

Pupil Premium Strategy Statement Northcote Primary School

1. Summary information					
School	Northcote Primary School				
Academic Year	2019/20	Total PP budget	£296,540	Date of most recent PP Review	Summer 2019
Total number of pupils	448	Number of pupils eligible for PP	189	Date for next internal review of this strategy	Summer 2020 (will update in Feb 2020 with validated results)

2. Current attainment (Year 6 data 2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>National average</i>
% attaining 'expected or above' in reading, writing and maths	47%	65%
% attaining 'expected or above' in reading	65%	73%
% attaining 'expected or above' in writing	69%	78%
% attaining 'expected or above' in maths	77%	79%
% attaining 'expected or above' in GPS	85%	78%

Current attainment (Year 2 data 2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>National average</i>
% attaining 'expected or above' in reading, writing and maths	63%	65%
% attaining 'expected or above' in reading	76%	75%
% attaining 'expected or above' in writing	64%	69%
% attaining 'expected or above' in maths	90%	76%

Current attainment (EYFS – GLD 2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>National average</i>
% achieving GLD	50%	%
% achieving expected in reading	55%	%
% achieving expected in writing	50%	%
% achieving expected in maths (number)	65%	%
% achieving expected in maths (shape and space)	70%	%

Current attainment (Year 1 Phonics 2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>National average</i>
% achieving PSC	75%	82%

1. 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.	Poor oracy skills on entry to nursery and reception classes.	
B.	SEMH needs of many children and their families. (Reference internal CP Pupil Premium review)	
C.	31/174 children who are in receipt of pupil premium are also SEN (18%)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance – PP children 94% Vs non PP children 96.3%. Pupil premium PA - 20% Vs non Pupil premium PA – 8.1%	
E.	Poor home learning environments.	
F.	Area of high social deprivation (21% of children living in the highest income deprived area in the country). Drug, gun and gang issues reported regularly to CP team.	
G.	Low percentage of parents accessing further/higher education. Disengagement with homework due to lack parental support.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the percentage of children achieving GLD at the end of reception.	The percentage of children receiving GLD at end of reception to be higher than 60%. With a narrow gap between PP children and non-pupil premium children (internal data) and PP children and national.
B.	Continue to improve oracy skills in EYFS and beyond.	The percentage of children receiving GLD at end of reception to be higher than 60%. With a narrow gap between PP children and non-pupil premium children (internal data) and PP children and national.
C.	Close gap between attainment of PP children and national at KS1. (maintaining positive gap in maths)	In school gap closed for PP children and gap to national significantly reduced.
D.	Close gap between attainment of PP children and national at KS2. (maintaining positive gap in GPS)	Gaps narrowed/closed between PP and non PP children (internal) as well as PP children and national.
E.	Raise levels of attendance of PP children.	For attendance of PP children to be in line with attendance of non PP children for year 2019-2020.
F.	Provide emotional support to develop social and emotional resilience in our children allowing them to access the challenging primary curriculum.	Less recorded incidents of social dysfunction. (behaviour log)
G.	Diminish the difference in attainment between PP and non-PP children in years 1, 3, 4 & 5.	'Diminishing the difference' monitored by SLT – provision maps show purposeful and directed interventions, close monitoring by SLT for early intervention of any gaps between PP and non PP children internally.
H.	Pupil Premium children who are also SEND to make progress.	SEND pupils who are in receipt of Pupil Premium are making good progress in line with their individual targets.
I.	Enhance the 'Northcote Curriculum' to ensure engagement at all levels. Allowing children the opportunity to recall and revisit key learning throughout the school year and as they move into different year groups throughout the school.	Children are engaged and making progress in all curriculum areas (pupil voice and internal tracking to show this).

3. Planned expenditure					
Academic year	2019/20				
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 the percentage of children achieving GLD at the end of reception.	<ul style="list-style-type: none"> Sensory and physical resources - Ongoing enhancements to develop inside and outside learning environment - Additional EYFS teacher. Internal remodel to facilitate additional support – 	2016 GLD = (46% of PP V 50% non PP) 2017 GLD = (35% of PP V 67% non PP) 2018 GLD = (52% of PP V 65% non PP) 2019 GLD = (50% of PP V 77% non PP)	EYFS lead will closely monitor progress. SENCO and Deputy head teachers will monitor provision maps.	CMc CG	Half termly progress checks. Termly pupil progress meetings.
Continue to improve oracy skills in EYFS and beyond. Complete the URLEY programme targeted at developing oracy skills within EYFS.	<ul style="list-style-type: none"> Speech and language therapist - EYFS CPD Language steps and barrier games URLEY Project - 	SLCN is the most common barrier for our children in the EYFS setting. These strategies are successful in supporting children to make progress in these areas.	<ul style="list-style-type: none"> Monitoring of provision maps. Learning walks Formal observations Half termly reviews by CG 	CMc CG	Termly in pupil progress meetings. Ongoing informal monitoring by CMc.
To narrow/close the gap between PP and non-pupil premium pupils and pupil premium and national. (KS1 and KS2)	<ul style="list-style-type: none"> KS1 Intervention teacher - Additional Y6 teacher Home reading support - Phonics play subscription - Read, write, spell - Reading plus - TT rockstars - 	Reference internal 'diminishing the difference' data. There is still a gap between PP and national at KS1 and KS2.	<ul style="list-style-type: none"> Monitoring of provision maps. Learning walks Formal observations Half termly reviews by CG and CF Book scrutiny 	Phase leaders (CMc, VS, JM, KM) Overseen by CG and CF.	Half termly progress checks. Termly pupil progress meetings. Ongoing informal observations and feedback/forward in SLT meetings.

To raise standards in all subjects to be in line or better than national averages.	<ul style="list-style-type: none"> Support for home reading - CPD – triads of support (supply release) Additional y6 teacher – already accounted for KS1 intervention teacher – already accounted for. Phonics training for new to KS1/EYFS staff 	Published data shows school is still below national for EYFS, KS1 and KS2 attainment in reading and writing.	<ul style="list-style-type: none"> Monitoring of provision maps. Learning walks Formal observations Half termly reviews by CG and CF Book scrutiny Feedback from CPD Pupil voice 	SLT	Half termly progress checks. Termly pupil progress meetings. Ongoing informal observations and feedback/forward in SLT meetings.
Total budgeted cost					£109,840
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 attendance and punctuality of Pupil Premium Pupils to at least 97%	<ul style="list-style-type: none"> Pastoral Support Worker to encourage parental engagement Additional hours Educational Welfare Officer - Attendance awards Walking bus Aut 2, spr 2 and sum2 - 	Attendance – PP children 94% Vs non PP children 96.3%. Pupil premium PA - 20% Vs non Pupil premium PA – 8.1%	Half termly meetings with SLT and pastoral Governor’s committee overseen by Head teacher. Weekly meetings with EWO.	CG, DM and SLT	Half termly
Improve the % of children reaching GDS in reading, writing and maths.	<ul style="list-style-type: none"> KS1 Intervention teacher (already accounted for) Triads of support (CPD) – already accounted for. CPD – achieving mastery - 	21% of children in Key Stage 1 2019 achieved GDS. Only 9% of children in Key Stage 1 2019 achieved GDS. This gap needs close.	<ul style="list-style-type: none"> Half termly progress checks Pupil voice Book scrutiny 	CF and CG	Half termly
Provide emotional support to develop social and emotional resilience in our children.	<ul style="list-style-type: none"> EAL support from EMTAS - Counselling Services (Brighter Horizons) - Safeguarding Officer Admin time Children’s University - Family support - 	High social and economic deprivation of the school leads to low self-esteem and resilience of the children. This effects their ability to access work in the primary curriculum as well as resolve issues that might arise throughout the school day.	<ul style="list-style-type: none"> Monitoring by SENCO, CP officer and SLT Analysis of behavioural logging system. 	SLT	Ongoing.
Total budgeted cost					£69,000

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?
Closely monitor Years 1, 3, 4 & 5 for early intervention of any gaps between PP and non PP children internally.	<ul style="list-style-type: none"> O'Track subscription - Time for SLT monitoring. 	Early intervention is key to narrowing any gap in progress and attainment. School is fostering the attitude that every year group is key to ensuring best possible end of key stage outcomes.	<ul style="list-style-type: none"> Half termly progress checks Pupil voice Book scrutiny 	CF, CG	Half termly
Enhance the 'Northcote Curriculum' to ensure engagement and enrichment at all levels.	<ul style="list-style-type: none"> Computing Support for staff CPD - Music tuition – External consultant support to develop curriculum provision. 	Computing curriculum contains challenging aspects, specialist CPD is required to ensure that teachers are best equipped to deliver. Many curriculum areas have new subject coordinators. When children are engaged in a 'purposeful' curriculum, they will learn with enthusiasm and therefore make progress.	<ul style="list-style-type: none"> CF will closely monitor foundation curriculum in foundation curriculum task team Monitoring by subject leaders Pupil voice Termly progress checks 	SLT	Termly
To provide children with opportunities within sporting, music and enrichment activities.	<ul style="list-style-type: none"> Minibus running costs - Educational visits support – Year 5 & 6 residential 	Low uptake of extra-curricular activities (outside of school) in this area. Develop self-esteem of children, and promote healthy lifestyles.	<ul style="list-style-type: none"> Monitor club registers Feedback from staff/coaches running clubs Feedback from parents Engagement of children who attend in class Monitor their effect on attendance Pupil voice 	DM and SLT	Termly
Preparing children for the school day.	<ul style="list-style-type: none"> Breakfast club subsidy 	60% of children who access breakfast club are in receipt of PP.	<ul style="list-style-type: none"> Monitor breakfast club register Feedback from breakfast club staff Feedback from parents Engagement of children who attend breakfast club Pupil voice 	SLT	Termly
Improve health and fitness levels of children.	<ul style="list-style-type: none"> Daily free fruit for every child - PE kits for reception infants - 	Childhood obesity levels are at an all-time high. Poor awareness of healthy living.	Children are receiving daily portion of fruit. Good habits for PE start in reception and are built on as children move through the school.	SLT, PE coordinator.	

Remove/reduce barriers to ensure that Pupil Premium children who are also SEND to make progress.	<ul style="list-style-type: none"> Dyslexia assessments from SENISS Dyslexia friendly resources Dyslexia training for SENCO Additional needs Learning Support assistants X2 - Sensory Play equipment - 	School will maintain the inclusive practices that lead to being awarded the Gold Charter Mark for inclusion.	<ul style="list-style-type: none"> Monitoring by SENCO Provision maps Termly pupil progress meetings Half termly progress checks 	SENCO (CG)	Termly provision map monitoring Ongoing informal monitoring Half termly progress checks.
Total budgeted cost					£104,100
Overall Total cost					£282,940

4. Additional detail

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

School's strategy to increase the number of teachers supporting learning in Year Six last year clearly had impact. Both the social and emotional needs were better served and a reduction in potential exclusions from what proved to be a very challenging cohort was achieved.

We are aiming this year to see a similar impact in outcomes for our children in Early Years Foundation Stage. To that end we are employing a third teacher into our Reception Infants and have remodelled the internal space in school to provide an enhanced environment for learning. Our GLD shows a rising trend however at this time our EYFS outcomes show that pupils transitioning to Year 1 are not securing the outcomes that we aspire to see. In order to address barriers to learning at the earliest possible time we are investing money from pupil premium to secure those stronger outcomes.

We see that children enter Nursery and Reception with very poor speech and language, to address this as a school we are working with the Speech and Language Therapist to secure early identification and intervention. We are also part of a programme with local partners to have training for staff and further support developing the URLEY programme in school.