

North Denes Primary Pupil Premium Evaluation Report: 2017/18

Context

North Denes Primary School is a two form entry primary school, having approximately 360 pupils on roll. It 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 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
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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	366

No. of Eligible Pupils	2017 / 2018		2016 / 2017		2015 / 2016	
	Number	Percentage	Number	Percentage	Number	Percentage
	136	44.4%	137	44.8%	130	46.6%

	2017 / 2018	2016 / 2017
Total Pupil Premium Allocation	£179,520	£180,840

Key Stage 2						
Showing % of pupils attaining at expected standard or greater depth.	2018					
	Reading		Writing		Maths	
	At expected standard	At greater depth	At expected standard	At greater depth	At expected standard	At greater depth
Disadvantaged Pupils (39)	72%	41%	62%	3%	72%	21%
Other pupils (40)	93%	53%	80%	25%	98%	48%
School difference 2018	-21%	-12%	-18%	-22%	-26%	-27%
National Gap 2018	+12%	+27%	-4%	-7%	+9%	+8%

Progress Headlines

In Reading, the 'Disadvantaged' cohort have a progress score of 8.54 which is **above the national** for all pupils and 9.24 **above the average** for the same group nationally.

In Writing, the 'Disadvantaged' cohort have a progress score of 8.38 which is **above the national** for all pupils and 8.75 **above the average** for the same group nationally.

In Maths, the 'Disadvantaged' cohort have a progress score of 9.71 which is **above the national** for all pupils and 10.31 **above the average** for the same group nationally.

Key Stage 1						
Showing % of pupils attaining at expected standard or greater depth.	2018					
	Reading		Writing		Maths	
	At expected standard	At greater depth	At expected standard	At greater depth	At expected standard	At greater depth
Disadvantaged Pupils	56.3%	0	56.3%	0	62.5%	0
Other pupils	83%	0	63%	0	75%	0
School difference 2018	-26.7%	0	-6.7%	0	-12.5%	0
National Gap 2018	-18%	0	-18%	0	-18%	0

Year 1 Phonics Screening Check 2017-18	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
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 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>Average Progress of PP (11 children) cohort - 23.6 points over a term of intervention.</p> <p>Maths attainment/progress - in school gap varies across the year groups. Y2/3/5 have diminished the difference and all below the national gap. Progress shows that PP children are making the same progress as non PP in Y2/3 and in year 6 PP children are making better progress than non-PP.</p> <p>Writing attainment/progress - in school gap varies across the year groups. Year 2/3/5 have diminished the difference and all below the national gap. Progress shows that PP children in Y2/3/6 are making better progress than non-pp.</p> <p>Reading attainment/progress - in school gap varies across the year groups. Y3/4/5/6 have diminished the difference and are either below the national gap or very close. Progress shows that Y2/5 children are making nearly as much progress as the non-pp children and in Y6 PP children are making better progress than non-pp children.</p>
Reading/Phonics	£10,000	Continued (Phonics New)	YR & 1 and across the school.	<ul style="list-style-type: none"> Update librarian system to cloud and train staff to use. Member of staff to act as librarian to ensure children have access to a high quality and organized library. Continue to invest in high quality books. 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. YR/1 to introduce and use Phonic's Fairy program to increase outcomes of children I phonics screening check. 	VP/CW/GP	<p>Reading attainment/progress - in school gap varies across the year groups. Y3/4/5/6 have diminished the difference and are either below the national gap or very close. Progress shows that Y2/5 children are making nearly as much progress as the non-pp children and in Y6 PP children are making better progress than non-pp children.</p> <p>Use of Accelerated reader to quiz and track children's reading progress has led to increased motivation to achieve.</p> <p>Home reading diaries show increased number of home reads.</p>
Year 6 revision club	£2346	Continued	Year 6	<ul style="list-style-type: none"> To reinforce basic skills learning for key groups of children. 	CH	Use of Accelerated reader and maths helped to close the in-school gap in both reading and maths.

				<ul style="list-style-type: none"> 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. 		High attendance to revision club with an award of an afternoon at local trampoline park.
Branches/Petals – nurture based learning.	£22,267	New	Across the school.	<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 high adult ratio of input and support. 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. 	SLT/ Wellbeing	<p>12 out of 139 PP children receive support (9%).</p> <p>Maths – 3/12 are making above expected progress (25%). 5/12 are making expected progress (42%) 4/12 are below expected progress (33.3%) So 67% of the PP children are making expected + progress.</p> <p>Reading - 2/12 are making above expected progress (16.6%). 5/12 are making expected progress (42%) 5/12 are below expected progress (42%) So 58.6% of the PP children are making expected + progress</p> <p>Writing - 1/12 are making above expected progress (8%). 9/12 are making expected progress (75%) 2/12 are below expected progress (16.6%) So 83% of the PP children are making expected + progress.</p>
Reducing class sizes in Year Six	£22,211	New	Year 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. 	SLT	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 	DW, SJ	<p>37 out of 139 PP children receive support (27%).</p> <p>Maths – 10/37 are making above expected progress (27%). 16/37 are making expected progress (43%) 11/37 are below expected progress (30%) So 70% of the PP children are making expected + progress.</p> <p>Reading – 9/37 are making above expected progress (24%). 15/37 are making expected progress (41%) 13/37 are below expected progress (35%)</p>

				<p>workers involved with families in school.</p> <ul style="list-style-type: none"> 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. 		<p>So 65% of the PP children are making expected + progress Writing – 13/37 are making above expected progress (35%). 19/37 are making expected progress (49%) 6/37 are below expected progress (16%) So 84% of the PP children are making expected + progress.</p>
Systemic practitioner Contract with NHS	£48,500	New	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 during the holidays including days out with 	D.W, governers NHS	<p>13 out of 139 PP children receive intensive support (9%). Maths – 3/13 are making above expected progress (23%). 7/13 are making expected progress (54%) 3/13 are below expected progress (23%) So 77% of the PP children are making expected + progress. Reading – 3/13 are making above expected progress (23%). 7/13 are making expected progress (54%) 3/13 are below expected progress (23%) So 77% of the PP children are making expected + progress Writing – 2/13 are making above expected progress 15(%). 6/13 are making expected progress (46%) 5/13 are below expected progress (39%) So 85% of the PP children are making expected + progress.</p>

				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	<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. 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. Classes to have access to whole class teaching of the ukulele. 	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 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	<ul style="list-style-type: none"> The investment of £10,513 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.