

Pupil Premium Strategy Statement - Northgate Primary School 2019-2022



Northgate is committed to ensuring maximum progress for all disadvantaged pupils.

Intended Outcomes:

- To diminish the gap between disadvantaged pupils in the school and their non-disadvantaged peers in the school and nationally.
- To address the personal, social and emotional needs of all children, to allow learning to take place.
- To increase cultural capital for disadvantaged pupils and to enrich the curriculum through trips and other experiences.

We take into account the following factors when deciding how to spend Pupil Premium funding:

- Research findings to support us in determining the strategies that will be most effective e.g. The Education Endowment Foundation.
- The impact of previous strategies and interventions within the school.
- Strategies to further develop consistent high quality whole class teaching to meet the needs of all pupils, and especially those eligible for Pupil Premium funding.
- The ongoing training needs of teachers and teaching assistants to support high quality teaching and interventions.
- Awareness of how to enhance provision if the pupil also has special education needs or disabilities (SEN/D).

We have a clear, strategic approach to the use of Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in-depth data analysis ensures that the correct support and strategies are identified to maximize progress.

1. Summary information					
Academic Year	2019-20120	Total number of pupils	464	Number of pupils eligible for PP	18
No of Early Years PP pupils	4	No of PP / ever FSM pupils in KS1	2	No of PP/ ever FSM pupils in KS2	9
No / % of PP children also SEN	5 / 33%	Approximate Total annual PP budget	£22,740		

2. Current attainment at the end of Key stage Two (July 2019)	Attainment		Progress		
	<i>Pupil Premium pupils (3 pupils)</i>	<i>All pupils (national average)</i>	<i>Pupil Premium pupils (3 pupils)</i>	<i>All pupils</i>	<i>National</i>
% achieving ARE in reading, writing and maths	68%	83% (64%)			
Reading	83%	85% (75%)	5.5	2.6	
Writing	68%	92% (78%)	1.2	1.5	
Maths	68%	86% (76%)	-1.1	1.5	

3. Whole school Data	<i>Pupils eligible for PP (Each child – 7%)</i>
% making good progress in reading	79%
% making good progress in writing	48%
% making good progress in maths	64%

4. Planned expenditure						
Academic years	2019 – 2022					
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						
Intended outcome	Chosen action / approach	Target pupils	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Approx Cost	Impact (Completed July 2020)
Increase teachers and TAs knowledge of quality Teaching and Learning and how to accelerate learning	Training sessions on and off site to develop quality provision with quality differentiation. Lesson study to consider successful new approaches to improve the quality of teaching.	Years - EYFS - 6	Quality First teaching is key to the success of all pupils. Carefully targeted and effective training can help educators deliver intervention and support that move children on in their learning. The focus will be on identified gaps from monitoring.	Decisions on training will be careful matched to targeted adults by SLT. The impact of CPD/ lesson study will be monitored by leaders and will affect further decisions.	£1000	
Improve classroom provision by matching needs of children, including with foundation subjects	Teachers released to prepare more detailed resources to support differentiation eg scaffolds to match needs of PP children including word mats/ scaffolds for foundation subjects.	Years - EYFS - 6	The evidence on within-class attainment grouping indicates that it is likely to be beneficial for all learners, providing an average benefit of three months additional progress.	Time given will reflect the needs of the pupils within different year groups. Staff with share resources where appropriate.	£2000	
Improve progress/ attainment for year six pupils in writing and maths	Small classes in both Maths and English 4 x per week with DHT.	Y6	The 'Education Endowment Foundation: Teaching and Learning Toolkit' suggests that intensive tuition in small groups is effective and can ensure an improvement of five additional months' progress over the course of a year. This is reflected in school's data from previous years.	Ongoing monitoring: Lesson observations Work scrutiny Pupil interviews Data analysis	£2000	
Total approximate yearly budgeted cost						£5000

ii. Targeted support

Intended outcome	Chosen action / approach	Target pupils	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Approx Cost	Impact (Completed July 2020)
Continue to provide quality early intervention that supports language and reading development	Continue with WELLCOMM intervention programme Support where appropriate with early phonics and reading.	EYFS	Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months additional progress over the course of a year. (EEF)	Continue to ensure group run by trained TA. Children's progress is regularly assessed and the intervention groups are adjusted as necessary.	£1000	
In EYFS, provide an outdoor learning group to support developing physical, social and emotional behaviours	Small group outdoor activities led by a TA focused on developing social and emotional behaviours, encouraging physical play, developing confidence and self-esteem. Provide resources where appropriate.	EYFS	Overall, studies of outdoor learning interventions consistently show positive benefits on academic learning. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (EEF)	Continue to ensure group run by trained TA. Team leader to monitor regularly in conjunction with monitoring progress.	£1000	
In EYFS, support social and friendship development	Small group activities for targeted children to develop social and friendship skills.	EYFS	Previous years' support has shown positive impact in this area. Early support of developing social and friendship skills benefits the children throughout school.	Continue to ensure group run by trained TA. Team leader to monitor regularly in conjunction with monitoring progress.	£500	
Accelerate progress in reading and phonics	One to one reading support. Reading books for KS2 that match phonic levels. Support with identifying the gaps and how to close them. Small group activities for targeted children with spelling and phonic support.	Years - EYFS - 6	In supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. (EEF) On average, reading comprehension approaches deliver an additional six months progress. (EEF)	Highly trained TA to deliver as additional support to targeted children. Leaders to monitor regularly in conjunction with monitoring progress. Provision will be adjusted as necessary.	£1000	

Improve progress in writing for targeted children	1:2:1 support that focuses on conferencing and editing of writing. Lessons to carefully structure learning. In class support for writing. Purchasing resources such as Clicker for children who struggle to access writing activities independently.	Yr 1-6	Previous evaluations of work in school show 1 to 1 conferencing has the most impact on accelerating writing progress. Feedback studies tend to show very high effects on learning. (EEF) These sessions will support teachers in giving effective feedback to pupil premium children. NFER . 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	New teachers are inducted by AHT / DHT. PP teacher. DHT completes it regularly. Reviewed at each assessment cycle.	£1000	
Arithmetic groups aimed at filling in gaps in learning	Mastery learning where a small group focuses on clearly specified objectives that have been analysed from assessments led by teacher or TA. Small group teaching with qualified teacher.		Previous evaluations of work in school show highly structured interventions has the significant impact on accelerating arithmetic progress. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. On average mastery learning approaches deliver an additional five months progress. (EEF)	Resources are well organised and updated regularly. TAs trained on delivering support sessions. Progress of children is analysed every half term and groups are adjusted accordingly.	£500	
Total budgeted cost					£5000	
iii. Other approaches						
Intended outcome	Chosen action / approach	Target pupils	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Approx Cost	Impact (Completed July 2020)
Provide homework support	Weekly homework club offered to all pupil premium children.	Y1-6	To support children and parents who find it difficult to find the time to support the child completing homework activities. There is a relatively consistent picture that pupils in schools which give more homework perform better (EEF.) It means 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 PP TA who runs the club. Monitoring of the children who go and feedback from parents and teachers.	£500	

<p>Support social skills and behaviour skills for targeted children</p>	<p>Social and behaviour skills structured sessions.</p> <p>Lunch time Chill Club which supports and develops children who find social skills difficult especially during unstructured time such as lunchtime and play time.</p> <p>These children will be monitored and the skills developed are specifically targeted.</p> <p>Play leaders who run the lunch time activities encourage PP children to lead these and to take part in them.</p>	<p>Y1-6</p>	<p>The EEF toolkit suggests that targeted interventions matched to specific students with specific needs or behavioural issues can be effective (4 months progress).</p> <p>Research proves that children who are active and have 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.</p>	<p>A highly trained pastoral worker will work alongside the PP TA supporting children. Needs assessed and explicit to all Tas. Regular meetings with the SENDCo and the PP coordinator.</p> <p>Lunchtime clubs/activities are conducted by experienced school staff.</p>	<p>£500</p>	
<p>Increase cultural capital for disadvantaged pupils and enrich the curriculum through trips etc.</p>	<p>Financially support school visits, visitors, clubs and enrichment experiences.</p>	<p>Y1-6</p>	<p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months progress.</p>	<p>Ongoing monitoring: Club/Visit attendees. Pupil interviews.</p>	<p>£360</p>	
Total budgeted cost						£1360