

Pupil premium strategy statement

1. Summary information					
School	Normanton Common Primary Academy				
Academic Year	2017-18	Total PP budget	£81,840	Date of most recent PP Review	July 2018
Total number of pupils	308	Number of pupils eligible for PP	65	Date for next internal review of this strategy	

1. Overcoming barriers to low future attainment (for pupils eligible for PP, including high ability)	
In-school priorities	
A.	Accelerate progress for higher ability PP pupils, so that they are reaching the higher standards in all year groups.
B.	Increase the focus on the quality of teaching, learning and assessment in reading, writing and number in EYFS.
C.	Increase the proportion of PP pupils making expected or better than expected progress in reading and in maths.
D.	Reduce the proportion of PP pupils who fall into the persistent absentee group
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance rates reduce pupil's school hours and causes them to fall behind on average.
E.	Parents of pupils who are eligible for PP are less likely to engage with school opportunities.

2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase the proportion of PP pupil reaching the higher standards through making accelerated progress so that the gap to national standards is narrowed	Pupils eligible for PP identified as high ability make at least similar rates of progress or better compared to other high ability pupils.
B.	Increase the proportion of children achieving the expected standard in the prime area of Communication and Language in EYFS. Ensure this matches the proportion of children achieving the expected standard in the specific area of Literacy.	At the end of the foundation stage, the proportion of PP children achieving ELG in literacy and communication and language will be at least similar to other pupils.
C.	Increase the proportion PP pupils in Key Stage 2 achieving at least the expected standard in Reading.	The gap in attainment between PP and other pupils is reduced and is comparable to national standards.
D.	Pupils eligible for PP have a decreasing number of absences and rate of persistent absence	Reduce the number of authorised absence among pupils who are eligible for PP. Provide records for the authorisation of these sessions. The proportion of persistence absentees among pupils eligible for PP is reduced.
E.	Provide greater opportunities for parents to engage with school.	The Pastoral Support Manager will provide wide ranging opportunities for parents to engage with school from the Early Years onwards.

3. Planned expenditure						
Academic year	2017-18					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
A. Increase the proportion of PP pupil reaching the higher standards through making accelerated progress so that the gap to national standards is narrowed	CPD on providing challenge for high attaining pupils.	High ability pupils eligible for PP are not reaching the higher standards. We must raise expectations by providing effective CPD on models and strategies which provide greater challenge for all pupils, particularly disadvantaged pupils.	<p>Maths and English leaders will deliver CPD training on key strategies to raise expectations and embed challenge for higher ability children.</p> <p>Book scrutiny and lesson observations will check that learning is well planned and delivered with sufficient high expectations and opportunities to deepen knowledge. Pupil Progress meetings will be held termly to ensure that pupils who are eligible for PP are making accelerated progress and are on track to reach the higher standards</p> <p>Senior leaders in school will have directed release time each week to support teachers with their planning, assessment and feedback as well as working with consultants.</p>	<p>KS2 Phase leaders</p> <p>EYFS and KS1 Phase leaders</p>	<p>Senior leadership release time</p> <p>Teacher release time</p> <p>Intervention time</p>	April 2018

<p>B. Increase the proportion of children achieving the ELG in C&L in EYFS. Ensure this matches the proportion of children achieving the expected standard in the specific area of Literacy</p>	<p>Peer review from an Early Years consultant with a focus on C and L provision</p>	<p>The proportion of children on track to reach the Early Learning Goal in the specific area of literacy does not match the proportion of children on track to achieve in the prime area of communication and language. Fewer current pupils are on track to reach the ELG in CLL compared to Literacy.</p>	<p>A review and evaluation of the quality of teaching, learning and assessment in C&L will be undertaken.</p> <p>In planning the development of CLL provision and strengthening the extent to which impacts on Literacy attainment, evidence will be gathered from observations of teaching in discreet phonics sessions, children's individual reading competencies and writing skills so that there is a clear view of how children apply their knowledge to form spoken/ written words and sentences, including how well these skills support growing confidence.</p> <p>Pupil Progress meetings will be held termly to check that children are on track to make the accelerated progress from their different starting points.</p>	<p>EYFS leader</p>		
<p>C. Increase the proportion PP pupils in Key Stage 2 achieving at least the expected standard in Reading.</p>	<p>Improve the quality of teaching, learning and assessment in Reading in EYFS, KS1 and 2 by providing CPD to support teachers with planning, assessment and teaching of reading.</p>	<p>Too few pupils eligible for PP in KS2 achieve the expected standard in reading. We must ensure that all pupils but particularly disadvantaged pupils are able to meet the expected standard by developing a robust reading offer which provides opportunities to develop knowledge, skills needed to access, read and understand quality texts</p>	<p>Evaluate the quality of reading provision and opportunities for PP pupils.</p> <p>Provide bespoke support and CPD for all staff involved in the teaching of reading so that there are consistent, high quality reading opportunities for disadvantaged pupils.</p> <p>Develop strategies and initiatives which promote reading for pleasure and strengthen wider reading opportunities through access to quality texts, building confidence and resilience through strengthened home school links.</p>	<p>KS1/EYFS phase leader</p>	<p>CPD Cover costs Resources</p>	<p>April 2018</p>

<p>D.Pupils eligible for PP have a decreasing number of absences and rates of persistent absence</p>	<p>Learning mentor and additionally from the Summer term, a Pastoral Support Manager employed to monitor pupils and follow up quickly on absences. First day response provision. Work alongside the Education Welfare Officer to proactively follow up on attendance, persistent absence and lateness.</p>	<p>Attendance rates for disadvantaged pupils are too low. Persistent absence rates for disadvantaged pupils are too high.</p> <p>This reduces their school hours and causes them to fall behind on average.</p>	<p>Review current attendance tracking and target setting systems for disadvantaged pupils.</p> <p>Thorough briefing of Pastoral Support Manager from the current Learning Mentor and Education Welfare Officer about existing absence issues for the cohort and individuals.</p> <p>The Pastoral Support Manager will be responsible for the development of generic and bespoke improvement strategies and reporting to SLT weekly and half termly on the impact on rates of attendance for PP pupils across school.</p> <p>SLT working closely with class teachers to be proactive with daily attendance.</p>	<p>Pastoral Support Manager</p>	<p>Pastoral Support services</p> <p>Including staff directly employed, bought in services and resources.</p>	<p>April 2018</p>
<p>E.Provide greater opportunities for parents to engage with school.</p>	<p>Introduce home visits to support parents with the induction of their child into nursery. Pastoral Support Manager and EYFS lead to coordinate opportunities for the parents of pupils in EYFS to come into school. Begin the FEET group.</p>	<p>Parents of the youngest disadvantaged pupils need greater opportunities to engage with the life and work of the school. They need greater understanding of the specific educational expectations and opportunities available for their children as they begin their school life.</p>	<p>Establish a clear induction process for new Nursery children that provides opportunities to gather evidence about the whole child. In addition, provide support materials for parents and families in order to support gains in key knowledge and skills in preparation for entry to Nursery.</p> <p>SLT will monitor the availability of opportunities for parents of children in EYFS.</p>	<p>Nursery teacher</p> <p>Pastoral Support Manager</p> <p>EYFS lead</p>	<p>Staffing Cover costs</p>	<p>April 2018</p>
Total budgeted cost					<p>£53 800</p>	

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	Cost	When will you review implementation?
Pupils who are eligible for PP are offered access to a broad and balanced curriculum.	The offer of the financial support of school visits and residential visits.	Financial barrier can lead to children who are eligible for PP not being able to access extra-curricular activities and visits. This can impact significantly on self-esteem and confidence.	The school administrator will discuss with parents the offer of access to a broad and balanced curriculum.	School administrator	£800	July 2018
Pupils who are eligible for PP are able to attend Breakfast Club.	Offer breakfast club for all pupils eligible for PP.	A good breakfast provides all young people with a nutritious start to the day, but well-run breakfast clubs have the potential to boost attainment and behaviour too.	The school administrator will discuss with parents the offer of breakfast club.	School administrator	£500	July 2018
Pupils who are eligible for PP are offered access to a broad and balanced curriculum including sports.	Offer after school sport clubs for children in ks1 and ks2.	Financial barrier can lead to children who are eligible for PP not being able to access extra-curricular activities. This can impact significantly on self-esteem and confidence.	Class teachers will ensure that all pupils are aware of the after school clubs that are available.	Class teachers	£1000	July 2018
Total budgeted cost					£2300	
Total budgeted cost for the whole academic year 2017-18					£80 800	

4. Review of expenditure				
Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
Increase the proportion of PP pupil reaching the higher standards through making accelerated progress so that the gap to national standards is narrowed	CPD on providing challenge for high attaining pupils.	<p>Higher standard data – July 2018</p> <p>White Rose Maths training in order to develop thinking, reasoning and application of knowledge to ensure sufficient challenge.</p> <p>R 2018 – 10% (nationally 26%) 2017 – 0% (nationally 36%)</p> <p>W 2018 – 10% (nationally 23%) 2017 – 0% (nationally 21%)</p> <p>M 2018 – 20% (nationally 32%) 2017 – 0% (nationally 33%)</p> <p>Gaps have closed, in particular maths, with the introduction of the White Rose Maths training. CPD in reading with a focus on questioning.</p>	White Rose maths now embedded. Further development in 2018/19 to include White Rose assessments alongside NfER tests.	£8000 £2500
Increase the proportion of children achieving the expected standard in the prime area of Communication and Language in EYFS. Ensure this matches the proportion of children achieving the expected standard in the specific area of Literacy.	Peer review from an Early Years consultant with a focus on C and L provision	80% of PP achieved a good level of development or better in Communication & Language and Literacy. This compares favourably against non-pupil premium children within school (84%) and the PP national average (C&L - 86%, R – 77%, W – 74%).	Continue the focus on reading and writing to ensure that high expectations are maintained and match the levels in C and L.	£5000
Increase the proportion PP pupils in Key Stage 2 achieving at least the	Improve the quality of teaching, learning and assessment in Reading in	-New reading resources now embedded across key stages		£8000

<p>expected standard in Reading.</p>	<p>EYFS, KS1 and 2 by providing CPD to support teachers with planning, assessment and teaching of reading.</p>	<p>-Book banding supports accurate assessment and tracking of progress through Pupil Progress meetings -Training with JS on reading comprehension -Focus during moderation meetings -Reading review by school governors in April 2018 showed that children were engaged and motivated in reading with a range of challenging texts available</p> <p>2018 40% (nationally 68%)</p> <p>2017 25% (nationally 82%)</p>		
<p>Pupils eligible for PP have a decreasing number of absences and rate of persistent absence</p>	<p>Learning mentor and Pastoral Support Manager employed to monitor pupils and follow up quickly on absences. First day response provision. Work alongside the Education Welfare Officer to proactively follow up on attendance, persistent absence and lateness.</p>	<p>Rigorous and consistent procedures are followed, including regular monitoring with the EWO. First call, visits and meetings ensure poor attendance is challenged and support offered to improve. During 2016/2017 the percentage of PP who fell into the PA category was 16.9%. During 2017/2018 this fell to 12.1% - a reduction of 4.8%. During 2016/2017 PP attendance was 92.76%. During 2017/2018 this improved to 94.39%.</p>	<p>Provision plans are in place for children who remain hard to move. Monitor the impact of medical appointments (recording now changed) on PP with SEND/additional needs. Penalty notices introduced April 18 to combat holidays in school time – monitor impact during 2018/19.</p>	<p>£25 000</p>
<p>Provide greater opportunities for parents to engage with school.</p>	<p>Introduce home visits to support parents with the induction of their child into nursery. Pastoral Support Manager and EYFS lead to coordinate opportunities for the parents of pupils in EYFS to come into school. Begin the FEET group.</p>	<p>Clear induction processes in place Clear signposting to relevant agencies to support A range of support offered to parents which is actively sought Effective communication e.g. voice message, text, face to face by the pastoral team to develop relationships Class assemblies introduced to further develop parent's engagement with learning</p>	<p>Further development of an 'offer' for parents Further development of the Garden Room as a school community space</p>	<p>£30 000</p>

ii. Other approaches				
Desired outcome	Chosen action/approach	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
Pupils who are eligible for PP are offered access to a broad and balanced curriculum.	The offer of the financial support of school visits and residential visits.	Payment plans used to allow access to trips where finance is a barrier. Children who are PP attended school trips.		£800
Pupils who are eligible for PP are able to attend Breakfast Club.	Offer breakfast club for all pupils eligible for PP.	Breakfast club offered as and when needed to families in receipt of PP.		£500
Pupils who are eligible for PP are offered access to a broad and balanced curriculum including sports.	Offer after school clubs, including sport clubs for children in ks1 and ks2.	After school clubs offered for all pupils. Pastoral Support team encourage and support the attendance of children who would benefit from this, including those with PP.		£1000