. Input for KS2 PP pupils by specialist English teacher- (0.1 of FTE- always has some PP in groups ≈50% of group cost= £3825.50)</p>	<p>PP pupils made strong progress in end of KS2 assessments- attainment.</p> <p>Progress score for PP pupils in Reading -7.2- because of group size this is a difficult figure to interpret accurately- newly agreed OFSTED criteria would suppress group sizes below 8 as statistically invalid for data comparisons.</p>	PP pupils need further development in this area to completely close the gap with national non-PP and non PP in Northburn. Y5/6 reading development project set up led by English specialist will have impact, already showing in some monitoring, and EEF project for Y3/4 will have impact over longer timescale- both are essential to close the gap over long term.
Develop learning/curriculum competencies to best enable access to current curriculum- e.g. resilience when reading and tackling maths reasoning.	<p>PP pupils in KS2 at risk of falling behind given access to maths mentor system. (Cost £1876.50)</p> <p>Staff training on developing learning competencies (Cost £ 408.60)</p> <p>Input for KS2 PP pupils by specialist Maths teacher- (0.3 FTE- always has some PP in groups ≈50% of group cost= £5737.50)</p>	PP pupils made progress below national, however because of group size this is a difficult figure to interpret accurately- newly agreed OFSTED criteria would suppress group sizes below 8 as statistically invalid for data comparisons.	<p>Continuation 1-1 mentoring for pupils who show decreased progress, or possible shortfall in attainment essential to completely close gaps.</p> <p>To have full effect programmes need to start further out from end of KS2- hence EEF and white rose work in Y3/4.</p> <p>School award stressing learning characteristics should impact-progress on this to be monitored closely for PP pupils.</p>
Develop cultural elements to raise	<p>Raising aspiration and engagement.</p> <ul style="list-style-type: none"> • Paid for residential trip and supplemented for other visits and music tuition • Steel pan sessions • Homework sessions before school with access to ICT • Funded 	PP pupils remain positive about learning, monitoring and pupil voice evidence.	Importance of continuing to develop links with possible career paths was shown in pupil voice responses to STEM and residential outdoor learning experiences.

aspirations and widen 'world view.'	'Book Club' increased number of novels for children (Cost= (£5100))	<p>Texts in KS2 continue to expand to develop understanding of wider world.</p> <p>STEM project- bridge building- raised profile of engineering for PP pupils- evidenced through pupil voice.</p>	
iii. Other approaches to improve the attainment and progress of pupil premium children.			Total cost = £6876.50
Desired outcomes & success criteria	Actions	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)
Attainment and progress of pupil premium children is closely monitored to identify any lag and put in place additional early interventions.	<p>Pupil Premium children tracked individually by staff.</p> <p>Key stage meetings regularly discuss progress of PP children.</p> <p>As a group PP children are tracked separately in FROG assessment tool. (Additional time at meetings £1876.50)</p> <p>Early interventions 1-1 to address identified gaps. (Budget up to £5000)</p>	<p>Progress at least in line with national.</p> <p>Profile of attainment and progress of PP pupils a high agenda item on all Key Stage monitoring.</p>	Maintain individual tracking for PP pupils alongside system tracking for whole PP cohorts to ensure no pupil is allowed to slow in rate of progress without early identification and application of early intervention.

8. Additional detail

For additional information and evidence relating to this strategy statement please see our pupil premium policy and our School Development plan for 2017-2018.