



Norton Juxta Kempsey CE First School Pupil Premium Strategy 2016-17

At Norton Juxta Kempsey CE First School we are committed to all pupils making good or better progress from their relative starting points and to most pupils attaining age-related standards or greater, whether they are categorised as disadvantaged or non-disadvantaged pupils.

What are the main barriers to educational achievement for pupils entitled to the Pupil Premium grant?

- Some of our Pupil Premium pupils join EYFS with lower starting points than non-disadvantaged pupils, especially lower PSED levels and lack the maturity and independence levels to sustain longer periods of learning.
- At times, our Pupil Premium pupils have lower levels of CL (Communication and Language) upon entry to EYFS and their baseline scores in this area are often lower than non-disadvantaged pupils. This impacts upon their progress in reading and writing compared to non-disadvantaged pupils.
- Often, pupils who receive the Pupil premium entitlement are also pupils with SEND and have more complex needs that can have an adverse effect on their learning.
- Some of our parents of our Pupil Premium pupils are harder to engage in their child's learning and these pupils lack the support the majority of pupils receive at home.
- In the past, some of our Pupil Premium pupils have poor attendance and measures have been taken to address this issue.
- Some of our pupils have lower expectations of themselves as learners; they often have poorer metacognitive skills than other pupils and don't understand how they learn best.
- Some of our Pupil Premium pupils have lower self-esteem.

How will Norton Juxta Kempsey CE First School spend this allocation in order to address these barriers, why have we taken these approaches and how will we measure the impact on pupil outcomes?

At Norton Juxta Kempsey CE First School, during 2016-17, we will spend the Pupil Premium allocation in the following ways in order to minimise and eradicate the barriers outlined above:

- Continue to recruit high quality teachers and teaching assistants to deliver effective Quality First Teaching for all.
- Our SENCO will continue to lead and manage the Whole School Provision map and lead Pupil Progress Meetings regarding disadvantaged pupils with all staff on a half-termly basis so that a forensic approach is taken to identifying what is needed to accelerate pupil progress i.e. tailor all intervention and enrichment activities to impact significantly on progress rates.
- Continue to develop CPD programmes for teaching assistants so that all intervention programmes are delivered by highly effective personnel eg: Sensory Sensitivity training 5th January 2017.



- Continue to plan interventions programmes that will impact on other pupils not just Pupil Premium pupils for example Language Links for all of the EYFS pupils.
- Promote pupils' self-esteem and develop their own high expectations of themselves as learners throughout the whole school by applying a 'Growth Mind-set' approach.

PLEASE READ THIS IN CONJUNCTION WITH OUR SDP 2016-17