

Norton CP School

Pupil Premium Strategy Statement 2016

1. Summary Information					
School	Norton CP School				
Academic Year	2016/17	Total PP budget	£86,965	Date of most recent PP Review	July 2016
Total number of pupils	609	Number of pupils eligible for PP	132	Date for next internal review of this strategy	April 2017

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving national standard or above in reading, writing and maths	41.2 (38.5national)	68.6 (58 national)
% making at least expected progress in reading	58	67
% making at least expected progress in writing	68	84
% making at least expected progress in maths	58	82

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Attainment on entry to the school significantly lower than age related expectations and decreasing each year
B.	Speech and language skills are significantly below age related expectations
C.	High level of SEND children who are PP as well as SEND
External barriers	
D.	Poor nutritional balance in children's daily diet
E.	Poor parental engagement with learning
F.	Family pressures (budget, substance misuse, abuse)

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Pupil Premium children to receive interventions whilst in EYFS to help achieve age related expectations. Early Excellence baseline data gathered on entry.	PP GLD % is closer to the national figure for other children. Baseline and GLD profile data.
B.	Improve oral language skills for pupils eligible for PP in Reception through ECaT (Every Child a Talker) to achieve age related expectations in literacy. Read Write Inc taught to Reception and KS1 children.	Improved literacy GLD % PP highers in line with other children Improved phonics screening data at the end of Year 1.
C.	Daily high quality first wave teaching to all children. SENCo and PP Co-ordinator to organise high impact interventions with clear progress data. Internal tracking records number of children at ARE plus PP at ARE and PP that are SEND – percentages increase as children move up the school. All class teachers aware of PP children (the same as SEND) and able to focus on their progress.	More SEND children achieve the expected standard by the end of KS2 and therefore removed from SEND status. PP children perform as well as other children based on prior attainment. Evidence – internal tracking and Raiseonline
D.	All children to be well nourished with a healthy balanced diet to facilitate their ability to learn. All children are provided with free fruit and milk every school day. KS2 children are fed a school dinner for £1 (currently 88%+ FT pupils eat a healthy meal every day in school) Breakfast provided for those children who arrive hungry.	No attendance issues for PP boys – attendance figures in line with girls and non PP. Fewer bone breaks to be recorded over the year. All children able to concentrate fully for the entire day. A wider acceptance of healthy food by vulnerable children.
E.	Improve parental engagement of those families eligible for PP Family Support Adviser to informally make contact with vulnerable families. Workshops timetabled to support parents with learning and transitions throughout school. Workshops run to help parents with life skills – sewing, cooking etc. Holiday activities run to demonstrate how to have quality time with your child at little cost. A family trip is run twice a year (free of charge) to enable families to access cheap places (eg: Bridlington Beach and Dalby Forest) which are inaccessible without a car. This is aimed at uniting the community but	Family Support Advisor to make contact with PP families to offer support with barriers eg: behavior, attendance, homework, hygiene, parenting, health and benefits/ budgeting. Target families invited to holiday workshops. All families invited to days out. Parental feedback collected. Two charities now give donations to us to continue and expand this work.

	also giving the children a fun, family day out. FSA organizes and attends these trips.	
F.	<p>Family pressures (budget, substance misuse, abuse) are dealt with in a supportive way by the school through our FSA. Close working relationships with multi agencies ensures a joined up, positive approach to dealing with families in crisis.</p> <p>FSA tries to encourage our open door policy to keep in touch with vulnerable families throughout the year so that we can gauge when more support may be needed or crisis may hit.</p> <p>HT works closely with all pupils to support their pastoral and academic needs. Support is given to parents and children irrespective of their background or part in the crisis.</p>	<p>Children attend school on a more even keel enabling them to concentrate and learn.</p> <p>Fewer referrals to Children's Social Care as parents work more closely with us.</p> <p>Attainment and progress increase for the middle and lower attainers.</p>

5. Planned expenditure					
Academic Year		2016/2017			
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?
Pupil Premium children to receive interventions whilst in EYFS to help achieve age related expectations. Early Excellence baseline data gathered on entry.	Interventions for EYFS children	In 2015 only 4% arrived in school at ARE. Every year the intake gets further away from ARE.	Deputy monitors impact	Lotti Stein	July 2017
Improved progress for Pupil Premium FS children also other children who are behind the age					

related expectations					
			Total Budgeted cost	£20,000	

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 oral language skills for pupils eligible for PP in Reception through ECaT (Every Child a Talker) to achieve age related expectations in literacy. Read Write Inc taught to Reception and KS1 children.	ECaT intervention from F1 Read, write inc. Additional phonic sessions	Oral skills are one of the children;s biggest barriers to learning. They need to be able to talk confidently using a range of vocabulary at an age appropriate level.	Improved GLD% Improved Y1 phonics %. Deputy Head SB to monitor sessions.	Lotti Stein	July 2017
Improved progress for literacy and phonics for those children who need it.					
			Total Budgeted cost	£28,000	

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?
Daily high quality first wave teaching to all children. SENCo and PP Co-	All class teachers are consistently good or outstanding.	Widely acknowledged that quality first wave teaching is the best way for any child to make progress.	HT monitors progress and tracks all pupils. SLT meetings discuss concerns.	Liz Parker Sarah Stephenson	July 2017

ordinator to organise high impact interventions with clear progress data. Internal tracking records number of children at ARE plus PP at ARE and PP that are SEND – percentages increase as children move up the school. All class teachers aware of PP children (the same as SEND) and able to focus on their progress.	No supply teachers are used. Most beneficial interventions are used with training updated as required.	Progress from entry to the end of KS2 is very good and has been consistently high over the last 4 years. The school has not used a supply teacher since Sept 2009.	PP Co-ordinator monitors progress. SENCo monitors progress of SEND children.	Chris Hutchinson	
Improved progress for all SEND children and middle attaining PP children.					
Total Budgeted cost				£42,000	

Not applicable as the strategy was not in place last year in this format. This will completed in July 2017

6. Review of expenditure				
Previous academic year		2015 / 2016		
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
More accurate	Free uniform offered	More children identified for	Extended the offer to all eligible	£1,500

identification of children eligible for support.	to children in KS1 and early years eligible for FSM	support	children irrespective of age.	

Targeted support				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
To identify and support families in need.	Employment of Family Support Advisor	Better relationship with those vulnerable families. Improved attendance Improved behaviour	Very successful needs to continue Charitable organisations now sponsoring her holiday activities.	Employment of FSA £31,197 £5k to support project work

Other approaches				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
PP children to make similar progress to other children in the school.	Additional adults have been employed to support children who are vulnerable and not making expected progress.		When we have more space this will need to be extended and more FS children identified.	Additional teachers £115,442 Additional Support Staff £10,322