



Pupil premium strategy statement Northbrook Primary School



1. Summary information

School	Northbrook Primary School, Leyland				
Academic Year	2018/19	Total PP budget	£71, 240	Date of most recent PP Review	July 2018
Total number of pupils	192	Number of pupils eligible for PP	55(29%)	Date for next internal review of this strategy	July 2019

2. Current attainment

	<i>Pupils eligible for PP (10/22 children)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	0%	70%
Progress in reading	-1.18	0.31
Progress in writing	-8.48	0.24
Progress in maths	-2.93	0.31

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	A number of children, including a high proportion of PP pupils exhibit significant social, emotional and mental health issues.
B.	Many PP children have gaps in reading, writing and maths which hinder their progress
C.	Disadvantaged children's basic skills in reading, writing and in speech, language and communication upon entering the school are affected by gaps in their knowledge and understanding of vocabulary. For a small group of pupils this trend continues through to year 1 phonics screening and beyond.
D.	Behavioural issues for a group of children (mostly eligible for PP) are having a detrimental effect on their academic progress and that of their peers.

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Attendance continues to prove a barrier to the good progress of a number of our pupils, including PP children. High rates of PA in PP children.
F.	Many of the children eligible for PP do not read at home regularly or complete other homework activities which hinders their progress

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Access to the curriculum is improved through the provision of Nurture and Counselling services within school.	Pupil confidence and self-esteem increases, leading to improvements in behaviour for learning.

B.	Pupils receive appropriate and targeted interventions as required to support them to achieve age related expectations , increase progress levels and are effective in narrowing the gap – attainment and progress in core subjects are improved.	Data reflects that targeted pupils eligible for PP have made at least expected progress and a high proportion making accelerated progress by the end of the year so that more pupils meet age-related expectations by July. % of PP children achieving ARE increases throughout the school and is in line with non pupil premium data.
C.	Improved Speech and Language skills across school leading to an improvement of PP children meeting ARE by the end of year Basic skills in phonics, vocabulary development and writing demonstrate accelerated progress.	Targeted children achieve expected standard in Year 1/ Year 2 phonics. Improvement in PP outcomes in reading, SPAG and writing Pupils have access to quality spoken and written language Pupils eligible for PP to make accelerated progress by the end of the year so that all pupils meet age-related expectations by July. % of children achieving ARE increases throughout the school Improve communication and language skills for pupils eligible for PP and improve attainment and progress in reading across the school
D.	Vulnerable children are identified early with the EYFS, so that differences do not widen as they move through School.	Early identification supports speedy interventions and the gap is minimized early.
E.	Behavioural issues to be addressed.	Fewer behaviour incidents recorded. Fewer escalations through the step system leading to fewer fixed term exclusions.
F.	Raise attendance of disadvantaged pupils to at least national average and reduce PA.	Attendance for majority of children is 96% Number of children with PA reduced.

5. Planned expenditure

Academic year		2018/19			
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 ?
C. Improved Speech and Language skills across school leading to an improvement of PP children meeting ARE by the end of year	Targeted professional development to enhance staff expertise in the teaching of reading/ reading comprehension and	All pupils accessing quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011) Targeted professional development to	All pupils accessing quality first teaching % attaining GLD increased. Gap reduced	DHT -CMc	Weekly checks School monitoring schedule (ongoing) Half termly data

<p>Vocabulary is enhanced.</p>	<p>writing, to ensure high quality learning for all.</p> <p>Speech and Language targeted support for FS & KS1 plus other identified children throughout the school</p> <p>Quality first teaching through teaching and feedback, additional group teaching by highly experienced teachers</p> <p>An additional TA working in reception for one lesson each day to ensure that all PP children receive additional support to extend and enrich their speech and language</p> <p>TA timetabled to run Talk Boost intervention programme in EYFS and Y1 3 x week</p> <p>TAs to deliver guided read sessions in all classes throughout the school</p> <p>Children who did not meet the required standard in Y1 phonics screening to receive catch up phonics (Fast Track) 3 x week.</p>	<p>enhance staff expertise in reading comprehension and spelling.</p> <p>EEF toolkit suggests that reading comprehension approaches accelerate progress. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p> <p>Spelling, linked to vocabulary acquisition has been identified as a barrier to learning.</p> <p>The EEF toolkit suggests communication and language approaches are effective for developing young children's expressive vocabulary and early reading skills learning, including their spoken language skills. Furthermore, Phonics approaches have been consistently effective in supporting younger readers to master the basics of reading.</p> <p>The EEF toolkit suggests that the development of oral language interventions can be effective.</p>	<p>Targeted pupils make positive VA progress. % attaining age related expectations increased.</p> <p>Spoken language, expressive vocabulary and early reading improved, impacting on % GLD and Y1 Phonics</p> <p>All teachers following the school teaching and learning policy Book scrutiny Data analysis (including vulnerable groups)</p> <p>All children who did not achieve the expected level in the Y1 phonics screening are successful in Y2</p> <p>Speech and language development is evidenced in every day communication</p>		<p>review</p>
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D. Vulnerable children are identified early with EYFS, so that differences do not widen as they move through School.	Raising staffing levels to provide inclusion support for pupils and targeted intervention. Early Speech and Language Intervention	This additional support will enable teachers to quickly give support to pupils on entry to school. Children present with low levels of speech, language and communication on entry to school.	SLT will monitor the impact of this support through lesson observations and learning walks.		Pupil Progress Meetings Termly
Total budgeted cost					£32,566.33
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 ?
B. Pupils receive appropriate and targeted interventions as required to support them to achieve age related expectations, increase progress levels and interventions are effective in narrowing the gap (Focus on Writing and Maths)	Support Assistants to deliver intervention programmes in each key stage. Some children in KS2 have been identified to receive appropriate maths interventions – Power of Two, Plus One Some children have been identified to receive some reading interventions such as Toe by Toe and IDL Focus group teaching by highly experienced teachers Prioritise high quality targeted teaching and learning to ensure that all pupils make the necessary progress to attain well Raising staffing levels to	Research based interventions (e.g. Power of Two, Plus One, Toe by Toe, IDL etc.) address specific needs. Intervening in a timely fashion ensures daily learning objectives are met by all thus diminishing the difference Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011) The EEF toolkit suggests that interventions matched to specific pupils needs can be effective, particularly when delivered through 1:1 or through small group support. Pupil premium children in most settings are significantly below age related expectations in both aspects of literacy. To counteract this the school funds a teaching assistant in each class with the aim to support teaching with targeted intervention. Planning highlights the pupil premium children in each class so that their progress can be more closely monitored.	Pre and post testing to analyse the impact of every intervention. Focus group daily feedback Quality training for support staff School effectiveness schedule Weekly health checks SLT will monitor the impact of this support through lesson observations and learning walks. Book scrutinies will also show the progress of all pupils and evidence of the interventions received when they have not met the success criteria of a lesson. Governor monitoring Evidence of attainment and progress of PP children in line with peers and national. Differences diminished. Evidence of accelerated progress. Disadvantaged pupils develop a love for reading and read well	LF Senco/ VB HT	Pupil Progress Meetings Termly or ½ termly for key year groups

	provide inclusion support for pupils and targeted intervention.	This additional support will enable teachers to quickly give support to pupils that are not meeting success criteria in lessons. Through this these pupils will be less likely to fall behind in their learning. It will improve their confidence and enable them to fully participate in future lessons.			
A - Access to the curriculum is improved through the provision of Nurture and Counselling services within school.	<p>School to fund provision of in-house Nurture groups to develop and support children's emotional, social and behavioural needs and to support the children through difficult times, e.g. transition or family difficulties.</p> <p>School to buy in professional counselling services for pupils in need.</p> <p>School to fund sessions on Autism (2 x twilights)</p> <p>School to fund Behaviour audit with Lancashire consultant and then work alongside consultant in Key Year</p>	<p>Many of our PP children experience SMEH problems which can provide a barrier to learning and impact negatively on their progress, and that of others. We believe that access to these services will raise individual self-esteem and encourage positive behaviours for learning.</p> <p>EEF toolkit and further research (Elaine Hannen, educational psychologist) suggests that on average, Social and Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself</p> <p>Many of our pupil premium children in KS2 have been identified as being emotionally vulnerable and needing possible extra support to access learning in a positive and productive way. This makes it essential that we give them</p>	<p>Staff delivering Nurture sessions receive training.</p> <p>Children identified will have a baseline assessment and exit assessment to assess the impact nurture has.</p> <p>Groups for nurture to change on a termly basis and be reassessed.</p> <p>Independent professional counsellor used.</p> <p>Class teacher constantly monitor children who may have need of the services and liaise with providers to allow speedy access.</p> <p>Children feel comfortable when discussing issues and build and develop strategies to deal with situations independently on a daily basis</p>	SENCO – LF DHT - CMC	<p>July 2019</p> <p>Termly pupil progress meetings</p> <p>Half termly intervention pupil progress meetings</p> <p>Data analysis</p> <p>Pre and post assessment weeks</p> <p>On-going</p> <p>Termly case studies on pupils to share with governors.</p>

D - Behavioural issues to be addressed.	groups Nurture member of staff develops targeted behavioural interventions for identified pupils	access to support groups and one to one support as required; these are run by our in-house Nurture others may access weekly funded counselling. Some children are not ready for learning, behaviour issues have arisen or the impact of barriers arising at home and the children do not know how to move on from the incidents.	Management meetings to ensure early identification of children with issues. Weekly pastoral meetings where actions are put into place for key individuals. Case Studies of pupils		
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Total budgeted cost					£39, 339.12
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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 ?
E - Raise attendance of disadvantaged pupils to at least national average and reduce PA.	<p>Cash prizes and incentives introduced to be earned termly for individuals and weekly and half-termly for classes with highest attainment figures and best punctuality figures.</p> <p>Reported to parents on a weekly basis as part of newsletter.</p> <p>Sanctions to be applied to PA</p> <p>Reward 100% attendance regularly</p> <p>Continue with first day calling</p>	<p>Some pupils' poor rates of attendance and punctuality are hindering their progress.</p> <p>DfE research published February 2015 (The link between absence and attainment at KS2 and KS4) identifies that the higher the attendance rate the more likely to attain expected and above standards</p> <p>' a child who is absent a day a week of school misses an equivalent of two years of their school life – 90% of young people with absence rates below 85% fail to achieve five or more good grades of GCSE and around one third achieve no GCSEs at all' (Hants. Gov.uk)</p> <p><i>'Children who are absent for substantial parts of their education fall behind and struggle to catch up. By lowering the threshold , we are encouraging schools to crack down on absence before the problem escalates ' (Nick Gibb)</i></p>	<p>Data monitored weekly by HT and Bursar in preparation for Friday Praise Assemblies announcements.</p> <p>Half termly screening of individuals with cases of PA being escalated to PASS team</p> <p>Regular attendance review meetings to ensure early identification</p> <p>Regular reviews of attendance data.</p>	HT – VB. Bursar KT	July 2019

		'We can't improve attainment for children if they aren't actually attending school. 'NfER briefing for school leaders identifies addressing attendance as a key step			
Total budgeted cost					£1,000