

Normanby Primary School: Pupil Premium strategy 2020/2021

School overview

Metric	Data
School name	Normanby Primary School
Pupils in school	449
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£117,015
Academic year or years covered by statement	2020 -2021
Publish date	November 2020
Review date	January 2021
Statement authorised by	Carl Faulkner
Pupil premium lead	Andrew Drage
Governor lead	Denise Bollands

Disadvantaged pupil progress scores for last academic year (2018-2019)

Measure	Score
Reading	-1.86
Writing	-0.29
Maths	1.08

Disadvantaged pupil performance overview for last academic year (2018 – 2019)

Measure	Score
Meeting expected standard at KS2 Reading Writing Maths	68%
Achieving high standard at KS2 Reading Writing Maths	0%

Strategy aims for disadvantaged pupils

Measure	Activity
---------	----------

Priority 1	Pupils eligible for PP will have the required interventions/support they need to succeed. They will have specific targets set which are written into teachers' performance management targets. These targets will be monitored at least termly and give disadvantaged children greater access to a qualified teacher. Success criteria: the gap with 'other' children diminishes termly and is eliminated over time.
Priority 2	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
Barriers to learning these priorities address	"Educational attainment is the best predictor that we have of a young person's long-term outcomes." Sir Kevan Collins Chief Executive Education Endowment Foundation, The EEF Guide to the Pupil Premium. Raising children's aspirations and increasing access to a qualified teacher is key to success.
Projected spending	£39,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	September 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	September 2021
Progress in Mathematics	Maintain 2018-19 progress score: 1.08	September 2021
Phonics	Achieve national average expected standard in PSC	September 2021
Other	Attendance of disadvantaged pupils will be 96%+ in line with school expectation	September 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
---------	----------

Priority 1	PPG pupils will be identified through use of in-house systems: daisy diagrams, RAG rating (lockdown assessments) and gap analysis. Identified groups of children, identified as being particularly at risk of 'falling behind' or not making accelerated progress to diminish differences, will then be written into teachers and teaching assistants' performance management targets. Pupils' subsequent progress towards their identified targets will then be recorded and monitored on the PPG tracker. Disadvantaged children will be given greater access to a qualified teacher. Funding will be used to allow for the appropriate teacher/student ratio to facilitate this. Disadvantaged children will receive more focus group and 1:1 work with a qualified teacher than a non-disadvantaged child.
Priority 2	<p>Higher rates of progress across KS2 for high attaining pupils eligible for PP, particularly in Reading. Data from 2018/19 indicates that standards need to be raised in reading across school so that the number of children achieving the expected standard and greater depth continues to increase year on year (the gaps were widest in Foundation Stage) this is therefore the main priority of the English School Improvement Plan also. CPD delivered for reading: whole class reading, phonics training (phonetically matched books – Y1), guided reading, Accelerated Reader books purchased.</p> <p>Reading</p> <p>Foundation Stage – double teaching time for phonics for those children identified as disadvantaged. Greater access to the teacher for disadvantaged children.</p> <p>Foundation Stage and KS1 -ensuring books are phonetically matched to the teaching of Letters and Sounds</p> <p>Foundation Stage staff holding/held '1:1 Reading Meetings' with parents of identified children, prioritising those who are disadvantaged.</p> <p>Introducing 4 additional book bands after lime in Y3 and Y4 to provide challenge.</p> <p>Use of quality texts to support whole class reading in Upper Key Stage 2.</p>
Barriers to learning these priorities address	Correctly identified children receive the best support. Increasing staff confidence and understanding – reading.
Projected spending	£39,000

Wider strategies for current academic year

Measure	Activity
---------	----------

Priority 1	Increased attendance and punctuality rates for pupils eligible for PP. Attendance rates (2018/19) for pupils eligible for PP were 94.6% - below the target for all children of 96% and below non-PP of 96.3%. This reduces their school hours and causes them to miss vital learning, resulting in potential gaps in understanding and knowledge. Kelly Lawrence (Normanby Primary School's early help assistant) employed to work with families on a daily basis on improving attendance outcomes for disadvantaged children. Weekly, office staff and Kelly Lawrence identify where further support is needed. Jill Benson has been employed as an attendance officer who holds attendance monitoring meetings when school policy thresholds have been reached for further intervention.
Priority 2	Address issues affecting PP pupils' home lives to prevent family stress escalating – ensuring children come to school motivated and ready to learn. Enhancing school's pastoral system by professional therapeutic interventions (Time4U counselling and ELSA sessions). Julie Barnett, Ironstone Academy Early Intervention Officer working with identified families. Kelly Lawrence supporting children with access to blended learning for example: home visits, meeting with parents to support with remote learning applications, advises on funding families may be able to access and acts as a home/school liaison. Normanby Primary School are proud to be a part of the All Kids First initiative where the aim is to help the children of the local area: see https://allkidsfirst.co.uk
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£39,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Correct identification of children and understanding of their 'next steps'.	Time to meet in year group teams, with core subject leads and performance managers – 2 X PD Days Autumn 1.
Targeted support	In-house tracking systems being accurate, understood and utilised in a timely manner. Appropriate teacher: pupil ratio to enable increased access to a qualified teacher for disadvantaged children.	Planned in time for in-house systems to be set-up, implemented and revisited. Tracking systems used in identification of key children then written into teachers' performance management targets. Funding allocated to ensure appropriate staffing ratios.
Wider strategies	Quickly identifying family and children requiring support and knowing the appropriate support available.	Signpost vulnerable families to support networks (Julie Barnett, Kelly Lawrence or in-school ELSA practitioner) so that support offered significantly improves outcomes for families and pupils – academically, socially and emotionally. Behaviour in school remains good; PP children make required or

		accelerated progress to diminish differences over time.
--	--	---

Review: last year's aims and outcomes

Aim	Outcome
<p>Pupils eligible for PP will have the required interventions/support. They will have specific targets set which are written into performance management targets. These targets will be monitored at least termly. The success criteria is that the gap with 'other' children diminishes termly and is eliminated over time.</p>	<p>Staffing and support remained continuous throughout September to March with planned provision and strategies implemented. There is no end of year data to quantify impact. However, transition meetings held in July and SIP focuses will continue to support those identified pupils in this area closely during this year.</p> <p>Staffing continued throughout lockdown with school only closed for the May half term. All children received support with home learning including both physically and virtually. Telephone contact was maintained with all children and families throughout lockdown and a RAG rating system was quickly implemented to ensure the most vulnerable were identified and supported. Families identified as the most vulnerable were encouraged to attend school; this was extremely effective.</p> <p>At the start of the year, in house tracking systems were effective in identifying children early. As a result, correct interventions and support were quickly established. Teachers and teaching assistant performance management targets were written to include identified children – in line with the school improvement priorities. Whole school focus on reading was enthusiastically embraced by teaching staff and children with early 'in house' indications indicating progress towards targets.</p>
<p>Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).</p>	<p>See above for identification and use of in-house tracking and support.</p> <p>Moderation/subject leader meetings across the MAT took place termly for all core subjects – stopping in March due to lockdown.</p> <p>PP lead meetings across the MAT took place termly – stopping in March due to lockdown.</p> <p>LA moderation in English attended.</p>

	<p>Transition meetings held in July and SIP focuses will continue to support those identified pupils in this area closely during this year.</p>
<p>Signpost vulnerable families to support networks (Julie Barnett, Kelly Lawrence or in-school ELSA practitioner) so that support offered significantly improves outcomes for families and pupils – academically, socially and emotionally.</p> <p>Overall PP attendance improves to 96% in line with school expectation. No persistent (or a reduction in) absenteeism amongst PPG pupils which will enable a greater access to learning.</p>	<p>Purchased uniforms, white goods and furniture for family homes. Assisted with childcare costs to facilitate parents completing courses in parenting and citizenship; these include court ordered programmes through the probation services.</p> <p>Completed home visits to ensure accurate and up-to-date information is provided to agencies such as social care and probation regarding the living conditions and care the children are receiving. Supported parents with applications for benefits and school supplies to ensure families receive everything they are entitled to and ensuring the children do not go without.</p> <p>Attendance data up to lockdown:</p> <ul style="list-style-type: none"> • PP children 93.9% • Non-PP children 95.6% <p>Attendance once again written into 20/21 PP strategy.</p>