

North Denes Primary Pupil Premium Strategy: 2018/19

Context

North Denes Primary School is a two form entry primary school, having approximately 360 pupils on roll. It is has now grown 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 GY6 (a collaboration of 6 local schools) and the Schools' Partnership Project (a different group of 8 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
- Poor social and emotional wellbeing
- Attendance and punctuality issues
- Complex family situations
-

Our key objective in using the Pupil Premium Grant is to diminish the difference 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 on 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 for our more able pupils.

Provide HIGH QUALITY PROVISION IN PHONICS TEACHING

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 in the early years. 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 writing (GD), maths mastery, behaviour management and restorative justice, supporting children with additional learning needs.

Pupils on Roll	
Total number of pupil on roll	439

No. of Eligible Pupils	2018/2019		2017 / 2018		2016 / 2017	
	Number	Percentage	Number	Percentage	Number	Percentage
	161	37%	136	44.4%	137	44.8%

	2018 / 2019	2017/2018
Total Pupil Premium Allocation	£148,957	£179,520

Pupil Premium Intervention	Amount allocated (£)	New or continued	Year group and pupils involved	Intended outcomes	Monitored by	Impact and Reasoning
Reading, Writing, Maths interventions.	£35,972 part payment for staff	Continued	Across the school as needed.	<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 - accelerated maths 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	
Reading/Phonics	£10,000	Continued	YR & 1 and across the school.	<ul style="list-style-type: none"> Member of staff to act as librarian to ensure children have access to a high quality and organized library. Staff to have access to 'topic box' books that are sourced from school library to support the curriculum. Continue to run Accelerated reader across the school. Reading recovery in place, run by a member of full time staff. Trained HLTA deliver 1:1 personalized phonics catch up. 	VP/CW/GP	
Early Years	£10,812	New	YR	<ul style="list-style-type: none"> Speak and language support delivered by 1 member of staff. Precision teaching in phonics Phonics play 		
Flair for writing	£500	New	Across the school.	<ul style="list-style-type: none"> Train staff to implement drama techniques to stimulate writing. Broad Horizons network focus on vocabulary across the curriculum. 		
Year 6 revision club	£2346 Cost of maths for y6 and	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 	Year 6 I.B	

	trampoline			<p>i.e. reading and maths.</p> <ul style="list-style-type: none"> Accelerated maths access and bug club. 		
Branches/Petals – nurture based learning.	£22,267	Continued	YR/1	<ul style="list-style-type: none"> Children who experience social, emotional and behavioural difficulties to have time to be educated in an environment that is nurturing, safe, secure and caring. Children to have full access to the National curriculum with a focus on EYFS with a high adult ratio of input and support. Focus characteristics of effective learning. Children will develop strategies in dealing with their own emotional regulation and to transfer these skills to whole school practice. A supportive environment which provides children with an opportunity to talk about their emotions, such as anxieties, and concerns within a safe space. Staff training and visit to SRB units (7 people/supply) 	SLT/ Wellbeing	
A small class based environment to enable Year 3 children to catch up.	£3662	New	Year 3	<ul style="list-style-type: none"> £ as part payment for additional staff Year 2 maths curriculum and Year1 English – secure/independent in that area. Diminishing the difference between the PP and non PP. Consolidating key skills, phonics. 	SLT	
Breakfast Provision	£3120	New	All year groups	<ul style="list-style-type: none"> To ensure every children starts the day with a breakfast and drink to support their learning. Target know children who do not have a breakfast before arriving at school. 	SLT	
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. 	DW, SJ	

				<ul style="list-style-type: none"> • 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. 		
Systemic practitioner Contract with NHS	£48,500	Cont. with changes	targeted children	<ul style="list-style-type: none"> • To tackle significant barriers to learning for disadvantaged pupils on some key issues including bereavement, drug dependency, domestic violence, family breakdown and housing and debt problems. • 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 	D.W, governors NHS	

				during the holidays including days out with the pupils.		
Subsidies educational visits	£2,780	Continued	Whole school	<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 vital life skills. 	SLT Educ Visit Lead	
Portuguese and Polish speaking teaching assistants	£10,513	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 	SLT	