

ANNUAL PUPIL PREMIUM SUMMARY & IMPACT 2016-2017

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years.

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

At Northwold Primary School, the Pupil Premium allocation is £291,720 (2016-17) and it is used strategically to ensure maximum impact on attainment, as follows:

Barriers to educational achievement faced by eligible pupils at the school:

The significant majority of children enter the school with starting points well below expected levels and very few achieving age related expectations at the start of the EYFS points.

A large percentage of children enter the school with low levels of spoken English and language skills well below those expected for their age. 72% of children have English as an additional language.

Parental support for their children's learning is difficult. Parents are often unable to support their children's learning at home for a range of reasons, including high levels of EAL in the family, lack of knowledge of the expectations of the curriculum, lack of strategies and ideas to support at home.

Home visits have shown that there is a lack of English reading material in children's homes.

Social and emotional learning: we recognise that social and emotional wellbeing is all important, not only to our children's welfare but has a direct impact on their learning.

Which students are prioritised?

- Free school meal (FSM) students and other vulnerable students who are underachieving
- FSM students and other vulnerable students who are in danger of underachieving
- Other underachieving students

We use the Pupil Premium to fund three main activity types:

1. Support
2. Intervention
3. Enrichment

Pupils benefit from the following which were funded or part funded through the Pupil Premium Grant.

Support

- Additional teachers in Years 5 and 6 so that we can run flexible programmes based on the needs of the pupils.
- Consultant Educational Psychologist provision twice every month: this enables us to support students with high level learning needs much quicker and has resulted in an increase in the number of students we are able to support
- Art therapist who works 1:1 with pupils
- Thai Chi and mindfulness tutor who works with small groups of pupils
- Learning Mentor

- School based speech and language therapist who works 1:1, with small groups and trains LSAs to provide additional support for our pupils
- Investment in high quality training and Performance Management systems for all staff so that we have a shared understanding and responsibility for the teaching and learning of all pupils
- Rigorous pupil progress meetings which involves discussion about performance of pupil students within individual classes with a clear referral and monitoring systems to evaluate effectiveness of interventions and progress of students. Targets are set for each child and teachers are held to account for the progress of each pupil in their class.
- 3 x weekly parent coffee mornings to share curriculum information and develop closer working partnerships with parents.
- High investment in the ICT infrastructure across the school

Intervention

- Place pupil premium spending within the School Improvement Plan
- Fulltime nursery provision for all our pupils. We passionately believe that building on strong foundations through the provision of an excellent model of Early Years teaching is the best way to support high achievement rather than intervention in later years
- Saturday and Easter holiday school
- Smaller Maths and English classes in the upper school. Use of additional staffing to teach reading on a 1:1 basis for our most vulnerable pupils in KS1
- Use of additional staffing to support daily small group reading in reception, Year 1 and Year 5.
- Purchase of ipads for a reading programme for pupils in Years 2 and 3
- Use of additional staff to teach English to families new to the UK, main of whom are refugees
- Purchase of homework books and online learning so that parents can support their children at home and support the work of the school. We give these books and login details to all students at a much reduced cost regardless of whether they are FSM but if it weren't for the additional funding many pupils would not be able to complete their homework at home.
- Ensuring that staff are aware of the pupil premium students through highlighting them on mark sheets and focus on accelerating their progress
- Analysis of termly data to track the progress of pupil premium students and set bespoke programmes based on individual needs
- Comparison of performance of Pupil Premium students with national data rather than local and also raised expectations to reach national expectations of 'all pupils' rather than just 'pupil premium' group
- Additional staffing within Early Years for significantly increased needs and eligibility of children

Enrichment

- Development of an excellent pupil centric creative curriculum which celebrates the rich diversity of our school community and to ensure engagement in learning by all pupils
- Subsidised visits to enhance our curriculum offer for all pupils
- Subsidised residential trips for all pupils in Year 6
- Subsidised partnerships with all high quality programmes to enhance the curriculum and learning experiences of our pupils – including companies like Enabling Enterprise and PopUp Book Project
- Personalised work related curriculum for some students
- An enrichment subsidised after school programme
- Free small group music instrument tuition for all pupils from Y2 – 6 to enable them to reach Grade 7 at time of university application

How the Impact of the Pupil Premium Grant Funding Is Measured

- All pupils are tracked on a termly basis for progress using a range of criteria to assess this
- School data analysed and published in Raiseonline by the DFE

Pupil Premium Data – Impact

Year 1 Phonic Screening Data

	Cohort	Number achieving expected standards	% School	% National 2015
All Pupils	60	49	82%	81%
Free School Meals	29	23	79%	70%

Key Stage 2 Attainment - Achieving a scaled score of 100+

	Mathematics, Reading & Writing (TA)		Mathematics		Reading		Writing (TA)		English Grammar, Punctuation & Spelling	
	School %	Nat Other %	School %	Nat Other %	School %	Nat Other %	School %	Nat Other %	School %	Nat Other %
All Pupils 57	95%	53%	98%	70%	96%	66%	96%	74%	98%	72%
Free School Meals 30	100%	59%	100%	75%	100%	71%	100%	78%	100%	77%

Key Stage 2 Attainment - Achieving a high scaled score (110+) or Greater Depth (writing)

	Mathematics, Reading & Writing (TA)		Mathematics		Reading		Writing (TA)		English Grammar, Punctuation & Spelling	
	School %	Nat Other %	School %	Nat Other %	School %	Nat Other %	School %	Nat Other %	School %	Nat Other %
All Pupils 57	5%	5%	30%	17%	37%	19%	7%	15%	58%	22%
Free School Meals 30	7%	7%	30%	20%	43%	23%	7%	18%	50%	26%

Key Stage 1 Attainment - Achieving a scaled score of 100+

	Mathematics, Reading & Writing (TA)		Mathematics		Reading		Writing (TA)		English Grammar, Punctuation & Spelling	
	School %	Nat Other %	School %	Nat Other %	School %	Nat Other %	School %	Nat Other %	School %	Nat Other %
All Pupils 57		60%	82%	73%	84%	74%	84%	65%	NA	NA
Free School Meals 34	NA	NA	82%	77%	82%	78%	82%	70%	NA	NA

Key Stage 1 Attainment - Achieving a high scaled score (110+) or Greater Depth (writing)

	Mathematics, Reading & Writing (TA)		Mathematics		Reading		Writing (TA)		English Grammar, Punctuation & Spelling	
	School %	Nat %	School %	Nat %	School %	Nat %	School %	Nat %	School %	Nat %
All Pupils 57		9%	23%	18%	23%	24%	18%	13%	NA	NA
Free School Meals 34	NA	NA	24%	20%	21%	27%	18%	15%	NA	NA