

Review of Pupil Premium Strategy 2016-2017

OBJECTIVES OF PUPIL PREMIUM SPENDING AT NORTHWICK PARK PRIMARY AND NURSERY ACADEMY

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 less supported at home, have weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. Our key objective in using the Pupil Premium Grant is to minimise the differences between pupil groups. Through Quality First Teaching and targeted interventions, we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach at least age related expectations as they move through the school.

The Government initiative to improve the outcomes for disadvantaged pupils provide schools with additional funding for each child who is entitled to, or ever has been entitled to, Free School Meals (FSM) over the last 6 years.

From April 2014, maintained schools (funded by the local education authority), non-maintained special schools (not funded by the local education authority) will also attract the Pupil Premium for children:

- that were adopted from care on or after 30th December 2005 (under the Adoption and Children Act 2002);
- that left care under a Special Guardianship Order on or after 30th December 2005 (under the Children Act 1989);
- that left care under a Residential Order on or after 14th October 1991 (under the Children Act 1989);
- where the parent self-declares their child’s status to the school, providing supporting evidence (e.g., an adoption order);
- where the school records on the January School Census that it has a child on roll who meets the above criteria; and
- where their parents are currently serving in the armed forces.

Children who are currently in care will be allocated funding through Virtual Schools accessible following the first PEP (Personal Education Plan) meeting, via an application form. All schools have an obligation to report on how the money has been spent and the impact that it has had on the achievement of the pupils.

1. Summary Information					
School	Northwick Park Primary and Nursery Academy, Third Avenue, Canvey Island, Essex SS8 9SU				
Academic Year	2016-17	Total PP budget	£337,920	Date of most recent PP Review	September 2017
Total No. of Pupils	470	Number of pupils eligible for PP	256		

2. Current attainment at end of Key Stage 2		
(The following show the new testing arrangement outcomes for the 2014 national curriculum change)	Pupils eligible for PP (37)	Pupils not eligible for PP (23)
% reaching the expected standard in reading, writing and maths	57%	83%
% reading the higher standard	3%	9%
% reaching the expected standard in reading	60%	83%
% reaching the expected standard in writing	76%	91%
% reaching the expected standard in mathematics	81%	100%
% making at least expected progress in reading	-1.5	-1.9

% making at least expected progress in writing	+1.6	0.0
% making at least expected progress in mathematics	+3.5	+1.5

Objective/Strategies	Actual Expenditure	Actual Outcome/Impact
Quality Teaching for all pupils at the level to maximise progress.	£110,000	●5 Teacher in KS2 Year groups. By the end of KS2 PP pupils have made better progress compared to non PP pupils.
Additional LSA Support for PP pupils in lower sets to accelerate progress.	£30,000	There are proportionally more PP than non PP pupils in lower sets. Additional LSA supports these pupils.
Accelerate the progress of PP pupils who have lower than entry attainment leading to more PP pupils achieving GLD.	£25,000	January to July LSA targeted interventions led to 11/23 PP pupils achieving GLD: of the 12 who did not achieve GLD 7 are on the SEND register (2ECHIP).
Improve the language development for pupils.	£2,000	The % of PP pupils below ARE reduced from 64% to 36%.

<p>Increase the percentage of PP pupils passing the Year 1 phonics test.</p>	<p>£10,000</p>	<p>Daily reading 1 to 1 tailored support for all PP pupils led to improved outcomes. 79% of PP pupils passed the phonics test of the 8 PP pupils who did not pass 7 are SEND.</p>
<p>Increase the number of PP pupils achieving the expected level in RWM by the end of KS2.</p>	<p>£40,000</p>	<p>PP 1 to 1 teacher led interventions. Pupils make better progress than non PP pupils. The percentage reaching the expected standard in RWM improved from 28% in 2016 to 57% in 2017.</p> <p>Easter revision classes targeted cusp PP pupils 10/12 who attended achieved the expected standard in RWM</p>
<p>Improve attainment in maths for PP+ pupils in years 2, 3, 4, 5 + 6.</p>	<p>£10,000</p>	<p>1 to 1 teacher led maths tuition for all PP+ pupils led to 5/8 making 8 steps progress and 3/8 making 6 steps accelerated progress.</p>
<p>Improve pupils wellbeing and remove/improve emotional barriers to learning attainment will improve.</p>	<p>£20,000</p>	<p>Trained LSAs and school councillor support vulnerable pupils through daily mentoring and individual counselling 26/37 Year 6 PP pupils accessed support during KS2. There were zero exclusions for these pupils and all successfully transferred to secondary provision.</p>

All PP pupils have access to school visits and external visitors which enhance the curriculum.	£5,000	All PP pupils were able to access all trips and visitors.
Promote the children's interests by attending extra curriculum activities.	£5,000	Attendance at all clubs is monitored to ensure the percentage of PP pupils allocated places is proportionally correct. PP+ pupils have priority to attend clubs.
PP pupils are not disadvantaged by lack of support/equipment to complete homework activities.	£5,000	The percentage of PP pupils completing homework tasks is in proportion. All Year 5/6 PP pupils have access to out of school hours IT interventions.
All PP pupils have access to enhanced musical opportunities and all PP+ pupils and PP pupils identified as potentially being GT in music have extra-curricular 1 to 1 music lessons.	£6,000	At least 50% of pupils attending choirs and music ensembles are PP.
Pupils will engage in reading activities.	£7,920	Pupil perception surveys and numbers of children engaging in lunchtime reading activities supports better engagement and enjoyment.
Pupils will attend school regularly and punctually.	£12,000	Attendance of PP pupils was below non PP – mainly due to number of PAs.