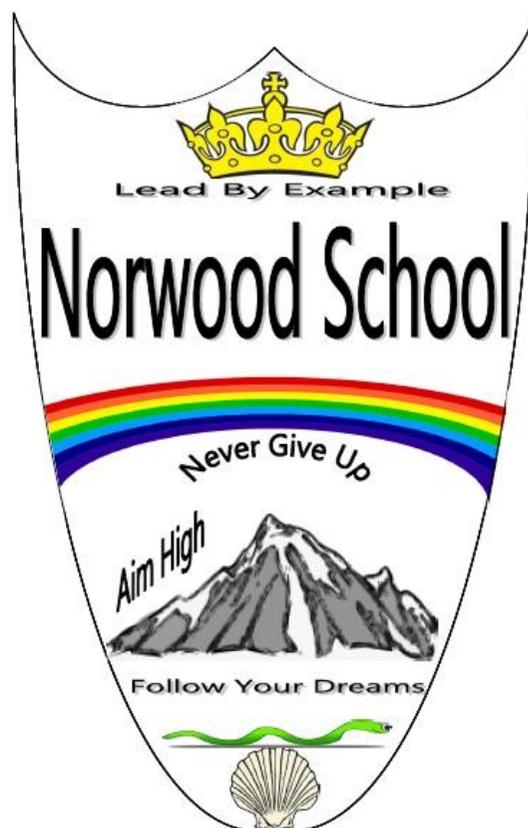


The Pupil Premium: 2016-2017

Analysis & challenge tool for schools



<u>Financial year</u>	<u>Amount of Pupil Premium funding</u>
2015-2016	£57,060
2016-2017	£57,720
2017-2018	£51,780

	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
<u>Percentage of FSM pupils:</u>	20%	19%	19%
Number of FSM pupils eligible for the Pupil Premium:	42	38	39
Number of looked after pupils eligible for the Pupil Premium:	0	0	0
Number of service chn eligible for the Pupil Premium:	0	1	1
Number of adopted chn eligible for the Pupil Premium:	0	0	0
<u>Total</u>	42	39	40

EYFS

	Disadvantaged- Norwood	Non-Disadvantaged- National Average
Good Level of Development	100	75

Phonics

	2016-2017	2015-2016	2014-2015
PP Pass Y1	100%	100%	33%
Other Pass Y1	84%	83%	79%
PP Pass Y2	80%	100%	86%
Other Pass Y2	83%	93%	

Key Stage 1

	Disadvantaged- Norwood School	Non-disadvantaged- National Average
Reading	50	79
Writing	17	72
Maths	33	79

Key Stage 2

	<u>2017 FSM</u>	<u>2017 Other National</u>	<u>Gap FSM v Non</u>
Attainment – Average scaled score in Reading	97	105	-7
Progress- Reading	-2.17	+0.33	-1.84
Attainment - Expected or better in Writing	67%	76%	-9%
Progress- Writing	-1.73	+0.17	-1.56
Progress - Greater Depth in writing	-2.32	0.13	-2.19
Attainment - Expected in SPAG	67%	77%	-10%
Attainment - Expected in Mathematics	93.8	105.3	-11.5
Progress- Maths	-5.97	+0.28	-5.69
Attainment - Expected in RWM	13%	67%	-54%
Attendance	6.30	5.40	+0.9
Fixed-term exclusions	NONE	NONE	NONE

8/27 Children = 30% PP

Of these 8 pupils:

- 33% joined Norwood after their Reception year
- Two pupils have an EHA open for SEN needs
- Two pupils have an EHC for cognition and learning

1. Summary information					
School	Norwood Primary School				
Academic Year	2017-2018	Total PP budget	£51,780	Date of most recent PP Review	July 2017
Total number of pupils	208	Number of pupils eligible for PP	39	Date for next internal review of this strategy	Dec 2017

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	13%	67%
progress score in reading	-2.17	+0.33
progress score in writing	-1.73	+0.17
progress score in maths	-5.97	+0.28

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Lower vocabulary and grammatically incorrect spoken and written sentence structures	
B.	Poor spelling	
C.	Lower starting points in maths	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Social skills	
E.	Low expectation and self-esteem	
F.	Additional Special Educational Needs which impacts upon learning.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils speak in grammatically correct sentences which are written accurately in longer pieces of writing. Pupils use a wide vocabulary and understand the meaning of words that they read.	70 % pupils achieve expected standard at the end of KS1 in reading and writing. Teacher assessment across non-SAT years identifies 70% at expected or above in reading and writing.
B.	Pupils are able to read and spell the Year 1 and 2 common exception words in longer pieces of writing. Pupils are able to read and spell the common exception words for their year group.	100% pupils are able to read and spell the Year 1 and 2 common exception words in longer pieces of writing. 80% pupils are able to spell the majority of the common exception words for their age group.

C.	Pupils will use visual representations and talk for maths to develop mastery in maths. Measured through tests, observations and teacher/pupil discussions.	75% pupils' achievement in KS2 is at national or above. 75% KS1 results are at national or above. EYFS mathematics is at national or above. Teacher assessment for non-SAT years is at least 75% expected or above.
D and E	Pupils can name at least one friend and identify what they are good at. Pupils demonstrate a growth mindset.	90% pupils show a positive attitude towards school and feel that they have at least one friend and someone that they can talk to in school.
F.	Pupils with additional needs are met through the SEN policy and make progress from their starting points.	90% pupils with SEN make progress from their starting points and show additional skills such as confidence, character, group speaking and participation in learning.

5. Planned expenditure

Academic year **2017-2018**

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

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?
Pupils speak in grammatically correct sentences which are written accurately in longer pieces of writing. Pupils use a wide vocabulary and understand the meaning of words that they read. Pupils explain articulate, detailed answers when comprehending texts.	PiXL therapies Expectation for all children to speak in sentences, using sentence stems and explaining why. Mathematical discussions in Maths No Problem. Use of sound buttons across school. Quality first read of texts Paired and repeated reading strategies	<ul style="list-style-type: none"> Evidence based research shows that PiXL and Maths no Problem have a high success rate. Discussion with Hull school shows the impact of speaking in sentences. Education Endowment Fund recommendations. 	Masterclass Observation Pupil discussion Writing moderation Tests Work scrutiny	JC and BR	December 2017

<p>Pupils are able to read and spell the Year 1 and 2 common exception words in longer pieces of writing. Pupils are able to read and spell the common exception words for their year group.</p>	<p>Implement regular spelling checks Implement Word Study sessions Word lists sent home with children PiXL Spelling tracker implemented</p>	<ul style="list-style-type: none"> • PiXL schools have high rate of success. • Word Study research group shows that this is a successful strategy for learning spelling patterns. 	<p>Masterclass Observations Work scrutiny Pupil discussion</p>	<p>JC</p>	<p>December 2017</p>
<p>Pupils will use the CPA method and talk for maths to develop mastery in maths.</p>	<p>Maths No Problem Cambridgeshire Maths Hub White Rose NCETM Mastery</p>	<ul style="list-style-type: none"> • Evidence based research shows that these are highly effective approaches. 	<p>Masterclass Observations Work scrutiny Pupil discussion</p>	<p>BR</p>	<p>November 2017</p>

Pupils can name at least one friend and identify what they are good at. Pupils demonstrate a growth mindset.	YMCA counselling groups Growth Mindset referred to and embedded throughout school Buddy system for individual pupils Extra-curricular group sessions e.g. gardening, baking, building.	<ul style="list-style-type: none"> • YMCA groups in school have made progress previously. • Children have identified extra-curricular activities that they feel confident and positive about. • Carol Dweck and Shirley Clarke research shows this as a link to positive outcomes. 	SDQ questionnaires YMCA reports Boxhall Profile Pupil, parent and staff discussions	JC	November 2017
Total budgeted cost					£50,000
ii. Targeted support					
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?
Raise self esteem, confidence and positive learning behaviours	Growth mindset YMCA mental health counselling Learner of the week Headteacher award	<ul style="list-style-type: none"> • Growth mindset approach trialled in Year 5 during 2015 2016 and had a positive impact for the vast majority of learners. • YMCA provide counselling sessions which will be aimed at pupils not reaching the threshold for CAMHS intervention but at risk of 	Pupil discussions Staff discussions Boxall profile	DR and JC	November 2017
Total budgeted cost					£2,000

6. Review of expenditure

Academic year **2016-2017**

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

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)
<p>80% can read age appropriate texts at a rate of 90 words per minute.</p>	<p>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</p>	<p>Year 2 = 70%, Year 3 = 87%, Year 4= 83%, Year 5 = 83%, Year 6 = 88%</p> <p>0% pupils converted from emerging (EYFS) to expected in reading. This was due to fluency which was affected by the need for pupils to decode the vast majority of words. This year group (Year 2) had a change of teacher from March 2017. At this point their reading fluency was at 33%. This will continue to be a focus for them in Year 3.</p>	<p>These approaches will continue with support for parents at home in understanding and implementing the paired reading strategy.</p> <p>Pupils in KS1 are over reliant on phonic decoding and need a greater recognition of high frequency words to be able to read 90 words per minute.</p>
<p>Pupil Premium children have a wider vocabulary and can speak and write in grammatically correct sentences.</p>	<p>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</p>	<p>Vocabulary has made progress which is witnessed in children's writing. Writing data is skewed for this target as there are too many additional factors affecting attainment at the expected level. Pupils' continue to speak using incorrect grammar which needs to continue to be high profile.</p> <p>0% pupils converted from emerging (EYFS) to expected in writing. This was largely due to grammar and spelling.</p>	<p>Whole school policy to speak in full sentences and expect all children to respond in full sentences.</p>

<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>	<p>All pupils in KS2 use cursive handwriting and in classes where the expectation for cursive writing remains high profile, there is a greater use of this within all writing. Pupils in KS1 must embed correct formation before entering Year 2.</p>	<p>Continue to purchase Letter-Join and share this with parents to use at home.</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>	<p>Staff have received a lot of CPD over the year and engaged with support from other schools within Peterborough. Views of maths teaching have altered over the year and the CPA method has been trialled by staff and teachers are beginning to understand this format of teaching new concepts. Maths continues to need further development to ensure that children experience a deeper understanding of mathematical concepts and all children are able to understand fully.</p> <p>20% emerging pupils (EYFS) converted to the Expected standard.</p>	<p>Maths No Problem has been purchased and will be implemented from September 2017 and the CPA and Singapore method will be utilised to move learning on.</p>	
			<p>Total cost £50,000</p>	

ii. Targeted support				
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 attendance for pupils accessing FSM	First day calling Letter home when triggering initial concern Meeting with school nurse meeting with attendance officer		Continue	£2,000
iii. 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
Raise self esteem, confidence and positive learning behaviours	Growth mindset YMCA mental health counselling Learner of the week	The vast majority of children support and model a growth mindset towards their learning. 2 pupils who accessed counselling made progress in their self-esteem and confidence.	Approach will continue into next academic year with an additional two workshop groups. One group will access self-esteem workshop and the other an emotional well-being workshop for 6 weeks.	£2,800