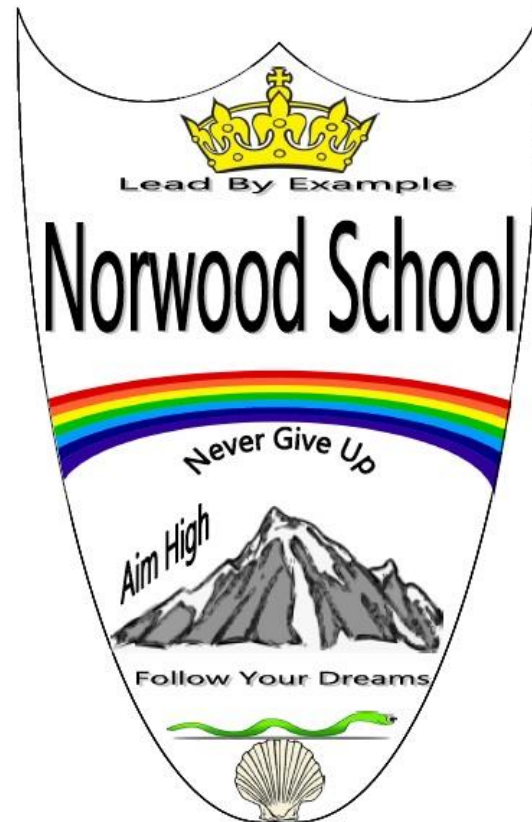


The Pupil Premium: 2018-2019

Analysis & challenge tool for schools



<u>Financial year</u>	<u>Amount of Pupil Premium funding</u>
2017-2018	£51,780
2018-2019	£49,140
2019-2020	£51,780

	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>
<u>Percentage of FSM pupils:</u>	19%	18%	19%
Number of FSM pupils eligible for the Pupil Premium:	39	38	39
Number of looked after pupils eligible for the Pupil Premium:	0	0	0
Number of service chn eligible for the Pupil Premium:	1	0	1
Number of adopted chn eligible for the Pupil Premium:	0	0	0
<u>Total</u>	40	38	40

EYFS

	2018-2019	2017-2018
PP cohort	0 pupils	1 pupil
Good Level of Development		
PP Norwood	n/a	100%
Non-PP Norwood	n/a	72%

Phonics

	2018-2019	2017-2018	2016-2017
Year 1 PP cohort	1 pupil non SEN	4 pupils – one SEN	2 pupils – one SEN
PP Pass Y1	100%	100%	100%
Other Pass Y1	83%	81%	84%
PP Pass Y2	100%	100%	80%
Other Pass Y2	93%	93%	83%

Key Stage 1

% of children achieving the expected standard or above	2018-2019 PP cohort = 4. One pupil on the SEN register.	2017-2018 PP cohort = 2. One pupil on the SEN register.
Reading PP	75%	0%
Reading Non-PP	62%	64%
Writing PP	75%	50%
Writing Non-PP	69%	50%
Maths PP	75%	50%
Maths Non-PP	65%	82%

Key Stage 2

	<u>2019 Disadvantaged</u>	<u>2018 Disadvantaged</u> <u>Data with absent pupil removed</u>	<u>2018 Non-Disadvantaged</u> <u>Norwood</u>
Attainment - Expected in Reading	33%	43% 50%	74%
Attainment – Average scaled score in Reading	97.2 (Excluding disapplied child)	101.5	107 (Norwood)
Attainment - Expected or better in Writing	50%	57% 67%	76%
Attainment - Expected in SPAG	50%	29% 33%	78%

Attainment – Average scaled score in GPS	100.5	100.5	107.4
Attainment - Expected in Mathematics	33%	43% 50%	74%
Attainment – Average scaled score in Maths	97.4 (Excluding disapplied child)	103.7	108
Attainment - Expected in RWM	33%	43% 50%	65%
Attendance	93.16%	90.8%	96.2%
Fixed-term exclusions	0%	0%	4%

6/30 Children = 20% PP

Of these 6 pupils:

- 17% (1 pupils) joined Norwood after their Reception year including 29% (2 pupils) who joined in Year 5
- 66% (4 pupils) receive SEN support
- 17% (1 pupil) has an EHC Plan

1. Summary information					
School	Norwood Primary School				
Academic Year	2019-2020	Total PP budget	£51,780	Date of most recent PP Review	July 2018
Total number of pupils	208	Number of pupils eligible for PP	40	Date for next internal review of this strategy	Dec 2019

2. Current attainment		
	<i>Pupils eligible for PP (Norwood)</i>	<i>Pupils not eligible for PP (Norwood)</i>
% achieving expected standard in reading, writing and maths		
progress score in reading		
progress score in writing		
progress score in maths		

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
B.	Reading- weak phonics, low fluency and poor phonemic awareness
C.	Speech sound delay
D.	Lower starting point in maths
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Social skills- lacking positive peer relationships and positive adult role models
F.	Emotional needs- attachment difficulties and separated families
G.	Low expectations and self-esteem

H.	A large proportion of pupils have identified Special Educational Needs which impacts upon learning.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Understanding of vocabulary is age appropriate. Measured through Bedrock outcomes, PiXL and SAT tests in reading.	PP pupils will be able to respond accurately to questions regarding vocabulary in SATs and PiXL testing.
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. Pupils use phonics strategies effectively to decode unknown words which in turn improves fluency to at least 90 words per minute. Measured through PiXL and SAT testing, pupil discussions, fluency checks.	Reading data for PP children is in line with national other 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. PP pupils can read at a fluency of 90 words per minute or better.
C.	Pupils will be able to speak with clear speech sounds. Measured through Speech and Language Therapy assessments.	Pupils will be able to speak with clear speech sounds.
D.	Pupils will consistently demonstrate age appropriate arithmetic skills and be able to use these in the context of maths problems in summative assessment. Measured through tests, observations and teacher/pupil discussions.	Maths data for PP children is in line with national other 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.
E, F, G	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	2019-2020
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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

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?
Understanding of vocabulary is age appropriate.	PiXL therapies Bedrock Vocabulary learning Word Smash approach- using Robert Marzano's research	<ul style="list-style-type: none"> Robert Marzano's 6 steps to learning new vocabulary show positive outcomes Bedrock has shown to improve pupil outcomes. PiXL schools have high rate of success. 	Masterclass Observation Pupil discussion Writing moderation Tests Work scrutiny	JC	December 2019 March 2020 June 2020

Budget: £5,000

<p>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. Pupils use phonics strategies effectively to decode unknown words which in turn improves fluency to at least 90 words per minute.</p>	<p>Development of Library appearance to showcase books Staff reading profile Pupil recommendations Peterborough Vision for Reading PiXL therapies Reading buddies Bookshop prizes Reading Challenge High profile reading days- Roald Dahl Day, World Book Day Parent/Carer engagement with a reading focus RWI Phonics intervention RWI Fresh Start</p>	<ul style="list-style-type: none"> • PiXL schools have high rate of success. • Read Write Inc has enabled positive phonics check outcomes • Education Endowment Fund recommendations 	<p>Masterclass Observations Work scrutiny Pupil discussion</p>	<p>JC</p>	<p>December 2019 March 2020 June 2020</p>
<p>Budget: £15,000</p>					
<p>Pupils will be able to speak with clear speech sounds.</p>	<p>Speech sound assessment completed on entry to school for pupils with unclear speech. Speech therapy referrals completed. Speech therapy implemented daily</p>	<ul style="list-style-type: none"> • Speech therapy intervention resulting in quick progress is typical at Norwood with many children being discharged earlier than expected. 	<p>Observations In school training Speech therapist fortnightly support</p>	<p>JC</p>	<p>December 2019 March 2020 June 2020</p>

Budget: £10,000

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.

Maths No Problem
Cambridgeshire Maths Hub
White Rose
NCETM Mastery

- 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.

Masterclass
Observations
Work scrutiny
Pupil discussion

BR

December 2019
March 2020
June 2020

Budget: £10,000

<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.</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>YMCA reports Boxhall Profile Pupil, parent and staff discussions</p>	<p>JC</p>	<p>December 2019 March 2020 June 2020</p>
<p style="text-align: right;">Budget: £10,000</p>					
<p style="text-align: right;">Total budgeted cost</p>					<p>£50,000</p>

6. Review of 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	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 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.	Year 1- 0% PP achieved the expected standard or above 77% Non-PP achieved the expected standard or above Year 2- 75% PP achieved the expected standard or above 64% Non-PP achieved the expected standard or above Year 3- 50% PP achieved the expected standard or above 59% Non-PP achieved the expected standard or above Year 4- 40% PP achieved the expected standard or above 35% Non-PP achieved the expected standard or above Year 5- 17% PP achieved the expected standard or above 79% Non-PP achieved the expected standard or above	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 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.	Maths data	Year 1- 100% PP achieved the expected standard or above 69% Non-PP achieved expected standard or above Year 2- 75% PP achieved the expected standard or above 65% Non-PP achieved expected standard or above Year 3- 66% PP achieved the expected standard or above 59% Non-PP achieved expected standard or above Year 4- 38% PP achieved the expected standard or above 59% Non-PP achieved expected standard or above Year 5- 38% PP achieved the expected standard or above 77% Non-PP achieved expected standard or above	Maths on entry is better than literacy skills on entry. However it is still markedly lower than Non-PP children. The implementation of Number and Lightning has enabled 86% pupils to access maths within their own age group compared with 73% in the previous academic year.

<p>Pupils demonstrate good self-esteem and learning behaviours.</p>		<p>100% of pupils cited that the YMCA support groups helped them to manage their feelings better. 71% teaching staff identified better attitudes to learning for the PP pupils within their classes. 94% pupils manage friendships well and have a good circle of friends.</p>	<p>Pupils with poor peer relationships need further guidance in managing their behaviours and recognising their impact on others.</p>
			<p style="text-align: right;">Budget: £</p> <p style="text-align: right;">Total cost £50,000</p>