

Pupil premium strategy statement (Primary)

1. Summary information					
School	Norton Juxta Kempsey CE First School				
Academic Year	2018 2019	Total PP budget	£13,620	Date of most recent PP Review	April 2019
Total number of pupils	134	Number of pupils eligible for PP	Actual 6 LAC 3	Date for next internal review of this strategy	July 2019

2. Current attainment Data Academic year 2017 2018		
	<i>Pupils eligible for PP (your school) Based on 10 pupils</i>	<i>Pupils not eligible for PP (national average)</i>
% reaching age related expectations in reading	Figures are not published due to small cohort sizes	
% reaching age related expectations in writing		
% reaching age related expectations 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.	Early reading and writing skills
B.	Fine and gross motor development impacting on writing.
C.	Behaviour issues for pupils in KS1 are having a detrimental effect on their academic progress and that of their peers.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates for 2017 2018 was 96% and lower than attendance for non pp children. This reduces their hours in school, and causes them to fall behind on average. This figure is an improvement on previous academic year. Teachers/TAs supporting an increasing amount parents finding homework/support materials difficult to understand.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve early reading and writing skills for pupils	Increase % PP children obtaining ARE Year 1 phonics
B.	Improve gross and fine motor skills	Reception – improve gross and fine motor skills-Balance-ability KS1/KS2-Gross motor skills programme Increase participation in afterschool sports clubs (funded)
C.	Behavioural support for KS1 pupils addressed Children are more able to talk about their feelings in a controlled way	Play Therapy assessment and programme Individual provision
D.	Increase attendance rates of pupils eligible for PP Increased parental engagement	Reduce number of persistent absentees for PP Attendance for pp to be in line with national expectations 97% 100% PP parents attending parents evening. PP achieving well in weekly spelling and times tables tests

5. Planned expenditure					
Academic year					
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?
Improve early reading and writing	Implement RWI Programme and 1 to 1	First year of RWI. All staff trained and additional Ta hours needed	Impact overseen by literacy coordinator – release time to work with colleagues, review work and pupil conferencing Analysis of tracking at pupil progress meetings	Sm JD	July 2019
Improving Mental health and wellbeing	Staff training on mental health issues Emotion pots in all classrooms Developing the PSHE Curriculum to ensure that all children can talk about their feelings and	National agenda and awareness of supporting pupils health and wellbeing High levels of family breakdown in our school and observing the distress and anxiety that this can cause.	Appointment of new PSHE Lead	JD	July 2019
Increasing number of pupils with positive attitudes to learning	Growth mindset Engaging parents – Parent workshops and attendance at parents evening	Research around positive classroom norms and growth mindset (Jo Boaler)	GLOW Maths. Inclusive practice.	JS	July 2019
Improved gross and fine motor skills	Gross motor development – balance bikes Reception Fine motor dough gym Reception	Evidence seen form other schools / cluster moderation	English lead/SENDco to measure success of interventions.	SM JS	July 2019
Increased access to the curriculum through targeted in class support	EHCP Support	Outlined in EHCP	Regular monitoring at PP meetings to ensure QFT Analysis of tracking data and provision maps	JD /JS	July 2019
Total budgeted cost					£3500
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?

Improve early reading and writing	1 -2-1 and small group provision using language Links screening and resources Reception Small group intervention – phonics Small group intervention Black sheep press	Recommended by Speech and Language	½ termly monitoring at pupil progress meetings Base line and end of intervention data analysed by SENCO	All JL	June 2019
Improve outcomes in maths for PP children and narrow the attainment gap.	Targeted in class support in KS1 KS2 Teacher led support during basic maths Year 2 First class at number intervention Year 2 booster group to focus on mathematical language and reasoning led by Maths coordinator	Teacher led intervention was part of a cluster of school intervention project with Worcester University last year and was shown to have a positive effect on mathematical confidence and progress. First class @ number – evidence for Edgehill University and in school data over the last 3 years	Impact overseen by Maths coordinator and regular reviewed during pupil progress meetings with SENCO using 1/2 termly tracking data	MS JL	June 2019
Financial support to families	Ensuring that fiancé is not a barrier to pupils participating in the wider life of the school	Importance of children interacting with their peers in after school activities e.g sports clubs, music and outdoor education West Malvern visit. Widening PP experiences and aspiration	Engaging with parents to access their individual needs	JD / MS	July 2019
Total budgeted cost					£8,000

iii. Other approaches

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?
D Increase attendance	Employee EWO to monitor pupil and follow up persistent absence. Ensure all absences are followed up on the first day.	Children need to be in school to ensure that they do not have gaps in their understanding.	Regular meetings for the headteacher with the EWO to ensure all possible measure have been implemented and followed up.	JD / MS	April 2019
E Improve pupil behaviour	Pupil - Playtime targeted support and plans in place. Socially speaking Participation In after school clubs – self-esteem building relationships with peers	Recommendations form external agencies – CCLD Behaviour support team Ed Pyc	Monitor behaviour at playtimes and regularly review approaches being used so that teaching time is maximised in class. – FASD Not just managing but changing behaviour. Improved social relationships	Class teachers	

	West Malvern			
Total budgeted cost				£1500
6. Review of expenditure				
Previous Academic Year 2017 2018				
Desired outcome	Chosen action/approach	Estimated 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
Improving the quality of intervention through training and monitoring	Senco network meetings Ta training Release time for PP MEETINGS		PP meetings are very effective at ensuring the needs of all children are identified including greater depth.	£3,500
Ensuring pupils are accessing learning in the class	TA support – 1 – 2-1 and small group	Positive impact shown on pupil progress e.g Y4 – INCAS TEST – all pp children in age standardised score range and this was the same as non PP children.	Deployment and skills of TA monitored during lesson obs and shown to be of high quality.	£6,000
i. Targeted support				
Desired outcome	Chosen action/approach	Estimated 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 % pupils at ARE and ensure all PP making good progress	Interventions	Data set is very small and available in school. Case studies compiled for individual children.	Rapid phonics is successful for some children but not all. Precision teaching recommended by Ed Psychologist instead.	£7,500
To provide targeted intervention so that pupils are better able to access the year 1 curriculum TA to provide additional emotional and social support including personal care	Transition support from Reception to ks1	Personal care and hygiene plan	Transition plan was identified in the summer term prior to leaving reception identifying physical. Emotional and educational needs and the teachers worked closely together.	£1,400

Reduce incidents of poor behaviour at lunchtimes	Lunchtime club led by sports coach	Reduced incidents recorded by lunchtime supervisors Observed better relationships with peers		£450
Ensuring that the support is correctly identified and implemented	Specific assessments by external professions	Collecting evidence for SEN PP child in preparation for EHCP		£1500
Ensuring that the support is correctly identified and implemented	Resources to implement recommendations	Collecting evidence for SEN PP child in preparation for EHCP		£1500
ii. Other approaches				
Desired outcome	Chosen action/approach	Estimated 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
Improved attendance	EOW Breakfast club for 1 pupil	Improved attendance for 1 pupil	Providing breakfast - pupil more engaged in class and attendance improved.	£600
Increase participation of PP in the wider life of the school	Financial support	All pp children took part in after school activities and attended West Malvern trip	Important to engage parents	£400

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.nortonfirst.worcs.sch.uk