

Pupil premium strategy statement



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

Overcoming barriers to low future attainment (for pupils eligible for PP, including high ability)	
In-school priorities	
A.	Communication skills, especially the development of early language, slows progress in subsequent years
B.	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

Barrier	Target/Intended Impact	Strategies/Actions	Estimated costs	Review and monitoring
<p>Communication skills, especially the development of early language, slows progress in subsequent years</p>	<p>To impact on KS1 outcomes through understanding of language and concepts</p> <p>Pupil progress meetings show impact on language use in classroom and impact on: -writing outcomes -comprehension</p> <p>Specific targeted interventions show impact on language assessment to ensure disadvantaged are in line with their peers</p> <p>Children have more opportunities to apply speaking and listening skills across the curriculum developing confidence and talk for purpose</p>	<p>To assess language development and identify areas for intervention To develop vocabulary and sentence structure for writing (AR/LM)</p> <ul style="list-style-type: none"> • 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 <p>To increase opportunities for speaking and listening across the curriculum</p> <ul style="list-style-type: none"> • Drama/speaking and listening training for key members of staff, rolled out through CPD 	<p>£1000</p> <p>£2000</p> <p>£500</p> <p>£500</p>	
<p>PP children at KS1 struggle to achieve in line with their peers</p>	<p>To ensure the gap in outcomes between disadvantaged children and non-disadvantaged children are reduced</p> <p>Monitoring shows that the teaching of phonics is good or better ensuring progress for disadvantaged children is accelerated</p> <p>Progress measures show positive impact of intervention programmes against individual targets</p>	<p>To strengthen the teaching of phonics at EYFS and KS1 to good or better (LM/LC/AR)</p> <ul style="list-style-type: none"> • Phonics staff training for key members of staff • Monitoring and support <p>To provide additional teaching assistants and teacher time for additional support and intervention to diminish the difference (LM/LC/AR)</p> <ul style="list-style-type: none"> • Pupil progress meetings to focus on reviewing progress of interventions with disadvantaged children • Introduce 1stclass@number intervention in Y1/Y2 for targeted pupils 	<p>£500</p> <p>£15 000</p> <p>£677</p> <p>£565</p> <p>£2000</p>	

<p>Increase the proportion of PP pupil reaching the higher standards through making accelerated progress so that the gap to national standards is narrowed</p>	<p>To increase the proportion of disadvantaged pupils making higher standard in Reading (10%/26%), Writing (10%/23%) and Maths (20%/32%) at KS2</p> <p>Progress measures show positive impact of intervention programmes against individual targets – reviewed at PPM</p>	<p>To provide additional teaching assistants and teacher time for additional support and intervention to diminish the difference (LO/HC/LC/AR)</p> <ul style="list-style-type: none"> • Pupil progress meetings to focus on reviewing progress of interventions with disadvantaged children • Provide targeted 1:1 tuition for selected pupils 	<p>£15 000 £2000</p>	
<p>Some pupils in receipt of PP funding have a number of barriers to learning (e.g. SEND, attendance, SEMH, attitudes to learning)</p>	<p>To ensure children’s holistic needs are clearly identified and strategies in place to remove barriers</p> <p>Additional barriers identified and removed</p> <p>Targeted intervention shows progress towards individual targets and impact on learning in class</p> <p>Behavioural support ensures a calm learning environment for all pupils</p> <p>Children present as emotionally resilient and staff know how to identify and support wellbeing</p>	<p>To develop robust systems to identify and support children’s social, emotional, behavioural and mental health (SC/HH/AR)</p> <ul style="list-style-type: none"> • 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 	<p>£500 £500 £15000 £4850</p>	
<p>Average attendance rates are lower for PP pupils, including persistent absence, which leads to lost learning time</p>	<p>Attendance for disadvantaged pupils is in line with their peers (94%/95.6%) and numbers of PA are reduced</p> <p>To ensure challenge and support for key families where attendance is causing concern</p>	<p>To ensure current rigorous and robust attendance procedures are continued to be adhered to in order to challenge and support (HH/AR)</p> <ul style="list-style-type: none"> • Attendance monitored weekly with attendance officer/academy EWO • Home visits • First call • Monitoring and tracking 	<p>£15000</p>	

		<ul style="list-style-type: none"> • Discussions with SLT • Meetings in school and improvement plans 		
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	<p>To engage parents in supporting children's learning (SC/all)</p> <ul style="list-style-type: none"> • Class assemblies • Parent Support Manager focus <p>To provide support for parents in meeting the needs of their children (SC/AR)</p> <ul style="list-style-type: none"> • Parent support groups/1-1 support • CAF/school based support • Engagement with external agencies 	£15000	
Ensure full engagement in school life and wider opportunities	All children have equal opportunities and access	<p>To access a range of after school clubs (LO/SC)</p> <ul style="list-style-type: none"> • Support and monitor access to clubs <p>To access school trips, including residential visits (CK/LC)</p> <ul style="list-style-type: none"> • Payment plans to support access • Monitor <p>To ensure children come to school ready to learn (CK/SC/LC)</p> <ul style="list-style-type: none"> • Provide necessities as needed e.g. access to breakfast club, school uniform 	<p>£500</p> <p>£500</p> <p>£500</p>	
			Total (estimated):	
			£88 392	

To be reviewed termly to reflect current needs and cohort changes.