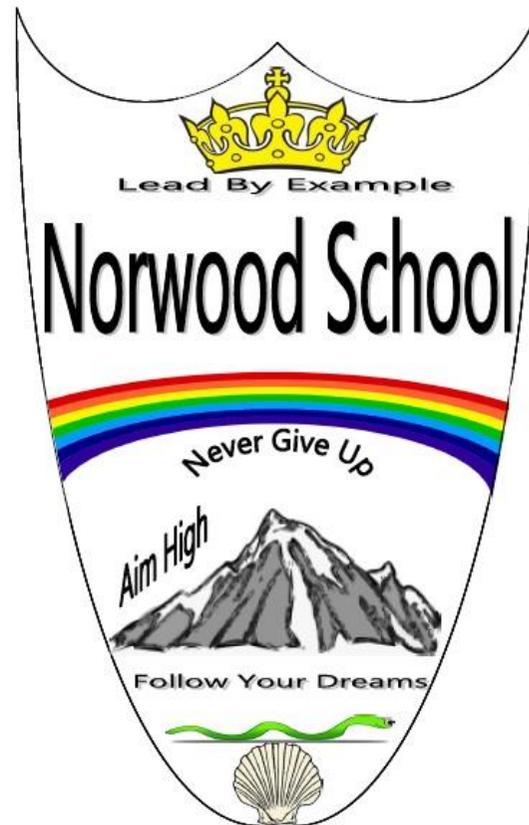


The Pupil Premium: 2017-2018

Analysis & challenge tool for schools



<u>Financial year</u>	<u>Amount of Pupil Premium funding</u>
2016-2017	£57, 720
2017-2018	£51, 780
2018-2019	£49, 140

	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
<u>Percentage of FSM pupils:</u>	19%	19%	18%
Number of FSM pupils eligible for the Pupil Premium:	38	39	38
Number of looked after pupils eligible for the Pupil Premium:	0	0	0
Number of service chn eligible for the Pupil Premium:	1	1	0
Number of adopted chn eligible for the Pupil Premium:	0	0	0
<u>Total</u>	39	40	38

EYFS

	Disadvantaged- Norwood	Non-Disadvantaged- Norwood
Good Level of Development	100%	72%

Phonics

	2017-2018	2016-2017	2015-2016
PP Pass Y1	100%	100%	100%
Other Pass Y1	81%	84%	83%
PP Pass Y2	100%	80%	100%
Other Pass Y2	93%	83%	93%

Key Stage 1

	Disadvantaged- Norwood School	Non-Disadvantaged- Norwood School
Reading	0%	64%
Writing	50%	50%
Maths	50%	82%

Of the 2 Pupil Premium children at Key Stage 1, one is on the SEN register.

Key Stage 2

	<u>2018 Disadvantaged</u> <u>Data with absent pupil removed</u>	<u>2018 Non-Disadvantaged Norwood</u>
Attainment - Expected in Reading	43% 50%	74%
Attainment – Average scaled score in Reading	101.5	107 (Norwood)
Attainment - Expected or better in Writing	57% 67%	76%
Attainment - Expected in SPAG	29% 33%	78%
Attainment – Average scaled score in GPS	100.5	107.4
Attainment - Expected in Mathematics	43% 50%	74%
Attainment – Average scaled score in Maths	103.7	108
Attainment - Expected in RWM	43% 50%	65%
Attendance	90.8%	96.2%
Fixed-term exclusions	0%	4%

7/30 Children = 23% PP

Of these 7 pupils:

- 71% (5 pupils) joined Norwood after their Reception year including 29% (2 pupils) who joined in Year 5
- 71% (5 pupils) receive SEN support
- 14% (1 pupil) has an EHC Plan
- 14% (1 pupil) was absent for 3 months and did not take the SATs tests due to medical reasons

1. Summary information					
School	Norwood Primary School				
Academic Year	2018-2019	Total PP budget	£49, 140	Date of most recent PP Review	July 2018
Total number of pupils	208	Number of pupils eligible for PP	38	Date for next internal review of this strategy	Dec 2018

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	43%	65% (Norwood)
progress score in reading	Not yet known	Not yet known
progress score in writing	Not yet known	Not yet known
progress score in maths	Not yet known	Not yet known

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.	Low interest in reading
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- lacking positive peer relationships and lacking positive adult role models
E.	Low expectation and self-esteem
F.	A large proportion of pupils have identified 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 use a wide vocabulary and understand the meaning of words that they read. Measured through PiXL and SAT testing.	Reading data for PP children is in line with national in Reception, Year 2 and Year 6. Reading data in Years 1, 3, 4, 5 shows at least 70% of children are achieving the expected standard.
B.	Pupils choose to read for enjoyment and choose to read a range of books that interest them which in turn increases vocabulary and reading comprehension. Measured through PiXL and SAT testing as well as Pupil questionnaires.	Reading data for PP children is in line with national in Reception, Year 2 and Year 6. Reading data in Years 1, 3, 4, 5 shows at least 70% of children are achieving the expected standard.

C.	Pupils will use visual representations and talk for maths to develop mastery in maths. Teachers will ensure variation in presentation of mathematical learning. Measured through tests, observations and teacher/pupil discussions.	Maths data for PP children is in line with national in Reception, Year 2 and Year 6. Maths data in Years 1, 3, 4, 5 shows at least 70% of children are achieving the expected standard.
D and E	Pupils demonstrate good self-esteem and learning behaviours. Measured through Leuven scales and Boxhall Profile.	90% pupils show a positive attitude towards learning and have positive lunchtimes and break-times. 90% pupils can name an adult in school that they feel listens to them and that they would seek out if they needed to talk to someone.

5. Planned expenditure

Academic year **2018-2019**

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 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. Quality first read of texts Paired and repeated reading strategies Mrs Wordsmith Vocabulary package. Bedrock Summer challenge	<ul style="list-style-type: none"> Evidence based research shows that PiXL and Education Endowment Fund recommendations. 	Masterclass Observation Pupil discussion Writing moderation Tests Work scrutiny	JC and BR	December 2018 March 2019 July 2019
Pupils enjoy reading and choose to read a range of books that interest them which in turn increases vocabulary and reading comprehension. Measured through PiXL and SAT testing as well as Pupil questionnaires.	Development of library provision Development of scheme book provision Join Peterborough Vision for Reading PiXL Reading buddies Bookshop prizes Reading Challenge High profile reading days- Roald Dahl Day, World Book Day	<ul style="list-style-type: none"> PiXL schools have high rate of success. Education Endowment Fund recommendations 	Masterclass Observations Work scrutiny Pupil discussion	JC	December 2018 March 2019 July 2019

<p>Pupils will use the CPA method and talk for maths to develop mastery in maths. Pupils will continue to complete Number and Lightning cycle to develop arithmetic and reduce load on working memory.</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. Number and Lightning in-school approach has shown pupil improvement in all the majority of year groups. 	<p>Masterclass Observations Work scrutiny Pupil discussion</p>	<p>BR</p>	<p>December 2018 March 2019 July 2019</p>
<p>Pupils demonstrate good self-esteem and learning behaviours.</p>	<p>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. Two members of staff to access YMCA Train the Trainer package to allow for immediate support to Norwood pupils. Pupils will have roles within school which make them feel valued and promote self-esteem. Pupils who demonstrate particularly low self-esteem check in with an adult once per fortnight to develop a good relationship and discuss learning needs.</p>	<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. 	<p>SDQ questionnaires YMCA reports Boxhall Profile Pupil, parent and staff discussions</p>	<p>JC</p>	<p>December 2018 March 2019 July 2019</p>
Total budgeted cost					<p>£50,000</p>

6. Review of 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	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)
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	Sound buttons are very distracting for other children and so are not ideal. Reading for Inference through a quality first read has not been a successful approach in Years 1, 2, 3, 4. Paired and repeated reading strategies have improved reading for pupils who were below 90 words per minutes. Grammar has developed in Years R (100%), 1 (75%), 2 (50%) and 6 (63%) PP pupils achieving the expected standard in writing. However where pupils continue to struggle it is with spelling and handwriting.	Vocabulary continues to be a factor affecting reading comprehension. PiXL will continue but a greater focus on teaching of specific vocabulary will be introduced for next academic year.
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.	Implement regular spelling checks Implement Word Study sessions Word lists sent home with children PiXL Spelling tracker implemented	Spelling has certainly been higher profile this academic year but there is still a long way to go. Pupils continue to struggle with spelling accurately and this is one of the main factors preventing children from achieving the expected standard. Pupils in Year 3 (22%), 4 (25%), 5 (29%) need a particular focus in this area.	Spelling will continue to be a focus next academic year as it continues to be one of the main factors preventing children from reaching the expected standard in writing.

<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>	<p>The CPA method has been observed in 86% lessons observed. Pupils access maths using resource boxes and have been exposed to a variety of pictorial methods prior to and alongside the abstract mathematical concepts. Number and Lightning which was introduced by the Maths Leader has been very successful in developing arithmetic across school. 50% PP pupils have achieved the expected standard in Year 2 and Year 6. Our maths leader has been successful in gaining a lead post with the Peterborough Maths Hub and this will support maths moving forward next academic year.</p>	<p>Maths No Problem has enabled school to develop the CPA approach across school and develop an awareness of mastery. Maths No Problem will continue with support from the Maths Hub to ensure that Reasoning skills are developed further. Number and Lightning will now become part of the school's maths learning to embed arithmetic skills.</p>
<p>Pupils can name at least one friend and identify what they are good at. Pupils demonstrate a growth mindset.</p>	<p>Growth mindset YMCA mental health counselling Learner of the week Headteacher award</p>	<p>85% PP children can name at least one friend. 82% PP children can identify something that they are good at in school. 72% PP children have good self-esteem and learning behaviours.</p>	<p>Growth mindset is well embedded into the school culture and will continue along with Learner of the Week, Star of the Week, Headteacher Award and everyday positive reinforcement through class credits, merits and house points. Next academic year there will be a greater focus on monitoring self-esteem and utilising additional opportunities to build this through the school garden, child reading buddies, play buddies and regular time with a key adult.</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
Raise self-esteem, confidence and positive learning behaviours	<ul style="list-style-type: none">• Emotions group• YMCA• Learner of the week• Star of the week	Pupil Premium children are represented in School Council and all have at least one monitor job within their classrooms. Only 26% PP children access clubs despite these being free for PP children. 72% PP children have good self-esteem and learning behaviours.	Next term two members of staff will be trained to deliver first tier programmes from the YMCA Mental Health programme. This will enable children to be supported from the moment concerns are raised. Ensure PP children have a voice when clubs are being chosen for the coming terms to encourage attendance.	£2,000