



## Pupil Premium Strategy – Northrepps Primary School

The pupil premium funding is given to schools to support eligible groups of pupils. Northrepps Primary School receives a Pupil Premium allocation of funding for each child in each school who is entitled to receive Free School Meals or who has been entitled to receive them over the last six years as well as for any Looked After Pupils, adopted or pupils of service parents. We are required to publish online information about how we have used the premium as part of our pupil premium strategy. Pupils who qualify for 3 and 4 year old Early Education may also attract additional funding called Early Years Pupil Premium where their parents/carers are in receipt of certain benefits, were formerly in Local Authority care for at least one day, left care because they were adopted or were subject to a special guardianship or child arrangements order.

The philosophy behind our strategy is that we recognise that some designated pupil premium pupils may have differences in their experiences and levels of support and therefore we aim to support pupils whatever their barriers may be; environmental, social, economic or learning.

We aim to provide experiences, support and resources to ensure these pupils achieve equal progress to other pupils with similar starting points.

We recognise that with younger pupils, we need to invest in developing a child's independence in learning, their self-esteem, their speech and communication and supporting them emotionally in order for them to be able to develop as learners and make the progress they deserve.

Summary Information					
Blue Sky Federation: Northrepps Primary School					
Academic Year	2018/19	Total PP budget	£15,840	Date of most recent PP review	Not applicable
Total number of pupils in school	50 (including pre-school)	Number of pupils eligible for PP	7	Date for next PP strategy review	April 2019
Total number on roll at Pre-School	17	Number of pupils eligible for EYPP	0		

At Northrepps Primary School we have very small cohorts of pupils due to our small intake. Publication of our data would mean that individual pupils would easily be identified. For this reason we express our expectations of pupils achieving age related outcomes by the end of the academic year as a proportion of the pupil premium pupils within the school.

**We expect 100% of our pupil premium pupils to achieve the expected outcome for their age group by July 2019 and 100% to make expected progress from starting points.**

Acronyms: KS – Key Stage, GLD – Good Level of Development, HT – Head Teacher, PP – Pupil Premium, PSA – Parent Support Advisor, SATs – Statutory Assessment Tests, S & E – Social and Emotional, SLT – Senior Leadership Team, TA – Teaching Assistant.



Barriers to attainment for pupils eligible for PP		Evidence
1. Speech and language	<p>Many pupils attending school and pre-school, have poor expressive and receptive language below or well below what is expected for their age. This means that in the early years, they may find it difficult to understand simple instructions or answer simple questions. They cannot communicate their needs verbally. Their poor pronunciation skills impact significantly on their reading and writing ability also and their ability to apply the phonics skills they have learnt.</p> <p>In EYFS in particular, poor speech and language is a social barrier to learning. Pupils come in with very poor communication skills. Some of our pupils will only respond to questions with a one word answer, or show a self-centred approach to speech – using the term 'me' instead of the pronoun 'I', for example.</p>	<p>Two Year Old Checks EYFS Baseline Assessments</p>
2. Fine and gross motor skills	<p>Pupils enter pre-school with poor motor skill development. Many are unable to hold a pen/pencil/other 'writing' implement, correctly. Some pupils have not had the pre-school skills and experiences for fine motor skill development so this is a barrier to their writing and abilities in other areas, such as art. This year, due to the increased expectations in the assessments at the end of KS1, we are having a firm focus on mark making – and have implemented teaching a cursive script from reception.</p> <p>As a whole school we are continuing to focus on presentation, and being proud of the work produced.</p>	<p>Two Year Old Checks EYFS Baseline Assessments</p>
3. Social skills and confidence	<p>Our Early Year's data shows that Pupil Premium pupils come in to school with poor communication skills which is demonstrated in a lack of confidence sharing ideas, participating in activities and playing with others. Listening and attention skills are poorly developed. Some find collaborative working, sharing, following instructions, etc., very difficult. The PSED assessment of baseline has been significantly low for the past 2 years. We invest in Pastoral Support to help develop social skills to certain pupils. Our induction sessions are very 'parent' focused, enabling us to develop a strong working relationship with parents from the start of their involvement with school. We have strong links with our pre-school setting and ensure good communication prior to transfer to ensure we are prepared for any 'issues' that may arise.</p> <p>Learning confidence can be low and we have to develop this to enable them to access their learning appropriately.</p>	<p>EYFS Baseline Assessments</p>



	<p>Our baseline data shows that pupils struggle to be collaborative. We support this development through the involvement of a Pastoral Support Assistant, and weekly Forest School sessions. At Pre-School Forest School is held once a week. Relevant children receive specific interventions focusing on fine motor skills during small group sessions.</p> <p>As pupils progress through the school, we provide additional adult support in class. This enables pupils who need support or reassurance to receive small group learning, practical tasks which meet their needs.</p>	
4. Lack of resources or appropriate support at home	<p>Some of the pupils do not have the resources at home to support their learning so need to be provided with these. In some families, there are few or no reading books to share, lack of mark making materials and basic resources. We run workshops in both phonics learning and numeracy to support parents with their children's learning.</p> <p>We ensure that throughout the school, provision is made for sharing of books – but particularly with younger pupils through the library. Parents are invited to come into school and share reading experiences with their pupils through Stay, Play and Stick sessions.</p> <p>We fund out of school clubs including breakfast club, sports clubs and craft club to ensure all pupils have equal access to areas they express an interest in or show an aptitude for. Breakfast club ensures a smooth and calm start to the school day. Within school we enrich the curriculum with art lessons and sports coaching as well as Forest School.</p>	<p>Pupil progress data</p> <p>School Council Minutes</p>
5. Lack of cultural experiences. Lack of extra-curricular activities and experiences	<p>As a primary school in rural Norfolk, some of our pupils have not had access to a range of cultural experiences so find this area difficult to understand. We ensure a rich and varied curriculum developed beyond the classroom with visits and visitors.</p> <p>We ensure our assemblies promote a multi-faith and multi-culture understanding.</p>	Theatre Visits, visitors, other visits (e.g. museums)
6. Parents needing additional support e.g. housing issues, with pupils	<p>Our Pastoral Support TA offer Parent Support every week. This level of support enables us to reach out to our disadvantaged families. She is widely known amongst the parents and has worked hard to establish herself as someone who can be trusted. She has been involved supporting families with housing, debt and other home issues that have become a barrier to attainment for some pupils. Some parents of Pupil Premium pupils</p>	Work with outside agencies such as Short Stay School, Parent Support Advisors, Early Help.



behaviour at home	are isolated, or highlight their lack of understanding on how to support their child with behaviour or through traumatic/difficult family difficulties. Some of our pupils have faced the prospect of eviction, for example, which impacts on their ability to access the learning in school.	
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## Outcomes

Barrier	Desired outcomes and Success criteria (How we will know this is working)	What will we do to make this happen?	Analysis of Impact
1. Speech and language	<ul style="list-style-type: none"> <li>- for pupils to communicate their needs effectively</li> <li>- for pupils to follow simple adult instructions</li> <li>- for pupils to pronounce sounds correctly</li> <li>- Phonics predictions are met at Year 1 and 2</li> <li>No EYFS PP this year.</li> </ul>	<p>All classes have at least 1 TA to support pupils' key skill development in class.</p> <p>For KS1/Rec we have a TA who specialises in S &amp; L support, working closely with S &amp; L therapists.</p> <p>Adults model effective communication.</p> <p>Daily phonics sessions– with group support for those requiring further input.</p>	<ul style="list-style-type: none"> <li>- 100% of Year 1 PP children passed the phonics check.</li> </ul>
2. Fine and gross motor skills	<ul style="list-style-type: none"> <li>- All pupils take pride in their work and readily show it to parents and visitors.</li> <li>- Handwriting is joined and legible.</li> <li>- Pupils have determination and persevere to write in depth.</li> <li>- Pupil Asset data shows pupils progress in writing is expected or better. This is supported by evidence in pupils' books and agreed at moderation.</li> </ul>	<p>Teachers teach handwriting.</p> <p>Mark making activities are a focus of continuous provision at Pre-School and in Reception. Children are taught how to sit properly and hold a pencil in Pre-School.</p> <p>Purchase of "Speed Up" handwriting intervention programme.</p>	<ul style="list-style-type: none"> <li>- 71% of PP achieved expected outcomes for their age group in writing.</li> <li>- 100% made expected progress in writing.</li> <li>- Evidence in books revealed improvements in handwriting across key stages.</li> </ul>



<p>3. Social skills and confidence</p>	<ul style="list-style-type: none"> <li>- for pupils to develop good behaviours for learning</li> <li>For pupils to work collaboratively</li> <li>- For pupils to follow simple adult instructions</li> <li>For pupils to develop strategies to manage the way they feel</li> <li>- For pupils to develop successful relationships and friendships outside of school                             <ul style="list-style-type: none"> <li>- Reduction in behaviour incidents in school</li> <li>- Boxall shows impact of S &amp; E interventions for some pupils</li> <li>- PP pupils have access to clubs, after school activities</li> <li>- All PP pupils attend trips</li> <li>- Forest School assessments show the impact of experiences of pupils across the year</li> <li>- PSHE assessment shows pupils are focused in lessons</li> </ul> </li> <li>- SLT monitoring shows high level of pupil engagement in lessons</li> </ul>	<p>Pastoral TA in post – trained in supporting pupils' social and emotional needs – safeguarding – FSP - LAC</p> <p>Pastoral TA to lead Nurture interventions e.g. Lego therapy</p> <p>Boxall Profile to measure impact of S &amp; E interventions</p> <p>All pupils to experience Forest School at least once a week, all year round</p> <p>Consistent adults in classes to support all aspects of learning</p> <p>PSHE sessions supporting social and emotional development</p> <p>All pupils to access Breakfast Club and after-school activities.</p>	<ul style="list-style-type: none"> <li>- Boxall Profiles showed positive impact of pastoral interventions.</li> <li>- Pupils accessed after school clubs, attended trips (including KS2 residential)</li> <li>- SLT monitoring showed high level of pupil engagement in classes.</li> </ul>
<p>4. Lack of resources or appropriate support at home</p>	<ul style="list-style-type: none"> <li>- for parents to see the school as a support network</li> <li>- High parental engagement in school; happy to share their worries with school, so they can be sorted/supported quickly</li> </ul>	<p>Parents freely share information with the school when things are difficult or change at home – actively seek support</p> <p>Pastoral TA at school events – available for 'informal chat', getting to know you etc</p> <p>School to have open door policy so parents ask for financial support for trips, holiday activities and Summer School etc.</p>	<ul style="list-style-type: none"> <li>- PSA support accessed by families on a regular basis.</li> <li>- 100% of children met academic targets for the year.</li> </ul>



	<ul style="list-style-type: none"> <li>- High parental involvement in family learning activities – encourage parents to engage with learning</li> <li>- For pupils to achieve their full academic potential – meet targets set – across the school</li> </ul>	<p>Booster sessions for Year 5 and 6 pupils offered from September 2018.</p> <p>Our library has been developed and is now available for all children, and parents, to access. Classes have specific times to use the library. This included Pre-School.</p>	
<p>5. Lack of cultural experiences. Lack of extra-curricular activities and experiences</p>	<ul style="list-style-type: none"> <li>- for pupils to learn in small groups if possible</li> <li>- for pupils to develop strong relationships with adults who support them</li> <li>- Pupils achieve their targets set</li> <li>- HT monitoring shows planning identifies high quality support</li> <li>- HT monitoring identifies high quality teaching and learning</li> <li>- KS2 SATs targets met</li> <li>- KS1 SATs targets met</li> <li>- Yr1 phonics predictions met</li> <li>- GLD targets met</li> </ul>	<p>Visits and visitors to be planned to enrich the curriculum. All pupils to access Forest School sessions. Programme of after-school / lunchtime clubs to target needs of PP pupils such as football club and lego club to develop fine and gross motor skills. TA support is planned by class teacher. Pastoral TA to support pupils identified during Pupil Progress meetings with focus on PP pupils. Forest Schools TA to support if appropriate – interventions Adults to support and challenge pupils effectively</p> <p>KS2 SATs support – Teacher provided for SATs booster sessions to ensure targets are met. (PP incl)</p>	<ul style="list-style-type: none"> <li>- All KS1 &amp; KS2 targets met.</li> <li>- All Yr 1 phonics check targets met.</li> <li>- Regular SLT monitoring ensured high quality teaching throughout the school.</li> </ul>



<p>6. Parents needing additional support e.g. housing issues, with pupils behaviour at home</p>	<p>- for parents to access additional support easily and reliably - to signpost parents to support as needed</p>	<p>Pastoral Support Assistant to work with parents and pupils weekly. Information for support such as Cromer Food Bank shared with parents in our reception area. Referrals to other agencies made with parents when vulnerable to avoid crisis situations.</p>	<p>- PSA support accessed by families on a regular basis. -</p>
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Planned Expenditure				
Academic Year (£15,840 Northrepps)				
Chosen action/approach	Desired Expenditure	What does this look like?	We will ensure actions are implemented well, through regular monitoring; SLT and external support.	We will review the implementation termly – through the monitoring records for SLT, external support and Governors
TA support for classes – group learning and interventions, including S & L for younger pupils	PA support training : £750 Small group interventions £700	S & L sessions with TA – identified on intervention timetable - individual as suggested by S & L therapist		
Forest School	Salary £5,994 (small proportion of actual cost)	Every child to receive Forest School sessions weekly. <b>Teaching assistant to support outdoor learning at pre-school</b>		

# Blue Sky Federation



Pastoral Support	Salary £2,444	Pastoral TA in post to support pupils and parents – well trained and known to families		
Breakfast Club	Salary £1,858	Provide a good start to the day for Pupil Premium pupils – ensure a good breakfast is provided.		
Enhanced Activity Involvement	£1500 (small proportion of actual cost)	Subsidy for trips, clubs and art lessons		
After School Clubs	Salary £1,154	Provide a range of after school activities for pupils.		
Resources	£240 £1,200	Nessy (dyslexia software) Alpha Inclusion		

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