

Pupil premium strategy statement - Northgate Primary School

1. Summary information					
Academic Year	2017-2018	Total PP budget	25,520	Date of most recent PP Review	Sept 2017
Total number of pupils	470	Number of pupils eligible for PP	17	Date for next internal review of this strategy	Jan 2017
No of Early Years PP pupils	1	No of PP / ever FSM pupils in KS1	8	No of PP/ ever FSM pupils in KS2	8
No / % of PP children also SEN	8 / 47%				

2. Current attainment		
	<i>Pupils eligible for PP End of KS2 One child = 33% (national)</i>	<i>All pupils (national average)</i>
% achieving ARE in reading, writing and maths	67% (67%)	86% (61)
% achieving ARE in reading	67% (77%)	86% (71%)
% achieving ARE in writing	67% (81%)	92% (75%)
% achieving ARE in maths	100% (80%)	92% (75%)

3. Whole school Data	<i>Pupils eligible for PP (Each child – 7%)</i>
% Percentage of Pupils who are Broadly ARE or above in Reading, Writing, Maths	57%
% making good progress in reading	92%
% making good progress in writing	62%
% making good progress in maths	62%

School Aims from SDP 2017/2018: To provide outstanding provision for all Pupil Premium pupils	Expected Impact / Success Criteria
Objectives <ul style="list-style-type: none"> • To narrow the educational attainment gap between pupil groups and other pupils • To increase % of higher ability pupils to reach above ARE. • For lower attaining pupils to make more than expected progress • To address the personal, social and emotional needs of children to allow learning to take place • To ensure enrichment opportunities for all pupil premium pupils • To ensure PPG money is well managed and is used to address the needs to all the PP children. 	<ul style="list-style-type: none"> ✓ 90 % of pupil premium children have all made expected or more than expected progress ✓ KS1 and KS2 pupils make similar progress to other pupils nationally ✓ 30% of pupil premium children achieve ARE+ in core subjects ✓ PP children have regular support (where required) to develop their PSE needs. ✓ Significant reduction in behaviour incidents related to Pupil premium children ✓ Enrichment register shows that pupil premium are accessing a range of opportunities ✓ The effective deployment of staff and resources secures excellent outcomes for pupils.

4. Planned expenditure

Academic year

2017 - 2018

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?
Improving progress/ attainment for year six pupils in writing and maths so in line with all year 6 pupils	Small classes in both maths and English 4 x per week with DHT.	(NFER) Successful schools have demonstrated that PP children working in smaller groups with Non PP children that is focused on their needs benefits all children especially the PP children.	Classes are taught by experienced year 6 class teacher and the DHT.	Year 6 teachers and DHT	Jan 18 £2700
Improved progress/attainment for high ability children in maths in year 6 so in line with all year 6 pupils	High ability pupils in maths are in a more able maths class. CPD on stretching HA pupils	We want to provide extra support to maintain high attainment with qualified staff. The HA children can be taught the expectations of high level maths curriculum and therefore work towards getting above age related expectations. This will mean the progress they should over KS2	Children are taught by an experienced year 6 teacher and the maths coordinator. The impact will be overseen by the SLT	Maths coordinator	Jan 18
Improved progress/attainment for year 1 pupils in writing so in line with all year 1 pupils	In class support in writing for 1 x session per week	Targeted in class support that is specifically aimed at the children's needs and that is regularly assessed and adapted. Next steps in learning are identified and developed. This is based on NFER evidence in successful schools.	Timetable is organised well so staff working with children are given time to analyse provision needed for those children in class.	Pupil premium coordinator	Jan 18
Accelerated progress for LA pupils in year 4 in Maths and Writing	Smaller class groups 4 x per week in both subjects.	(NFER) Successful schools have demonstrated that PP children working in smaller groups with Non PP children that is focused on their needs benefits all children especially the PP children	All three year 4 groups are monitored by the AHT.	AHT and PP coordinator	Jan 18
Improved progress and attainment in Science across KS2	Extra support 3 x session per half term in science for each KS2 class by science TA. Linked to SDP.	We want to invest some of the PP in longer term change which will help all pupils. Science has been identified as an area that needs developing across the school. We will begin this by having high quality support in KS2 science lessons on a rolling programme	The PP TA will work closely with the science lead in providing quality support in all KS2 classes.	PP coordinator	Jan 18

Increase teacher / TA knowledge about how to accelerate learning	Regular training sessions with TAs and teachers	<p>We want to continue to train teachers and TAs in how to support children making accelerated progress. This will be in giving children the help they need to move their learning on independently after support has been given. Carefully targeted and effective training can help educators deliver intervention and support that move children on in their learning. The focus will be on writing scaffolds/maths manipulatives/reading comprehension skills</p> <p>The Guardian states that effective and inspiring sessions must be part of the whole school's development so staff can see the long term impact. Training should always link back to the school's aims and values, so people understand the why behind the what. (Oct 13)</p>	SLT/MLT will carry out training on different aspects of the curriculum.	SLT	Jan 18
Total budgeted cost					£15,000
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?
Online Maths programme to develop maths at home.	Targeted homework to be set and to be used in home work club for those without home access to the internet	To support children to complete projects, learn spellings and compete in the mathematics competitions. Support children in being able to work alongside peers	PP coordinator to target specific children that would benefit from the homework club. Liaison with the ta running homework club.	PP coordinator	Jan 18

<p>Improve progress in writing and maths for targeted children in KS1 and KS2</p>	<p>121 support that focuses on conferencing and editing of writing and follow up of weeks maths lessons to reinforce learning.</p> <p>CT conferencing to support teachers in developing effective feedback and giving time for regular reviews of data and pupils progress.</p>	<p>Feedback studies tend to show very high effects on learning. (EEF)</p> <p>These sessions will support teachers in giving effective feedback to pupil premium children.</p> <p>NFER – Reviews of progress every few weeks, spot any signs of underperformance and address them quickly. Teachers engage with the data themselves: they input, analyse and use it to underpin their teaching. More successful schools have a consistent marking scheme which recognises pupils’ achievements and sets out the next steps in their learning. Pupils are given time to review their feedback and discuss their progress with teachers.</p>	<p>Timetable is organised for PP TA with support and targets indicated for specific children.</p> <p>DHT leads on the conferencing and trains staff who will be carrying out the conferencing.</p> <p>Cover is given to teachers and DHT and Maths lead go through children’s learning and books and advise on specific support that can be implemented so individual children.</p> <p>DHT to oversee.</p>	<p>DHT/PP coord.</p>	<p>Jan 18</p>
<p>Phonics support in year 1 and year 2. (For 83% of PP children to pass the phonics screening)</p>	<p>To support PP children who did not pass the y1 phonics screening and target those who need accelerated progress to pass at the end of yr 1.</p>	<p>NFER - Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.</p> <p>This will be an intensive phonics intervention that will be reviewed monthly and adapted according to the needs of the children and their progress.</p>	<p>Well – trained experienced TA to deliver as extra to the class teaching extra phonics to targeted children.</p> <p>Chn are assessed monthly on their progress and the provision will be adjusted as necessary.</p>	<p>PP coord</p>	<p>Jan 18</p>
<p>To reduce the gaps of children working below ARE in writing and maths. EYFS – YR6 Increase % Percentage of Pupils who are Broadly ARE or above in Reading, Writing, Maths to 75%</p>	<p>To have a gap analysis of all those children working below ARE.</p> <p>Provision to be made to close gaps</p> <ul style="list-style-type: none"> - In class target work - Resources made and developed - Interventions - Robust monitoring of gaps children 	<p>Detailed analysis of the gaps children who are below ARE have been assessed and then this will be used to inform targeted learning.</p> <p>In successful schools detailed Gap analysis is used to inform learning and targeted support. It is most successful monitored and adapted regularly.</p>	<p>Herts county recommended resources to be downloaded and bought.</p> <p>Resources are well organised and updated regularly.</p> <p>Evidence is recorded when any work is completed on the gaps statements</p> <p>Tas trained on delivering support sessions</p>	<p>SLT/CTs</p>	<p>Jan 18</p>
Total budgeted cost					<p>£6000</p>

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?
Homework support	Homework club	This is to support children and parents who find it difficult to find the time to support the child completing homework activities. Homework can consist of project work and although homework has been found to have limited impact on attainment (EEF) it does mean children will be up to date with the work of their peers in activities such as reading whole class books/topic projects and spellings.	Regular liaisons with TA who runs the club. Monitoring of the children who go and feedback from parents and teachers.	PP coord	Jan 18
Behaviour of targeted children is addressed.	Social and behaviour skills Lunch time Chill club	The EEF toolkit suggests that targeted interventions matched to specific students with specific needs or behavioural issues can be effective.	A highly trained pastoral worker will implement the Skills Stream programme and will train PP TA to use.	PP coord	Jan 18
	Yr 6 breakfast provision	To make sure all the children get a good breakfast before their tests.	DHT and year 6 teachers	PP coordinator	Sept 18
	Residential trip subsidised	To make the residential trip accessible to all children.	Year 6 teachers		Sept 18
Social skills activities for targeted children	Lunchtime skills programme	To support and develop children who find social skills difficult especially during unstructured time such as lunchtime and play time. These children will be monitored and the skills developed are specifically targeted.	Ta to be clear on the children and what areas need to be developed. Regular meetings with the SEND co and the PP coordinator	SENDco and PP coordinator.	Jan 18
To maintain the reduction in behaviour incidents at lunch and playtimes	Lunchtime clubs	Our lunchtime clubs offer structured playground games which can be enjoyed by children of all ages and abilities. Research proves that children active and with structures at lunchtime behave better during afternoon lessons and are able to concentrate more for the duration of the school day. (ETEACH) Lunchtime sessions usually last around 45 minutes although this is adapted to ensure the children have time to eat their lunch	Lunchtime clubs/activities are conducted by experienced school staff. TAs and MSAs have them as performance management targets. They are monitored by their team leader and overseen by the AHT.	AHT and TLs	Jan 18
Total budgeted cost					£4500

5. Review of expenditure				
Previous Academic Year		2016-2017		
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 QFT in phonics (EYFS/KS1) and Spelling in KS2	Phonics training – Model lessons, and whole staff training session. Spelling training and new scheme in KS2 Consistent implementation of practice and expectations across the school.	Medium: The teaching of phonics improved over the year. The overall year 1 phonics score was 90%. However the PP children did not pass the phonics screening. They did make progress in understanding their sounds but did not reach requires standard. The quality of the teaching of spelling has improved and children have much more of an awareness of the rules around spelling. There is consistency in the teaching of spelling across KS2.	Staff were positive about the training We will not repeat the external training, but continue implementing the approach and monitoring pupil response. In house training will be completed to refresh staff. A review completed of the spelling programme by a governor concluded that both teachers and children liked the scheme and felt it help them understand spelling rules better. The recommendation was to continue next year.	£250
Raise attainment/progress across the school in writing	Training for teaching assistants and teachers on providing scaffolding and targeted provision and challenge. Staff meetings and Lesson Study	Medium: Awareness was raised for the needs for different scaffolds. Provision for children in independent writing has developed. The progress of PP children did not meet the target set. Target was 80% and PP was 63% good progress (minimum sufficient progress was 92%) Success criteria not met	Through monitoring there was an improvement in most classes in the use of scaffolds and writing provision. We will continue to develop this but will monitor more effectively as a leadership team. Feedback will be completed more regularly and support given where necessary. Pupil progress reviewa will be adjusted to have more impact on groups such as PP children.	£800
To raise engagement of maths outside the classroom in maths across the school	Mathletics online maths programme. To support children's learning in maths at home and at school. Competitions and rewards (Yr 1- Yr6)	High: There was high participation and engagement in all classes. All pupil premium children used mathletics and alongside Non Pp there was good usage. PP. All achieved bronze certificates. 5 children achieved silver. Success Criteria - met	To continue using mathletics – To develop as a homework and teaching resources. To encourage class competitions – to achieve more silver and gold certificates.	£1900
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 attainment and progress for targeted children KS1 and KS2	1 additional teacher (part-time) to target PP children (Autumn	LOW: Although the children enjoyed the sessions not enough progress was made over the autumn term. This intervention stopped at end of autumn	Not continued.	

To raise attainment in Maths and Literacy (EYFS)	TA intervention in reception. Talk boost. Specialist SPLD sessions	Medium An average of 3 steps progress was made by these children. The did not reach ELG but specific gaps have been identified for support next year. Success Criteria partially met.	To review/continue if we have PP children I the EYFS	
To develop PSED skills (EYFS)	TA intervention in reception. Talk boost. Specialist SPLD sessions	2 steps progress were made by all the children receiving intervention. Success Criteria partially met.	To review/continue if we have PP children I the EYFS	£1000
Raise attainment in year 6 writing and maths	Small focussed writing and maths groups 4 x per week. With DHT Year 6 Sats Buster 10 minute test books Booster groups.	100% of PP children made ARE in Maths and 66% in Reading and writing. (maths) 50% made 7 steps progress in year 6 and 50% made 4 steps progress. (Writing) 50% 5steps/ 50% 4 steps This shows that in year six significant progress was made in both maths and writing. The success criteria was met.	This will be continued. Writing will start at the beginning of the academic year rather than in spring. A writing group for more able writers to be extended to read 30% target of Greater Depth.	£6970
Raising attainment and progress in reading and maths for PP children	One to one support in reading and maths for targeted children PP TA to have a timetable to support targeted PP children.	Yr 1 4 steps progress (maths) Yr 3 3 steps progress (reading) Yr 4 3 steps progress (maths) Yr 6 5 steps progress (reading) Success criteria met.	This will be continued. We will develop these sessions by having a timetable to be reviewed termly. Sessions to be focused on specific gap analysis targets for each child. These are to be reviewed after each assessment period.	£1200
To provide resources that will give PP children opportunities to develop their learning	Laptops KS1 and KS2 Ipads – EYFS	Medium: Laptops were used by pupil premium children for homework/mathletics/ research purposes/ writing lessons. More opportunities need to be given for PP to access the laptops.	We will increase the usage of the laptops and ipads. Specific programs to be installed such as Clicker 7 that can be used in writing sessions.	£6000
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

To improve lunchtime behaviour.	Every lunch time targeted children attend chill out club to give them a break from the playground. Games and activities are provided to help children develop their emotional well-being and social skills.	There was a significant reduction in behaviour incidents at lunchtime. Red and amber incidents were significantly reduced. Positive feedback from parents and children. Success criteria Met	We will continue to develop the chill club – introducing project based activities. We will also review the children that attend half termly. Encourage children to contribute on what they would like from chill club.	£1000
To know pupils views on support being given Pupil Voice	(Pupil Voice)Each Term children are given opportunity to talk about learning and their emotional well-being	Children were asked questions and were able to talk about their learning and their feelings on the provision provided. This was then fed back to teachers and intervention providers.	Next year this will be developed so it happens more regularly and has more impact on learning/well-being. There will be more liaising with class teachers and support staff.	£200
To improve the quality and amount of home work completed	Homework club Supporting parents and children giving time to complete homework and to have help where needed. Use of laptops and internet is available for those who do not have access at home	Medium. Impact on those children that attended was high but not enough children did attend. Feedback from CTs was good and children had completed their homework to a good standard. Success criteria partially met	We reevaluate and will use the opportunity to have a mixture of PP and Non pp children in homework club.	£400
To ensure all Year 6 children are prepared and ready to take their tests.	Breakfast provision before sats tests.	Positive feedback from parents and children. All year 6 PP children attended every day.	To carry out again next year.	£100
To develop the social skills and well-being of targeted children	Well- being and social skills sessions	Pastoral support worker used the Skills Stream programme on targeted children. Children all made significant progress according to the programmes assessment. Success Criteria Met	To use programme or similar programme on targeted children next year.	£500
Professional development of Staff in selected areas,	More able Disadvantaged CPD course	Information on how to develop PP children in writing and maths. Training on how to complete website information	Refresher course if needed next year	£165

<p>To provide enrichment/development opportunities</p>	<p>Sports competitions</p> <p>Visits to theatre and exhibitions in London</p> <p>Children to run own clubs at lunchtime-hobby and financial clubs</p> <p>Provision of lunchtime clubs (chess, board games, skipping, rounders etc)</p> <p>Range of outdoor play equipment purchased</p>	<p>Provision and encouragement were given for PP to take part in selected activities</p> <p>All classes that went on trips to London the PP were subsidised if needed.</p>	<p>To develop and continue reviewing next year</p>	<p>£100</p>
<p>Cost of visit to residential centre subsidised</p>	<p>All children able to attend the residential centre and widen their life experiences giving them confidence and motivation</p>	<p>£100 subsidy for PP children in year 6 £400</p>	<p>To continue next year</p>	<p>£400</p>