

## Pupil premium strategy statement - Northgate Primary School

1. Summary information					
Academic Year	2018-2019	Total PP budget	19,800	Date of most recent PP Review	Sept 2018
Total number of pupils	470	Number of pupils eligible for PP	18	Date for next internal review of this strategy	Jan 2019
No of Early Years PP pupils	6	No of PP / ever FSM pupils in KS1	6	No of PP/ ever FSM pupils in KS2	6
No / % of PP children also SEN	8 /44%	Budget to be amended in January after census		Funding for children new to the school in September 2019 are not included in current budget.	

2. Current attainment		
	<i>Pupils eligible for PP End of KS2</i>	<i>All pupils (national average)</i>
% achieving ARE in reading, writing and maths	68%	83% (64%)
% achieving ARE in reading	83%	85% (75%)
% achieving ARE in writing	68%	92% (78%)
% achieving ARE in maths	68%	86% (76%)

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	68%
% making good progress in reading	79%
% making good progress in writing	48%
% making good progress in maths	64%

School Aims from SDP 2018/2019: To provide outstanding provision for all Pupil Premium pupils	Expected Impact / Success Criteria
<ul style="list-style-type: none"> <li>To narrow the educational attainment gap in Maths and Writing between pupil groups and other pupils</li> <li>For lower attaining pupils to make more than expected progress</li> <li>To address the personal, social and emotional needs of children to allow learning to take place</li> <li>To ensure enrichment opportunities for all pupil premium pupils</li> <li>To ensure PPG money is well managed and is used to address the needs of all the PP children.</li> </ul>	<ul style="list-style-type: none"> <li>✓ All pupil premium children to meet attainment targets</li> <li>✓ All pupil premium children to achieve a positive progress score</li> <li>✓ KS1 and KS2 pupils make similar progress to other pupils nationally</li> <li>✓ PP children have regular support (where required) to develop their PSE needs</li> <li>✓ Significant reduction in behaviour incidents related to Pupil premium children</li> <li>✓ Enrichment register shows that pupil premium children are accessing a range of opportunities</li> <li>✓ The effective deployment of staff and resources secures excellent outcomes for pupils</li> </ul>

#### 4. Planned expenditure

Academic year

2018 – 2019

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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? Cost	Impact
<b>Improving progress/ attainment for year six pupils in writing and maths so in line with all year 6 pupils</b>	Small classes in both maths and English 4 x per week with DHT.  Sats buster books	(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. The group with DHT will change to a class teacher in January 2019.	Year 6 teachers and DHT	Jan 19  £3500	All pupil premium children achieved ARE in writing and maths. 1 of 3 got GD in both subjects Progress Writing 1.2 Maths -1.1 Although impact of group was significant, 2 PP had negative progress scores.
<b>Improved progress/attainment for high ability children in maths in year 6 so in line with all year 6 pupils</b>	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 they will make the progress they should over KS2	Children are taught by the AHT teacher and the maths coordinator.	Maths coordinator	Jan 19  £2500	The 1 high attaining pupil got GD and although she had a with a progress score of -2.1 she had increased her scaled score by 10 in Yr6. Analysis shows that high attaining girls made better progress in Yr than high
<b>Improved progress and attainment for year 2 pupils in writing/maths</b>	In class support from TA 2 x 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.	TA is well trained on how to improve progress through effective feedback and provision. Well organised	PP Coord /DHT	Jan 19  £900	Although internal data shows the majority of pupils made good progress, some only made small steps progress.

<b>EYFS – To develop the WELLCOMM programme to identify where specific interventions are needed. Developing and moving on Speech and Language in EYFS</b>	1 x extra TA trained on the WELLCOMM programme so more children are able to access the intervention programme.	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. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. (EEF)	TA is trained on the WELLCOMM programme and is able to carry out highly effective interventions based on the programme.  Children's progress is regularly assessed and the intervention groups are adjusted as necessary	EYFS lead/PP coord	Jan 19 £100	Both PP children in EYFS achieved GLD and 1 of the 2 exceeded. Both showed strong progress
<b>Increase teacher and TA knowledge about how to accelerate learning</b>	Regular meetings and training sessions to develop different aspects of the curriculum.	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/modelling of learning/questioning skills. The Guardian states that effective and inspiring sessions must be part of the whole school's development so staff can see the	. SLT /County Advisors and MLT will carry out training sessions based on the different needs of each key stage.  These will include: Developing incisive feedback Identifying misconceptions Inspiring writing through high quality texts.	PP coord/SLT	Apr 19 £500	Monitoring showed good improvement in quality teaching and learning and greater consistency between classes.
<b>Total budgeted cost</b>						<b>£7500</b>
<b>ii. Targeted support</b>						
<b>Intended outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>  <b>Cost</b>	<b>Impact</b>
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 19 £700	There was high participation and engagement in all classes. All pupil premium children used mathematics

<p>Improve progress in writing and maths for targeted children in KS1 and KS2</p>	<p>1:2:1 support that focuses on conferencing and editing of writing and follow up of weeks maths lessons to reinforce learning.</p> <p>In class support for writing and maths,</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 teacher and 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>1 x per week for writing (PP TA) 1 x per week for Maths (PP TA)</p> <p>DHT to oversee.</p>	<p>DH T/P P coord.</p>	<p>Jan 19</p> <p>£4200</p>	<p>Conferencing was used to ensure all year 6 pupils achieved their writing targets.</p> <p>The number of ARE PP pupils in KS2 increased across the year.</p> <p>Maths is the subject where the highest proportion of children made positive progress (86%).</p>
<p>One to one reading and spelling support in KS1</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 additional phonics to targeted children.</p> <p>Children are assessed monthly on their progress and the provision will be adjusted as necessary.</p>	<p>PP coord</p>	<p>Jan 19</p> <p>£500</p>	<p>KS1 reading data shows that all 2/3<sup>rd</sup> of PP achieved ARE and 1/3 achieved GD.</p>
<p>Arithmetic and writing groups aimed at targeted children PP and Non PP.</p>	<p>Small group focusing on Gaps that have been analysed from assessments</p>	<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>Resources are well organised and updated regularly.</p> <p>Evidence is recorded when any work is completed on the gaps statements</p> <p>TAs well - trained on delivering support sessions</p> <p>Progress of children is analysed every half term and groups are adjusted accordingly.</p>	<p>SLT /CT s</p>	<p>Jan 19</p> <p>£1000</p>	<p>Gaps were regularly analysed and targeted interventions were adapted accordingly.</p> <p>Maths in KS1 and KS2 is the subject where the highest proportion of children made positive progress (86%).</p>

EYFS –outdoor learning group  outdoor suits and resources	Small group activities focused on developing social and emotional behaviours, encouraging physical play, developing confidence and self-esteem.	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)  Outdoor learning is also a priority for the school on the SDP.	Teacher and TA trained on outdoor learning and using this to carry out small group activities on a weekly basis.  Timetable activities with different groups of children on a rolling programme.	Outdoor learning lead/PP coordinator	£700  Jan 19	Good progress was made by pupil premium pupils who attended with group
EYFS - Social and friendship development groups	Small group activities for targeted children to develop social and friendship skills.	Early support of developing social and friendship skills will benefit the children throughout school.	Timetabled for 1-2 afternoons per week. Carried out by PP TA	EYFS lead	£400  Jan 19	Good progress was made by pupil premium pupils who attended with group
EYFS Resources Sensory resources Fine motor resources	Resources provided for	Physical development approaches aim to improve young children's physical growth, skills and health. Activities in this area may be focused on a particular aspect of physical development, e.g. fine motor skills related to writing, or be more general, for instance,	Focused sessions where resources are used explicitly.  ALL staff are well-trained on how to use		£800  Jan 19	New resources allow wider opportunities to develop skills
Music therapy	A one to one course designed to help develop self-esteem, confidence, social and emotional needs  Weekly music therapy will be carried out with specific children by a trained practitioner.  The initial course will be 6-8weeks	With children, music therapy provides a unique variety of music experiences in an intentional and developmentally appropriate manner to effect changes in a child's behaviour and facilitate development of his/her communication, social/emotional, sensory-motor, and/or cognitive skills. Music therapy enhances the quality of life.	6 – 8 weekly course for targeted children.  To be reviewed after each course.	SEN Co to oversee	£200  Jan 19	This was unable to be sourced for the particular children.
<b>EYFS training</b> PP course Early talk boost training Building Self confidence in pupils course.	Staff are trained in different areas of EYFS PP needs and are able to develop children according to their needs	The Guardian states training should always link back to the school's aims and values, so people understand the why behind the what. (Oct 13	When staff are trained they will set up small group sessions targeting specific children (PP and non PP) according to needs.	EYFS lead	£400	Good progress made by PP pupils
<b>Total budgeted cost</b>					<b>£8900</b>	

### 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?	Impact
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 PP TA who runs the club. Monitoring of the children who go and feedback from parents and teachers. To increase the length of time homework club is run – 30 mins being in school time	PP coord	April 2019 <b>£500</b>	PP and non PP children regularly attended homework club throughout the year. They were able to complete their homework each week to a good standard.  Positive feedback from Teachers and parents
Social skills activities for targeted children	Social skills and behaviour skills groups Behaviour of targeted children is addressed.	The EEF toolkit suggests that targeted interventions matched to specific students with specific needs or behavioural issues can be effective. 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.	A highly trained pastoral worker will work alongside the PP TA supporting children. TA to be clear on the children and what areas need to be developed. Regular meetings with the SEND co and the PP coordinator	SEN Dco and PP coordinator.	Jan 19 <b>£900</b>	Assessments from the social skills groups showed positive impact.
To maintain the reduction in behaviour incidents at lunch and playtimes	Lunchtime clubs Chill Club	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 30 minutes although this is adapted to ensure the children have time to eat their lunch	Lunchtime clubs/activities are conducted by experienced school staff.  We have play leaders that run the lunch time activities – encourage PP children to lead these and to take part in them Chill club is run daily for targeted children	AHT PE coordinator	Jul 19 <b>£2200</b>	There was a continued significant reduction in behaviour incidents at lunchtime. Red and amber incidents were significantly reduced. Positive feedback from parents and children.
To prepare children to take their end of KS2 tests.	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 19 <b>£100</b>	Positive feedback from parents and children. All year 6 PP children attended every day.

Cost of visit to residential centre subsidised	Residential trip subsidised	To make the residential trip accessible to all children.	Year 6 teachers	PP coordinator	Sept 19 <b>£300</b>	Positive response from pupils and parents
EYFS – Listening and drama workshops	Outside company to carry out workshops focusing on developing Early Learning Skills			EYFS lead	£200	<b>Unable to organise at convenient time</b>
<b>Total budgeted cost</b>						<b>£4230</b>

### Key Lessons Learned

- For the pupil premium pupils, accelerated progress has been seen most where extra teacher support has been given. Where TA support has been given generally good progress has been achieved.
- Least progress is seen with the very low attaining PP children, in particularly reading and writing and a more specialist approach needs to be considered for these pupils.
- Children made more progress in smaller teaching groups
- Writing conferencing by a teacher was one of the most significant ways to accelerate progress in writing.
- All pupils benefited from improvements to 1<sup>st</sup> quality teaching and the teachers being more highly involved with the planning of interventions

