

# NORTH ROAD PRIMARY SCHOOL

## PUPIL PREMIUM STRATEGY AND ALLOCATION OF FUNDING APRIL 2016 – APRIL 2017

### Strategy Statement

<b>Summary information</b>	
School Year	2016 – 2017
Total PP Budget	£18,093
Total number of pupils	98
Number of pupils eligible for PP	14
Date of most recent PP review –	22nd September 2016
Date for next internal review of this strategy –	March 2017
<b>Current attainment – 2016</b>	
% of Y6 pupils achieving ‘working at’ the standard in Reading, Writing and Maths	
Pupils eligible for PP( 2 pupils)	pupils not eligible for PP (11 pupils)
Reading – 50% Writing – 100%  Maths – 50%  SPAG – 100%	Reading – 73% Writing – 73%  Maths – 55%  SPAG – 73%
% of Y2 pupils achieving ‘working at’ the standard in Reading, Writing and Maths	
Pupils eligible for PP (1 pupil)	pupils not eligible for PP (11 pupils)
Reading – 100%	Reading – 64%

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Writing – 100%	Writing – 55%
Maths – 100%	Maths – 64%
<h3 style="color: #800080;">Barriers to future attainment for PP pupils</h3>	
<p>These barriers are highlighted through conversations with class teachers, pupils, parents and any other agencies/adults working alongside the pupil/family</p> <p>In school barriers</p> <ul style="list-style-type: none"> <li>• Low self-esteem and self-belief, resulting in a poor self-image</li> <li>• Pre reading skills and language acquisition in Reception is lower for pupils eligible for PP than other pupils. This slows reading progress in subsequent years</li> <li>• Reduced exposure to life experiences resulting in less creativity applied to learning, especially writing, and reduced general knowledge applied across all subjects</li> </ul>	
<p>External Barriers</p> <ul style="list-style-type: none"> <li>• Attendance rates for (FSM) pupils is 92.4% and is below the target rate for all pupils of 95.5%</li> <li>• Punctuality for PP pupils is a significant factor for many PP pupils and causes learning time to be reduced.</li> <li>• Broken weeks for PP pupils is 22.2% and much higher than for all pupils 8.1%. This reduces their school hours and causes them to fall behind.</li> <li>• Support at home with homework and daily reading practice is reduced causing progress to be slower than all pupils</li> <li>• Readiness for school – incorrect or no school uniform resulting in pupil's anxiety about coming to school leading to self-esteem issues.</li> </ul>	

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- Readiness to learn – pupils arrive being unprepared for the school day having not washed or eaten and physically not prepared to start the learning of the day. This leads to poor attention and concentration in the classroom.

### Pupil Premium Strategy and Allocation of Funding April 2016-April 2017

Area of Spend	Contribution from Pupil Premium	Description of Intervention	Intended Outcomes	How impact is to be measured	Impact
Experienced teacher interventions	£1,766 – Teacher (LP) April to September  £1,766 – Teacher (CA)  September to April	Small group tuition, reduced class size and one to one tuition	More children make expected and good levels of progress. Interventions for FSM enable them to make expected or more than expected progress. Quality of teaching and curriculum improves and strategies that accelerate progress in classrooms.	Numbers of children making expected and good levels of progress. Quality of teaching. Number of children identified and improved outcomes.	The positive impact of an experienced teacher delivering Interventions for the 'most able' has been significant and this has been shown through the Termly monitoring of data for PP Pupils.
Pupil Premium Champion release time.	£2,648 – September 2016 to April 2017	0.1 weekly release time for Pupil Premium Champion to work with head teacher on tracking progress, meeting with pupils, meeting with	Effective communication and tracking of progress to ensure best possible results of progress.	Effectiveness of Pupil Premium Champion in role.	The Pupil Premium Champion was able to benefit from 1:1 release time in order to work alongside the HT on

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		parents and liaising with staff i.e. reading mentors etc.			implementing and evaluating the Pupil Premium Strategy.
TA interventions	£2,000 – TA Interventions	Intervention work with small groups of identified children across all year groups. Groups of no more than 6 receive Maths and/or English booster to secure accelerated progress and improved attainment.  Interventions will last for no more than one hour at a set time.	Identified children in English and Maths benefit from small group tuition to secure accelerated progress and improved attainment.	Increased levels of progress of identified children. Improved attainment of identified children.	The strategy for TA interventions was changed during the year to allow Teachers to lead the Interventions and TAs to lead work in PSHE and MFL. Teacher led interventions have shown an increased impact on children's learning and attainment.
<b>Area of Spend</b>	<b>Contribution from Pupil Premium</b>	<b>Description of Intervention</b>	<b>Intended Outcomes</b>	<b>How impact is to be measured</b>	<b>Impact</b>
ELSA Emotional Literacy Support Assistant	£1,500 – ELSA	Children work either 1:1 or in small groups (maximum 4 children). Needs identified through discussions between class teachers, ELSA and Inclusion Manager.	Children benefit from addressing personal and social issues. Barriers to learning are removed and progress accelerated.	Impact on individuals of this support.	The role of the ELSA has been greatly increased this year with a much higher number of children being referred for support. These referrals have not only come from class teachers but also parents, social care and Inclusion Support. The impact on

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					individual children has been great and this has been shown through their ability to now access learning in the classroom. The demand for this support continue to increase therefore more time allocation needs to be considered for the coming year ahead.
Sand Box Therapy Teaching Assistant	£750 – Teaching Assistant	Children work 1:1. Needs identified through discussions between class teachers, TA and Inclusion Manager.	Children benefit from addressing personal and social issues. Barriers to learning are removed and progress accelerated.	Impact on individuals of this support.	The role of the Sand Box Therapist has also been greatly increased this year with a much higher number of children being referred for support. These referrals have not only come from class teachers but also social care where the positive impact has been recorded as part of individual children's progress.
Educational Psychology Support/ Inclusion and Behaviour support	£1,970 – Subscription and additional support	Educational Psychology, Inclusion and Behaviour support purchased from South Gloucestershire to meet the needs of children.	Children benefit from this support to remove barriers to their learning and progress.	Impact on individuals of this support.	This Impact of this support can be shown through the academic progress of individuals.

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Support for residential trips	£300	Subsidised trips for enrichment	FSM children take part in high quality enrichment opportunities	Attendance on trips.	Pupils have benefited from being able to attend the year 6 camp with their peers and experienced a range of enrichment opportunities.
External clubs and enrichment opportunities	£2,184	Opportunity to attend Multi Sports Club. 2 hours weekly	FSM children take part in high quality enrichment opportunities	Attendance at clubs	Pupils have benefited from being able to attend the weekly club with their peers and experienced a range of enrichment opportunities that would otherwise not be available to them. Increased self confidence and self-esteem have been demonstrated both at the club and also back in the classroom
<b>Area of Spend</b>	<b>Contribution from Pupil Premium</b>	<b>Description of Intervention</b>	<b>Intended Outcomes</b>	<b>How impact is to be measured</b>	<b>Impact</b>
North Road Explorers Group	£1,500 – Pupil Premium Champion TA	Children taking part in on/off site enrichment activities in a small group of 6 (KS1 group and KS2 group – One afternoon per week) Learning skills are taught as part of each session.	FSM children take part in high quality enrichment. Opportunities to learn skills that can be transferred back to the classroom.	Increased levels of Progress of identified children. Improved attainment of identified children.	Pupils have benefited from the experience of a range of enrichment opportunities that would otherwise not be available to them including a trip to a local building site, the use of local sporting facilities, teaching from

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					partner Secondary teachers and time learning in the outside environment. The teaching of 'learning skills' and increased self confidence and self-esteem have been demonstrated back in the classroom. At present the children do not require any further support with 'learning skills' although this support may be considered again in the future, if required.
School Uniform and PE kit.	£1,449	Each child can receive 2 PE shirts, 10 polo shirts, 6 sweatshirts/cardigans, 1 reversible fleece/waterproof coat and 1 book bag yearly.	Children are dressed appropriately, prepared for lessons and ready to learn,	Impact on individuals of this support.  Increased self-confidence and readiness for learning.	The availability of school uniform and PE kit has allowed the identification of eligible pupils much earlier in their school life. It has also ensured that all children are dressed appropriately and are prepared to learn.
Vulnerable Readers	£3,488.40	Vulnerable learners are heard read with a reading mentor daily	Children's progress in learning will be accelerated	Progress of identified children.	Since the employment of the Vulnerable Reading Mentors, data has shown an increase in

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Reading Mentor			by daily, regular reading support in school.	Improved attainment of identified children.	the achievement in reading for all PP pupils.
Breakfast club provision	£1,330	Each child can access breakfast club provision	Children are fed appropriately, prepared for lessons and ready to learn,	Number of children receiving breakfast daily.	The availability of free breakfast club provision has allowed the identification of eligible pupils much earlier in their school life. It has also ensured that all children are fed appropriately and are prepared to learn. It has also had a positive impact on attendance and in particular punctuality.
Milk	£665	Offering milk for the FSM children.	Milk is an important part of a child's diet.	Number of children receiving free milk each day	The uptake of the support was very positive. Key Stage Two pupils now receive their milk with their lunch and this has had a positive impact on ensuring a healthy diet.
<b>Area of Spend</b>	<b>Contribution from Pupil Premium</b>	<b>Description of Intervention</b>	<b>Intended Outcomes</b>	<b>How impact is to be measured</b>	<b>Impact</b>
EWO	£280	Support with the attendance of FSM/PP children.	Increased attendance and punctuality at school and readiness for learning.	Impact on individuals of this support.	This Impact of this support can be shown through the increased attendance and



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					punctuality and therefore academic progress of individuals.
PSA support	£1,750	Support for families, both in school and in the home, to ensure the best outcomes for pupils.	Positive impact on home/school links and increased participation and achievement in school. Advice and guidance for parents relating to parenting/supporting their child to learn.	Impact on individuals of this support.	This Impact of this support can be shown through the social and academic progress of individuals.
Total of PP Funding	£18,093				
Total of set spending	£11,538				
Total of potential spend	£23,446				