

# Pupil premium strategy statement (primary)

1. Summary information					
School	Norwood Primary School				
Academic Year	2016-2017	Total PP budget	£57,720	Date of most recent PP Review	July 2016
Total number of pupils	208	Number of pupils eligible for PP	40	Date for next internal review of this strategy	Dec 2016

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	67%	60%
progress score in reading	1.07	1.01
progress score in writing	9.00	6.49
progress score in maths	2.66	-1.64

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Reading fluency
B.	Lower vocabulary and grammatically incorrect sentence structures
C.	Lower ability in maths
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Poor attendance
E.	Low expectation and self-esteem

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils emerging from EYFS will convert to the expected standard in reading, writing and maths by the end of Key Stage 1	40%+ pupils exiting EYFS at emerging in reading, writing and maths will convert to the expected standard by the end of KS1
B.	Pupils will be able to read 90+ words per minute using an age appropriate text.	90%+ pupils will be able to read age appropriate texts at a rate of 90+ words per minute.
C.	Pupils will write in a joined, legible style.	90%+ pupils will write using a legible, joined style in their English and Topic books

<b>D.</b>	Pupils will use visual representations to approach reasoning questions in maths.	Gaps are addressed within Cornerstones assessments.
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**5. Planned expenditure**

<b>Academic year</b>	<b>2016-2017</b>
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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**

<b>Desired 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>
All pupils can read age appropriate texts at a rate of 90 words per minute.	Key texts in class Masterclass Running records Multi-probe Red word lists Speed sound charts Project X BRSP Raising home expectations Intensive phonics booster HLTAs in Year 4, 5, 6 English lessons Additional TA support in Rec, 1, 2, 3 English lessons Paired reading Book band all scheme books Reading competitions to increase Parent workshops Reading buddies	<ul style="list-style-type: none"> <li>Project X has proven to raise reading ages with specified pupils.</li> <li>BRSP intervention has increased reading ages by an average of 13.2 months in a 9 week period.</li> <li>Pupils working with PS through the intensive phonics booster pass the phonics check or at least triple their previous year's score.</li> </ul>	Drop ins RWI Phonics assessments Phonics Check practise tests Reading age tests- Salford (Decoding) and Hodder (Comprehension) Target tracker Pupil discussions	JC	February 2017
Pupil Premium children have a wider vocabulary and can speak and write in grammatically correct sentences.	Opportunities for talk in all subject areas Expectation for all pupils to respond with a sentence Sentence starters provided within the classroom and referred to frequently SPAG booster sessions delivered by HLTAs Words of the day Writing assessment grids created by Collaborative Parent workshops Internal SPAG vocabulary training for all staff	<ul style="list-style-type: none"> <li>SPAG results are high year on year with high quality teaching from HLTAs</li> <li>Outstanding primary evidenced speaking in sentences as having a high impact on speaking and writing.</li> <li>Staff questionnaire identified that a large proportion of staff members feel unconfident with SPAG related terminology.</li> </ul>	Drop ins Writing moderation- in school and across collaborative/ triads Lesson observations Pupil discussions Work scrutiny	JC	April 2017

<p>Cursive joined handwriting used by all pupils</p>	<p>Update handwriting policy  Implement chosen cursive style  Purchase online handwriting tool  Purchase cursive font for word processing  Perfect Presentation wall in each classroom  Handwriting awards  Queen's handwriting competition  Variety of pens to choose from  Writing slopes  Dough Disco  Parent workshops</p>	<ul style="list-style-type: none"> <li>• Interim statements show that a child cannot be deemed as at the expected standard without fluent joined writing.</li> <li>• Evidence shows that children with fluent, joined writing can focus on their ideas more easily.</li> <li>• Pupil discussions show that they have different preferences on pens.</li> <li>• British Dyslexia Association site cursive handwriting as the most suitable approach for pupils with spelling difficulties.</li> </ul>	<p>Drop ins  Work scrutiny  Pupil discussions  Writing moderation- in school and across collaborative/ triads</p>	<p>JC</p>	<p>January 2017</p>
<p>Pupils draw on visual images to support mathematical understanding.</p>	<p>Masterclass  Singapore bar method  Numicon in class  Numbers Count approach shared across school  Visual materials implemented for all groups of learners  Numbers Count style learning implemented for key individuals and groups  Multiplication experts in class  Parent workshops  DHT supporting Year 4, 5, 6 maths lessons  HT delivering maths intervention to high ability Year 6 pupils  HLTA support in Year 2 and 4 maths lessons  Additional TA support in Year 1 and 3 maths lessons</p>	<ul style="list-style-type: none"> <li>• Singapore approach explains the importance of visual methods to enable children to make links with their learning.</li> <li>• Numbers Count is proven to increase children's confidence and ability.</li> </ul>	<p>Lesson observations  Drop ins  Cornerstones assessments  Cornerstones gap analysis  Pupil discussions</p>	<p>BR</p>	<p>December 2016</p>
<p><b>Total budgeted cost</b></p>					<p>£50,000</p>

<b>ii. Targeted support</b>					
<b>Desired 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>
Increase attendance for pupils accessing FSM	First day calling Letter home when triggering initial concern Meeting with school nurse meeting with attendance officer	<ul style="list-style-type: none"> <li>For the vast majority of pupils this approach is proven to improve attendance.</li> <li>Key individuals have affected data within Raise 2016 with clear reasons for absence, therefore current approach is still valid.</li> </ul>	Clear procedures in place Office staff member responsible for identifying pupils at risk and initiating phone calls, initial letters and meetings with the school nurse. Headteacher to lead meetings with the attendance officer.	DR	February 2017
<b>Total budgeted cost</b>					£2,000
<b>iii. Other approaches</b>					
<b>Desired 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>
Raise self esteem, confidence and positive learning behaviours	Growth mindset YMCA mental health counselling Learner of the week	<ul style="list-style-type: none"> <li>Growth mindset approach trialled in Year 5 during 2015 2016 and had a positive impact for the vast majority of learners.</li> <li>YMCA provide counselling sessions which will be aimed at pupils not reaching the threshold for CAMHs intervention but at risk of deteriorating further without additional support.</li> </ul>	Pupil discussions Staff discussions Boxall profile	DR and JC	
<b>Total budgeted cost</b>					£5,000