

North Denes Primary Pupil Premium Report: 2016/17

Context

North Denes Primary School is a two form entry primary school, having approximately 300 pupils on roll. It is growing into a primary school, from being junior - the first cohort of reception children started in September 2015. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

Attainment on entry to reception is below that expected nationally in all areas but especially in language development and social and emotional interaction. To help to address this, the school has developed a well-being service on site to promote early intervention and work with troubled families and children. Reception classes are small and well-staffed. Progress made within the classes can be tracked through our Foundation Stage profile.

Our school offers a broad, balanced curriculum, geared to the individual needs of all children in a secure, caring and challenging environment. We are proud to provide an enjoyable learning journey which enables all children to achieve to the best of their ability; these values are reinforced by all staff and Governors, shared by all pupils and evident throughout the school.

Our Population

North Denes Primary School serves the community of Great Yarmouth, an area of considerable disadvantage in a Norfolk coastal town. Half of the school population are in receipt of Pupil Premium which is significantly higher than the national average of 26%, which brings some complex challenges. However, staff are committed to ensuring that challenges are mitigated so that all pupils can reach their full potential. All pupils receive a high quality and individually challenging education designed to promote excitement, enjoyment and enthusiasm for learning. Within this we identify individual barriers in order to provide personalised, targeted support so that our children can flourish.

Recent Initiatives/Improvements:

We are working hard to improve provision since our last inspection, please see the summary of improvements listed below:

- **High expectations of personal development and attitudes to learning** (use of PATHs) enable children to move confidently with the right skills to the next stage in education
- **Safeguarding** is highly effective
- **Increased levels of parental engagement** through pastoral support, NHS wellbeing service, Good News assemblies, highly visible staff at beginning and end of school day, increase of parents of attending parent/teacher meetings.
- **Equality of opportunity** underpins British Values and provides children with best life chances.
- **Positive culture of high expectations** in which everyone can reach their full potential
- **High expectations for behaviour** – “It’s Good to be Green” and restorative justice supporting purposeful climate for learning
- **Increased impact of middle leaders** – Cornerstones curriculum has ensured progression through the year groups, foundation assessment grids to measure the attainment of NC objectives.

- Systemic practitioner Contract with NHS providing **Improved support for children with social, emotional and behavioural issues.**
- **Improving outcomes for reading** - New teaching space to support teaching of reading and 1:1/small group interventions and extensive new reading resources.
- **Extended partnership working** with GY7 (a collaboration of 7 local schools) to improve practice, make stronger links between pupil and staff and develop a research based culture.
- **Broader use of research to inform decision making and policy** – Sutton Trust Toolkit interventions, within school variance and Carol Dweck’s Mindsets, Pre-teaching, Metacognition
- **Children acting as “leaders”** across the school in a variety of roles – school councilors, sports leaders, gold ties in year 6, playground buddies.
- **Increased high quality sports provision** – golf, squash, football and a new school sports coordinator.
- **Improved communication with parents and wider community** – School website / text /regular newsletters/postcards home/school events

Objectives of Pupil Premium Spending:

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be:

- Low aspirations at home
- Weak English skills including language and communication skills
- Social and emotional wellbeing
- Attendance and punctuality issues
- Complex family situations
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Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school money has been ring-fenced and used to benefit all pupil premium pupils. We have established clear lines of responsibility with a member of the senior leadership team and a link governor taking responsibility for Pupil Premium.

At North Denes our high proportions of FSM children have meant that our pupil premium money has represented a significant proportion of our budget and we have planned our spending carefully to ensure that it has been spent to maximum effect. This has meant making informed decisions about our spending such as:

- *Ensuring that spending is directly linked to gaps in attainment;*
- *Making use of our own data to expand existing interventions;*
- *Making sure there is at least good teaching in a day to day basis;*
- *Making use of research when evaluating interventions and considering the implementation of new interventions.*

All staff is aware of areas for development in the school in terms of subjects, year groups and they know which children are focus children. Money is used to benefit all pupil premium children and supports higher as well as lower ability children by extending provision on offer. We have revised our assessment and monitoring systems to support improvement in the quality of teaching and interventions in order to maximise impact.

This year our school priorities are to:

Ensure ATTAINMENT IN MATHEMATICS is in line with or above national standards at each key benchmark

Ensure ATTAINMENT IN READING is in line with or above national standards at each key benchmark

Ensure ATTAINMENT IN WRITING is in line with or above national standards at each key benchmark

Improve children's PROBLEM SOLVING AND REASONING SKILLS

Increase LEVELS OF CHALLENGE to meet the demands of the new curriculum

Provide HIGH QUALITY PROVISION IN ...

Provide HIGH QUALITY FOUNDATION CURRICULUM LEARNING EXPERIENCES (WOW days)

We will continue with our whole school approach to supporting children in developing their skills as readers and writers by focusing on developing children's speaking skills through the use of ICT – film making, writing blogs and broadcasting using our radio station. We want all children to be able to talk confidently about their learning, where they are and what they need to do to improve, so each child will have a mentoring session every term with their class teacher.

In addition we will continue to strengthen parental engagement in learning, through increasing the support on offer for parents (skills sessions, training in the curriculum and targeted parents' meetings). Our training for staff this year will include a focus on reading, maths mastery, behaviour management and restorative justice, supporting children with additional learning needs.

Pupils on Roll	
Total number of pupil on roll	304

Number of pupils and Pupil Premium Grant (PPG) received	
Total number of pupils on roll	304
Total number of pupils eligible for PPG	45.1%
Amount of PPG received per pupil	138
Total amount of PPG received	£182,160

Key Stage 2						
Showing % of pupils attaining at expected standard or greater depth.	2017					
	Reading		Writing		Maths	
	At expected standard	At greater depth	At expected standard	At greater depth	At expected standard	At greater depth
Disadvantaged Pupils (45)	62%	13%	68%	2%	51%	13%
Other pupils (37)	73%	30%	78%	11%	59%	19%
School difference 2017	-11%	17%	-10%	-9%	-8%	-6%
National Gap 2017	-16.9%		-15%		-16.8%	

Year 1 Phonics Screening Check 2016-17	National	School	Any Comments
All Pupils (36)	81%	69%	
Disadvantaged (11)	84%	55%	
Other pupils (25)	84%	76%	

Pupil Premium Intervention	Amount allocated (£)	New or continued	Year group and pupils involved	Intended outcomes	Monitored by	Impact and Reasoning (reviewed Oct '17)
Reading, Writing, Maths interventions.	£35,972 part payment for staff	Continued	Years 4,5,6	<ul style="list-style-type: none"> To provide intensive input on key skill learning to enable high level learning in class to be more accessible. Reinforce and rehearse key skills in spelling, grammar and comprehension. To revise and rehearse basic key skills in numeracy. To increase confidence in fast recall of facts To build transferrable basic skills. Targeted disadvantaged yr6 pupils who needed additional support in preparing for the SATs. One to one and small group input to increase individualized approaches. 	CH, VP	<p>In 2016/17 we invested £35,972 of pupil premium funds in a team of staff to support children with both basic skills in English and mathematics. All children made good progress.</p> <ul style="list-style-type: none"> In mathematics, all children who attended intervention programs have made progress in specific objectives targeted. The school difference is less than the national. In Writing & Reading, all children who attend intervention programmes have made progress in specific objectives targeted. The school difference is less than the national. <p>Future intended outcome will be to ensure the greater depth disadvantaged gap decreases.</p>
Reading resources	£10,000	New	YR & 1 and across the school.	<ul style="list-style-type: none"> The need for a range of books to engage our most difficult to reach groups: families with low level literacy skills, children with no or few books at home. High interest low level to engage boys. High quality texts for teachers to read to children in classroom - good role models reading aloud to children. 	VP	<ul style="list-style-type: none"> Investment in books has improved motivation levels of key groups across the age ranges. Use of Accelerated reader to quiz and track children's reading progress has led to increased motivation to achieve. Home reading diaries show increased number of home reads. Story cafes for EAL and KS1 had good attendance.
Year 6 revision club	£2346	Continued	Year 6	<ul style="list-style-type: none"> To reinforce basic skills learning for key groups of children. Consolidate new learning in maths. High quality teaching by teachers will ensure high standards and experiences. Targeted club that reinforce areas of need i.e. reading and maths. 	CH	<p>Use of Accelerated reader and maths helped to close the in-school gap in both reading and maths.</p> <p>High attendance to revision club with an award of an afternoon at local trampoline park. (65% of year group)</p>
One to one support	£29,267	Continued	YR, 4,5,6	<ul style="list-style-type: none"> Close the gap between FSM children and Non identified FSM children. To raise attainment and achievement across 	D.W V.P.	<ul style="list-style-type: none"> Children were able to focus and remain in class with the additional support. Made progress across the curriculum

				<p>the school for DA pupils with identified SEN.</p> <ul style="list-style-type: none"> • Enable key pupils the opportunity to build stronger meta cognition skills & learning to learn strategies. 		<p>including improved social skills and attendance.</p> <ul style="list-style-type: none"> • Due to increasing SEND/PP need look to provide a specialist teaching class that has emphasis on nurturing as well as basic skills.
Reducing class size year R, three & Six	£55, 840 (45% of 3 x teacher salary costs)	Continued	Year R, 3,6	<ul style="list-style-type: none"> • £ as part payment for additional teaching staff • To provide first quality teaching to smaller class sizes. • To enable children to be taught in groups that provide bespoke teaching models to meet need. • To give our first reception cohort a good starting point to school. Contextually low levels of literacy for some parents therefore children with very low levels of speech and language. 	SLT	<ul style="list-style-type: none"> • £55,840 investment has had a significant impact on the outcomes for pupils in year R. • The impact of smaller class sizes can be seen - in October 2016 no PP children at age expectations. End of the year 44.4% of PP children were at expectations (EY data) • End of year 3 the majority of the children were age related. 73% in maths, 76% in reading and 65% in writing. • End of year 6 for all pupils - 67% rd, 72% wr, 55%. For DA pupils but with new joining and EAL pupils removed this was 62% reading, 68% wr, 51% ma.
Care, guidance and support advisor	£23,904	Continued with changes	All year groups	<ul style="list-style-type: none"> • To increase resilience within families and to improve outcomes for vulnerable families. • Increasing parenting skills to directly impact upon closing the gap. • Supporting families at key transition points and at admission activating early help when needed. • Work with social care team and Social workers involved with families in school. • Coordinating new intake of children who arrive part way through the school year. • Pastoral care point of contact for pupils and families. • Work to enhance links between home, school and community. 	DW, SJ	<ul style="list-style-type: none"> • The investment of £23,904 Family case work has been very successful in engaging hard to reach families. • This has influenced pupil attendance cases. • Parents evening attendance for vulnerable families have increased. Parent participation is stronger. • Fantastic supportive mechanism for Positive school-community relations. • Vulnerable pupils identified at point of admission, resulting in support packages from the outset.
Systemic	£48,500	New	targeted	<ul style="list-style-type: none"> • To tackle significant barriers to learning 	D.W,	<ul style="list-style-type: none"> • £48,500 spend on disadvantaged pupils

<p>practitioner Contract with NHS</p>			<p>children</p>	<p>for disadvantaged pupils on some key issues including bereavement, drug dependency, domestic violence, family breakdown and housing and debt problems.</p> <ul style="list-style-type: none"> • To raise self-esteem, confidence and increase strategies for resilience in pupils impacting on attainment and progress. • Supporting pupils with mental health difficulties. • Improve behaviour and attendance to improve achievement. • Provide home visits to families in need of support. • Parenting groups • Training of staff around emotional health And wellbeing. • Working alongside behavioural lead and SENCO in writing and implementation of behaviour plans, EHCPs and Pupil Passports. • Offer reflective space for staff around mental health issues so they can better support pupils. • Work closely with other agencies supporting children's needs. • Tracking of DA children with additional barriers to be seen in Nurture groups. • Opportunities to really work on speaking and listening and to developing solution focused strategies for dealing with issues. • Keeping in touch with vulnerable families during the holidays including days out with the pupils. 	<p>governors NHS</p>	<p>has shown clear benefits.</p> <ul style="list-style-type: none"> • Over the year some significant progress has been made in enabling children to overcome some substantial issues. 25 of the children who were directly worked with are PP families and 16 of those hard to reach families that we now have regular contact with. • Parents satisfaction is high have made requests for repeat referrals within the system after reporting very positive impact on their children. Pupils are equally eager to remain. • Teachers have reported increased confidence, openness and readiness to learn directly after input from the practitioner. • All over improvement in behaviour and emotional difficulties from staff and parents. • Staff have developed and changed their understanding of children's problems or issues which has resulted in children staying in class and learning. • Children that had in contact over the holidays came into school more settled and ready to engage with their learning.
<p>Subsidies educational visits</p>	<p>£2,780</p>	<p>Continued</p>	<p>Whole school</p>	<ul style="list-style-type: none"> • Ensuring children have a wide range of opportunities to experience the world outside of school enriching their learning across the curriculum. • Opportunities to spend time at a residential visit. • Educational visits are valuable in developing their perseverance, team work, resilience and ability to face challenges. These are all 	<p>SLT Educ Visit Lead</p>	<ul style="list-style-type: none"> • Subsidizing educational visits has been an effective investment enabling DA pupils the chance to do things they may never have the chance otherwise. • We had high level take up for all educational visits from DA pupils. • Both parents and teachers report increased confidence and self-esteem.

				vital life skills.		<ul style="list-style-type: none"> Demonstration of leadership skills and independence were also noted from DA pupils.
Specialist Music teacher	£1,027	Continued	Open to all	<ul style="list-style-type: none"> Children to access music tuition and learn an instrument. 	SLT	<ul style="list-style-type: none"> The use of music continues to provide a fantastic opportunity for creativity and the development of language.
Portuguese speaking teaching assistant	£5,315	Continued	Whole school	<ul style="list-style-type: none"> To give children access to learning whilst at the early stages of learning English. To enable communication with parents. Supporting early teaching of phonics and English skills with children with little English. Including DA 	MD	<ul style="list-style-type: none"> The investment of £20,000 has shown significant impact in children's enjoyment and achievement. Communication between families of EAL children has significantly improved. Most EAL families attend parents evenings and other meetings and have translation support.