

# Northburn Primary School: 2018-2020 Pupil Premium Strategy Statement

1. Summary information (2019/20)				
<b>Total number of pupils</b>	333	<b>Number of pupils eligible for pupil premium funding</b>	21	
<b>Number of pupil premium children in each year group:</b> Nursery= 0 Reception= 3 Yr1= 1 Yr2=5 Yr3= 7 Yr4=1 Yr5= 4 Yr6= 0				
<b>Total pupil premium budget:</b>	£18,323	<b>Amount per pupil:</b> Reception class to Year 6 =£1,320 Early Years(Nursery)= £300 Armed forces =£300 Adopted from Care(LAC)=£2300		

OFSTED suggests all data for group sizes less than 5 is suppressed as statistically invalid- all our Pupil Premium groups are below this size.

Notes:

We have presented data only for groups where size is 4 or more to give general indications of trend. All data with small data sets can be considered statistically unreliable. (\*= data group below 4 and data suppressed)

2. Key indicators summer 2019					
	Pupils eligible for PP 21 in school		National for pupils not eligible for PP- 312 in school		Attainment/ progress gap
<b>% of Reception class achieving a Good Level of Development (GLD)- 1 pupil</b>	*		*		*
<b>% achieving expected standard in the 2019 Year 1 Phonics Check- 2 pupils</b>	100%		82%		+18%
<b>End of Key Stage 1 (Year 2) attainment figures-</b>	Ex	GD	Ex	GD	
<b>Reading- 5 pupils</b>	60%	20%	75%	25%	-5%
<b>Writing- 5 pupils</b>	60%	0	69%	15%	-15%
<b>Maths- 5 pupils</b>	60%	20%	76%	22%	-2%

<b>3. End of Key Stage 2 (Year 6) 2019 attainment figures and progress Key Stage 1 to Key Stage 2 and attendance data</b>			
	Pupils eligible for PP	National averages for disadvantaged pupils	Attainment/ progress gaps (number of pupils the gap represents)
Progress in Reading	1.20	-0.62	None
Progress in Writing	2.10	-0.5	None
Progress in Maths	0.91	-0.71	None
<b>Reaching expected standard in reading, writing &amp; maths</b>	80%	71%	+9%
<b>Reaching a high score/working at greater depth in reading, writing &amp; maths</b>	40%	13%	+27%
<b>Reaching expected standard in reading (5 pupils)</b>	100%	73%	+27%
<b>Reaching a high score/working at greater depth in reading</b>	40%	27%	+13%
<b>Reaching expected standard in writing (5 pupils)</b>	80%	78%	+2%
<b>Reaching a high score/working at greater depth in writing</b>	40%	20%	+20%
<b>Reaching expected standard in maths (5 pupils)</b>	80%	79%	+1%
<b>Reaching a high score/working at greater depth in maths</b>	60%	27%	+33%

<b>Attendance % for all PP children in the school- 25 pupils</b>	97%	—	—
<b>Persistently absent % (All PP children with an attendance rate of 90% or below)</b>	0%	—	—

<b>4. Barriers to future attainment for pupil eligible for pupil premium funding in 2019-2020</b>	
<b>A.</b>	Vocabulary gap more likely in PP households – limits understanding of texts due to more limited vocabulary.
<b>B.</b>	Some parents do not support home learning well e.g. do not hear their children read.
<b>D.</b>	Low self-esteem and low aspirations of small number of pupil premium children.
<b>E.</b>	Some parents struggle to provide quiet places at home to complete homework, especially reading activities, and sometimes lack resources to support this.

<b>5. Outcomes and success criteria for summer 2020</b>	
<b>A.</b>	<b>Year 1 phonics screening:</b> __% of cohort to pass the phonics test and __% of pupil premium children
<b>B.</b>	<b>End of KS1 (Year 2) % of pupil premium pupils to achieve expected standard:</b> Reading __%, Writing __%, Maths __%. The gap between our disadvantaged pupils and non- to be closed from EYFS and continue to be targeted so that the gap is completely removed by end of KS2.
<b>C.</b>	<b>End of KS2 (Year 6) % of pupil premium children to achieve expected standard:</b> Reading __%, Writing __%, Maths __%. The gap between our disadvantaged pupils and others nationally to be removed in Reading, Maths and Writing.

<b>D.</b>	<b>To ensure all of our most able pupils, including those in receipt of pupil premium funding achieve at or above the higher threshold /are working at greater depth, and in line with like for like schools.</b>
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**6. Planned expenditure 2019-2020**

**i. Strengthen the quality of teaching and learning** **Total budgeted cost = minimum £1926.40**

Desired outcomes & success criteria	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far
Extending pupils vocabulary <ul style="list-style-type: none"> <li>• Subject specific vocab used correctly in topic and subjects</li> <li>• Meaning of challenging vocab is known or can be worked out</li> </ul>	Vocabulary included and shared explicitly as part of Northburn curriculum design – Deep Diving training (Jan 2020), staff development sessions (x6, 1.5 hours) Vocabulary walls and cards used and displayed as method for children to know and use useful words. Pupils know what to do in each key stage when they approach an unfamiliar word.	Deep Diving Ofsted Training (Jan 2020) highlighted vocab gap between PP and non PP pupils.  Year 6 pupils approaching SATs reading paper and not able to decipher meaning of individual words.	Process monitored during key stage monitoring (Leadership Team and Governors) – evidence through classroom observations, work in books, assessment tracked throughout the year and pupil voice.	DHT, KS Leaders, English Co-ordinator	

£1926.40+ figure covers time on 1xteacher day and 6 staff meetings- over the year the figure will probably exceed this.

**ii. Additional targeted support for pupil premium children** **Total budgeted cost = minimum £56,000**

Desired outcomes & success criteria	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far

<p>Narrowing academic gaps in EYFS</p> <p>Pupils leave FS secure and ready for transition into KS1</p>	<p>Additional teaching staff in EYFS enable Northburn as a 1.5 form entry school (and previously operating as mixed age within key phase classes) to have separate Nursery and Reception classes.</p>	<p>Separate Nursery and Reception classes will maximise learning opportunities and allow us to cater for 15 and 30 hour Nursery places as well as full time Reception places.</p>	<p>Process monitored during key stage monitoring (Leadership Team and Governors) – evidence through classroom observations, work in books, assessment tracked throughout the year and pupil voice.</p>	<p>EYFS DHT</p>	
<p>Narrowing academic gaps by the end of Year 6</p> <p>UKS2 pupils are on track with end of year targets, reach AAE and make good or better progress</p>	<p>Additional teaching staff in Upper Key Stage 2 enable Northburn as a 1.5 form entry school (and previously operating as mixed age within key phase classes) to operate as two streamed Year 5 and 6 classes in core subjects.</p>	<p>Allows full curriculum coverage as separate year group and appropriate Year 6 preparation for end of primary assessments.</p>	<p>Process monitored during key stage monitoring (Leadership Team and Governors) – evidence through classroom observations, work in books, assessment tracked throughout the year and pupil voice.</p>	<p>UKS2 Leader DHT</p>	
<p>PP pupils achieving end of year targets, reaching AAE and making good or better progress</p>	<p>1:1 coaching for pupils identified as potentially slowing their rate of progress or identified as potentially underachieving. Pre-learning activities for pupils at risk of underachievement. Booster sessions for children who fall behind in progress / attainment.</p>	<p>EEF evidence from metacognition, individualised instruction and mastery approaches all support in class targeted support and pre-learning methods to support rate of</p>	<p>Pupils identified through KS monitoring and assessment tracking will be monitored and suitable intervention / support assigned.</p>	<p>DHT</p>	

	Classroom support to allow access to higher order concepts to promote progress where pupils struggle to engage. Accelerated Reader additional input for all PP KS2 pupils.	learning and self esteem levels.			
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**iii. Other approaches to raise the attainment and progress of pupil premium children. Total budgeted cost = minimum £6876.50**

<b>Desired outcome &amp; success criteria</b>	<b>Actions</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Impact so far</b>
All PP pupils attend school and have high attendance figures (+96%)	Attendance- monitor PP pupils as discreet group alongside all attendance monitoring. Monitor lateness and use breakfast club where necessary to provide family assistance to help where required.	Regular and punctual attendance is closely linked to attainment and progress- figures suggest even 5% loss of attendance can impact on attainment with 10% loss significantly impacting.	Monitored within Leadership Team and concerns raised with EWO.	Leadership Team – HT and DHT	

<p>All PP parents engage with school</p>	<p>Form teachers to monitor contacts with PP pupils as a discrete group (contact PP lead if any contacts are missed and not picked up by initial phone call). All parents attend parents evening or receive an appointment via telephone All parents have access to Tapestry / Frog</p>	<p>Parental discussion and engagement with learning rated by EEF as having moderate impact</p>	<p>Monitored within Leadership Team – feedback from KS Leaders.</p>		
<p>High aspirations for all</p> <p>Success criteria: Pupils engage with ideas around possible careers and life choices and how education may lead to success.</p>	<p>STEM conference to be visited by all Y6 PP pupils. STEM activities carried out by all year groups and idea of STEM as career path to be discussed. STEM/Enterprise week planned and delivered to all pupils with PP pupils playing a major role. (Aimed to raise awareness of business leadership and manufacturing) Opportunities for visits from people in a variety of careers to be arranged- part of questions in visit to link to potential careers- e.g. fire brigade KS1 etc. Projects to be set up in school that link directly to methodologies of outside industries- e.g. mini newsroom in English to link to report writing unit. All Y6 PP pupils funded to participate in residential outdoor/adventure learning residential. PP pupils involved in school performances. Funding for music tuition for PP pupils. PP pupils can access extra curricular clubs Homework support available within school hours for PP learners.</p>	<p>EEF toolkit rates adventure residential learning to have moderate impact. Careers links inspire pupils to attempt to maximise their own potential.</p>	<p>PP lead to ensure all PP children have at least 1 opportunity from list of actions each year.</p>	<p>DHT and LT</p>	

**7. Review of expenditure for previous academic year 2018-2019**

**i. Strengthen the quality of teaching and learning Total budgeted cost = minimum £7397**

<b>Desired outcomes &amp; success criteria</b>	<b>Actions</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
Main focus of school development plan for 2018-2019- Developing Reading, Maths Reasoning and extending the broad and balanced curriculum.	Increase use of specialist teachers input into planning and intervention groups. Key stages and subject meetings focussed on development of automatic and strategic areas of learning to raise profile of higher order skills in Reading and Maths. Developments made to enquiry learning to embed metacognition and higher order thinking skills. Adaption of 'White Rose Hub' maths at end of year to integrate reasoning more fully into calculations.	Yes – 3 year trend shows increased % of pupils attaining expected or better at the end of Key Stage 2.  Increased % Greater Depth inc PP pupils – higher than National Averages, end of KS2, 2018-19.	Yes – metacognition as a teaching strategy has consequently been identified as a priority for the whole school - SDP 2019-20.

**ii. Targeted support for pupil premium children.**

**Total budgeted cost = £21735.80**

<b>Desired outcomes &amp; success criteria</b>	<b>Actions</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
<b>Writing</b> Continue use of visual learning grids specific to end of key stage standards in writing, with adapted versions being introduced in foundation subjects to ensure connected learning. Success criteria:	<ul style="list-style-type: none"> <li>• Co-coaching of teachers by English specialists.</li> <li>• Increased use of visual learning grids related to higher order questions.</li> <li>• 1-1 coaching for pupils identified as potentially slowing in their rate of progress or identified as potentially underachieving.</li> <li>• Pre-learning activities for pupils at risk of underachievement.</li> </ul>	End of Key Stage 2 scores were way above National Average.  Above progress score for disadvantaged pupils.	Continue with pre-teaching in UKS2 with PP pupils and now also children with EAL.

<p>Increase in number of pupils at expected standard and in acceleration from accelerated expected to greater depth.</p>	<ul style="list-style-type: none"> <li>• Booster sessions for children who fall behind progress potential.</li> <li>• Classroom support to allow access to higher order concepts to promote progress where pupils struggle to engage.</li> </ul> <p>(NB – Additional input on accelerated reader given to identified pupils. Cost £467 per person x6 = £2804 – continues into this year to ensure embedding of positive reading strategies).</p>	<p>Observations and feedback indicated that pre-learning accelerated the capacity to learn and readiness to learn was noted.</p>	
<p><b>MATHS</b> Continue use of visual learning grids specific to end of key stage standards in writing, with adapted versions being introduced in foundation subjects to ensure connected learning. Success criteria: Increase in number of pupils at expected standard and in acceleration from accelerated expected to greater depth.</p>	<ul style="list-style-type: none"> <li>• Co-coaching of teachers by Maths specialists.</li> <li>• Increased use of visual learning grids related to higher order questions.</li> <li>• 1-1 coaching for pupils identified as potentially slowing in their rate of progress or identified as potentially underachieving.</li> <li>• Pre-learning activities for pupils at risk of underachievement.</li> <li>• Booster sessions for children who fall behind progress potential.</li> <li>• Classroom support to allow access to higher order concepts to promote progress where pupils struggle to engage.</li> </ul>	<p>End of Key Stage 2 scores were way above National Average.</p> <p>Above progress score for disadvantaged pupils.</p> <p>Observations and feedback indicated that pre-learning accelerated the capacity to learn and readiness to learn was noted.</p>	<p>Continue with pre-teaching in UKS2 with PP pupils and now also children with EAL.</p>
<p><b>MOST ABLE</b> All above approaches impact on most able as well as less able.</p>	<p>See above</p>	<p>SIP reports 2018-19 – comments that PP pupils make expected or better progress.</p>	<p>As above</p>
<p><b>iii. Other approaches to improve the attainment and progress of pupil premium children.</b></p>			<p><b>Total cost = £6876.50</b></p>
<p><b>Desired outcomes &amp; success criteria</b></p>	<p><b>Actions</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>
<p><b>ATTENDANCE</b></p>	<p>Attendance – monitor PP pupils as discreet group alongside all attendance monitoring.</p>	<p>Attendance figures do not highlight issues or cause for concern. Families have used</p>	<p>Now looking to make extra curricular clubs accessible for all – particularly pupils who</p>

<p>Currently no significant issues around attendance of PP pupils. Monitor closely and set in place actions to left if required.</p>	<p>Monitor lateness and use breakfast club where necessary to provide family assistance to help where required.</p>	<p>breakfast club, offer of homework support in school hours.</p>	<p>are more restricted by council transport to and from school.</p>
<p><b><u>ENGAGING PARENTS</u></b> Continue 1-1 contacts for PP pupils where parents do not use whole school routes- drop-ins, parents evenings etc. Success criteria- 100% of PP parents seen/made contact with every term.</p>	<p>Form teachers to monitor contacts with PP pupils as a discrete group and to contact PP lead if any contacts are missed and not picked up by initial phone call.</p>	<p>All parents reported to through parents evening, use of Frog assessment, engagement in other community opportunities.</p>	<p>Further engage with wider school community and seek new / additional opportunities to further broaden aspirations.</p>
<p><b><u>RAISE ASPIRATIONS</u></b> Pupils are inspired to see links between learning and real world outcomes. Success criteria: Pupils engage with ideas around possible careers and life choices and how education may lead to success.</p>	<ul style="list-style-type: none"> <li>• STEM conference to be visited by all Y6 PP pupils.</li> <li>• STEM activities carried out by all year groups and idea of STEM as career path to be discussed.</li> <li>• STEM/Enterprise week planned and delivered to all pupils with PP pupils playing a major role. (Aimed to raise awareness of business leadership and manufacturing)</li> <li>• Opportunities for visits from people in a variety of careers to be arranged- part of questions in visit to link to potential careers- e.g. fire brigade KS1 etc.</li> <li>• Projects to be set up in school that link directly to methodologies of outside industries- e.g. mini newsroom in English to link to report writing unit.</li> </ul>	<p>Pupils highly motivated and engaged by STEM projects and other opportunities.</p> <p>Valuable ways to further enhance relationships with staff and pupils.</p>	<p>STEM embedded and now part of our Northburn offer.</p> <p>Now looking to extend within school by providing pupils with reading materials and access to vocabulary which will further support and challenge.</p>

	<ul style="list-style-type: none"> <li>• All Y6 PP pupils funded to participate in residential outdoor/adventure learning residential.</li> <li>• PP pupils involved in school performances.</li> <li>• Funding for music tuition for PP pupils</li> </ul>		
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**8. Additional detail**

For additional information and evidence relating to this strategy statement please see our pupil premium policy and our School Development plan for 2019-2020.