

**Pupil premium strategy statement**

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| **Summary information** | | | | | |
| **School** | Normanton Common Primary Academy | | | | |
| **Academic Year** | 2018-19 | **Total PP budget** | £89.760 | **Date of most recent PP Review** | September 2018 |
| **Total number of pupils** | 307 | **Number of pupils eligible for PP** | 68 (22.15%)  (72 at Jan 19) | **Date for next internal review of this strategy** | April 2019 |

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| **Overcoming barriers to low future attainment (for pupils eligible for PP, including high ability)** | |
| **In-school priorities** | |
|  | Communication skills, especially the development of early language, slows progress in subsequent years |
|  | PP children at KS1 struggle to achieve in line with their peers |
| **C.** | Increase the proportion of PP pupil reaching the higher standards through making accelerated progress so that the gap to national standards is narrowed |
| **D.** | Some pupils in receipt of PP funding have a number of barriers to learning (e.g. SEND, attendance, SEMH, attitudes to learning) |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **E.** | Average attendance rates are lower for PP pupils (PP 94%/95.6%), including persistent absence (30% of PP), which leads to lost learning time |
| **F.** | Engaging with hard to reach parents |

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| **Barrier** | **Target/Intended Impact** | **Strategies/Actions** | **Estimated costs** | **Review and monitoring** |
| Communication skills, especially the development of early language, slows progress in subsequent years | **To impact on KS1 outcomes through understanding of language and concepts**  Pupil progress meetings show impact on language use in classroom and impact on:  -writing outcomes  -comprehension  Specific targeted interventions show impact on language assessment to ensure disadvantaged are in line with their peers  Children have more opportunities to apply speaking and listening skills across the curriculum developing confidence and talk for purpose | To assess language development and identify areas for intervention  To develop vocabulary and sentence structure for writing **(AR/LM)**   * Wellcomm resource pack to assess and identify target children for intervention * Intervention in place to address areas of weakness * Staff training on delivery and intervention * Staff training on Wave 1 input   To increase opportunities for speaking and listening across the curriculum   * Drama/speaking and listening training for key members of staff, rolled out through CPD | £1000  £2000  £500  £500 | Focus on speech in Foundation Stage.  In KS1 focus on embedding talk for writing and think, say, write.  Pupil Progress meetings show positive impact in R outcomes and Y1.  Resources purchased. Identify intervention groups for Y3/2 pupils who have not progressed.  Drama training attended. 2X members of staff leaving – remaining staff to disseminate for wider impact next year. |
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| PP children at KS1 struggle to achieve in line with their peers | **To ensure the gap in outcomes between disadvantaged children and non-disadvantaged children are reduced**  Monitoring shows that the teaching of phonics is good or better ensuring progress for disadvantaged children is accelerated  Progress measures show positive impact of intervention programmes against individual targets | To strengthen the teaching of phonics at EYFS and KS1 to good or better **(LM/LC/AR)**   * Phonics staff training for key members of staff * Monitoring and support   To provide additional teaching assistants and teacher time for additional support and intervention to diminish the difference **(LM/LC/AR)**   * Pupil progress meetings to focus on reviewing progress of interventions with disadvantaged children * Introduce 1stclass@number intervention in Y1/Y2 for targeted pupils | £500  £15 000  £677  £565  £2000 | Phonics teaching judged to be good in Ofsted and peer reviews. Improved phonic outcomes for disadvantaged pupils from 55% to 72%.  Daily reading intervention (9 pupils) impacted on average 11 months increase in reading age. This has yet to be seen in the data for WA in reading but has strengthened pupils’ reading in preparation for year 3.  Focus on provision mapping in PPM has ensured that children are targeted effectively for additional support.  2 groups of pupils accessed the intervention. All children made accelerated progress, on average 9 months - some children of up to 1 year and 3 months). While only 2 children have moved into WA, the other children have secured WT. |
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| Increase the proportion of PP pupil reaching the higher standards through making accelerated progress so that the gap to national standards is narrowed | **To increase the proportion of disadvantaged pupils making higher standard in Reading (10%/26%), Writing (10%/23%) and Maths (20%/32%) at KS2**  Progress measures show positive impact of intervention programmes against individual targets – reviewed at PPM | To provide additional teaching assistants and teacher time for additional support and intervention to diminish the difference  **(LO/HC/LC/AR)**   * Pupil progress meetings to focus on reviewing progress of interventions with disadvantaged children * Provide targeted 1:1 tuition for selected pupils | £15 000  £2000 | Reading – 13.3%  Writing – 13.3%  Maths – 20% |
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| Some pupils in receipt of PP funding have a number of barriers to learning (e.g. SEND, attendance, SEMH, attitudes to learning) | **To ensure children’s holistic needs are clearly identified and strategies in place to remove barriers**  Additional barriers identified and removed  Targeted intervention shows progress towards individual targets and impact on learning in class  Behavioural support ensures a calm learning environment for all pupils  Children present as emotionally resilient and staff know how to identify and support wellbeing | To develop robust systems to identify and support children’s social, emotional, behavioural and mental health **(SC/HH/AR)**   * Cohort profiles to identify specific barriers and concerns * Use of emotional literacy checklist * Pastoral staff team to identify need, deliver intervention and provide timely support * ‘Wellbeing Wednesday’ specialist support to upskill staff and impact on children’s wellbeing | £500  £500  £15000  £4850 | Cohort profiles in place – continue to build upon this work next year to further consolidate understanding of complex barriers and needs.  KS2 staff accessing Wellbeing Wednesday shows positive impact in pupil voice and children applying taught strategies to manage emotions and feelings. |
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| Average attendance rates are lower for PP pupils, including persistent absence, which leads to lost learning time | **Attendance for disadvantaged pupils is in line with their peers (94%/95.6%) and numbers of PA are reduced**  To ensure challenge and support for key families where attendance is causing concern | To ensure current rigorous and robust attendance procedures are continued to be adhered to in order to challenge and support **(HH/AR)**   * Attendance monitored weekly with attendance officer/academy EWO * Home visits * First call * Monitoring and tracking * Discussions with SLT * Meetings in school and improvement plans | £15000 | PP attendance remains below non-PP peers but gaps between PP and non-PP attendance are closing.  2016/17 92.73% 95.89%  2017/18 94.2% 95.75%  2018/19 95.84% 96.53%  Rigorous attendance procedures continue to be followed in order to maintain and continue to improve attendance for all. |
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| Engaging with hard to reach parents to foster support with education and aspirations | **Parental engagement is improved for disadvantaged pupils, impacting on attitudes and emotional/behavioural presentation** | To engage parents in supporting children’s learning **(SC/all)**   * Class assemblies * Parent Support Manager focus   To provide support for parents in meeting the needs of their children **(SC/AR)**   * Parent support groups/1-1 support * CAF/school based support * Engagement with external agencies | £15000 | Class assemblies and Aspire mornings have been effective in engaging with hard to reach families.  Parent voice questionnaires provide positive responses to the support provided.  Pastoral support team have worked with 85.4% of PP children with a range of complex needs.  A range of courses for parents have ran – some attendance has been limited and needs to be a focus next year.  Engagement with external agencies continues to be a strength of the school as identified in the Ofsted report. |
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| Ensure full engagement in school life and wider opportunities | **All children have equal opportunities and access**  Engagement of PP children is in line with peers  PP children are able to take part in trips and do not miss out on necessary experiences | To access a range of after school clubs **(LO/SC)**   * Support and monitor access to clubs   To access school trips, including residential visits **(CK/LC)**   * Payment plans to support access * Monitor   To ensure children come to school ready to learn **(CK/SC/LC)**   * Provide necessities as needed e.g. access to breakfast club, school uniform | £500  £500  £500 | Families supported to engage with clubs but this continues to be an area for development.  All children have accessed school trips to engage in educational experiences.  Access to necessities provided for families in need as required to ensure children are ready to learn. |
|  |  |  | Total (estimated):  £88 392 |  |