

## Pupil Premium Review Form 2 – Annex 2

### Self-evaluation template – Pupil Premium Strategy Statement

#### PRIMARY

Northfield House Primary Academy **School Pupil Premium Profile 2017-18**

<b>Headteacher:</b>	Mrs Sarah Ridley
<b>PPR:</b>	Tom Hague
<b>Date:</b>	20 <sup>th</sup> September 2017

## 1. Summary information

<b>School</b>	Northfield House Primary Academy				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£216.480	<b>Date of most recent PP Review</b>	20/09/17
<b>Total number of pupils</b>	397	<b>Number of pupils eligible for PP</b>	164	<b>Date for next PP Strategy Review</b>	TBC

## 2. Current attainment (end of KS2 results 2016-2017)

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP your school (national average)</i>
<b>% achieving age related or above in reading, writing &amp; maths (or equivalent)</b>	83%	
<b>% achieving expected standard or above in reading</b>	83%	90% (
<b>% achieving expected standard or above in writing</b>	83%	100% (
<b>% achieving expected standard or above in maths</b>	83%	<b>95%</b> (

## 3. Barriers to future attainment (for pupils eligible for PP)

### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Our PP children lack enrichment opportunities right across the school which can prevent vocabulary knowledge for children on PP this is affecting reading and writing attainment and progress.
<b>B.</b>	In-school strategies and initiatives not being followed up at home i.e. promotion of basic skills – reading, spelling & maths (tables etc...)
<b>C.</b>	Learning behaviours – meta-cognition/6Rs skills, under developed attitudes to learning.

### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	PP children's families are sometimes unable to afford/access the additional enriching opportunities and experiences offered by the school (residential and day trips) or other agencies.
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E.	Attendance of a minority of pupil premium pupils including lateness.			
		%	No. of	No. of
		Present	Pupils	Lates
	WHOLE SCHOOL	95.2	386	1049
	Pupil Premium	94.5	124	514

4. Outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Improved enrichment opportunities for pupils eligible for PP across Key Stage 1 and 2	All learners have access to at least one significant enhancement activity (eg residential/arts activity) each year.
B.	Higher rates of attainment and progress across KS2 for pupils eligible for PP ( <b>Attainment of PP children is below Not PP in the current (2017-18) year 5 (R,W&amp;M) and year 6 (R&amp;W)</b> )	100% of students make at least expected progress at end of KS2 in R/W/M
C.	Early engagement with school based family support leading to less children needing child protection plans	More identification of children needing internal family support leading to fewer children needing Child Protection Plans.
D.	By reaching out to parents and our community attendance will be at least average and show sustained and convincing improvement over time with the number of late marks being reduced	At least 80% parents will attend our parents evenings 90% parents satisfied with our schools in parental survey annually
E.	For learning behaviours (6Rs) – resilience, resourcefulness, readiness, risk-taking, responsible and reflective skills, attitudes to learning – to be improved amongst targeted PP children.	For learning behaviours – resilience, concentration and focus skills, attitudes to learning – to be improved amongst targeted PP children.

## 5. Planned expenditure

Academic year	2017-18
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies	

<b>1. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved enrichment opportunities for pupils eligible for PP across Key Stage 1 and 2	<p><b>Breakfast Club</b> Children have the option to purchase breakfast. Children sit at the table together and are encouraged by staff to discuss/talk about topics of interest to them. Games are organised which encourage the children to take turns and develop social communication skills, e.g. board games, craft activities. Children can engage with others that speak the same first language as themselves, thus gaining confidence in their ability at school and their learning of English.</p> <p><b>Free After School Clubs</b> A variety of clubs are on offer, for example: art and craft, adventure club, football, netball and ICT. All clubs focus on the development of social skills including communication. Principles promoted within the classroom e.g. active listening are also promoted within clubs. Key vocabulary is used and reinforced, linked to the subjects being covered. Children can engage with others that speak the same first language as themselves, thus gaining confidence in their ability at school and their learning of English.</p> <p><b>Class teacher release to lead music teaching across the school.</b> This includes setting up and running a choir and instrumental projects that require the children to perform and take part in musical opportunities outside of school.</p> <p>Space/science visits and free trips for all children throughout the school.</p>	<p>Maximising the opportunities within and outside of the school day for children to develop their spoken English will enable them to access the wider curriculum and enrichment opportunities</p> <p><b>EEF- Oral language, Moderate impact, low cost +5</b></p>	<p>Pupil Premium review</p> <p>More active conversational input by pupils evident in lesson observations and learning walks.</p> <p>Children displaying more confidence in performance and in different social contexts.</p> <p>RMET School Improvement Consultation</p>	Vice Principal	Jan 2018 July 2018
Higher rates of attainment and progress across KS2 for pupils eligible for PP ( <b>Attainment of PP children is below Not PP in the current (2017-18) year 5</b> )	<p>Collect and maintain accurate data ( 3 data points)</p> <p>Hold pupil performance/progress meetings</p> <p>Identify early those children in danger of not hitting the expected levels and put intervention in place: (focus in year 5 R,W&amp;M: year 6 R&amp;W)</p> <p>Use data to develop initiatives highlighting PP children</p> <p>Provide standardisation and moderation opportunities for staff</p> <p>Share good practice</p> <p>Increase the number of outstanding lessons through staff development opportunities, such as peer coaching and review</p> <p>Teachers to complete pupil premium questionnaires</p>	<p>Children receive focussed interventions from highly trained members of staff to ensure that pupils make better progress as this provides focussed quality first teaching</p>	<p>Pupil premium data report</p> <p>Pupil progress meetings</p> <p>IRIS/ coaching groups/performance management</p>	Vice principal	Jan 2018 July 2018

<b>(R,W&amp;M) and year 6 (R&amp;W)</b>	Monitor and promote outside enrichment activities to pupil premium children	<b>EEF- Collaborative learning, very low cost, Moderate impact +5</b>  <b>EEF- Feedback, High impact, low cost +8</b>	Pupil premium questionnaire  Educational visits		
<b>Total budgeted cost</b>					£148,015

## 2. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Early engagement with school based family support leading to less children needing child protection plans	<p>Family Support worker 5 days a week</p> <p>Aim to remove any barriers to learning by empowering parents / carers to make positive changes in their lives for the wellbeing of the entire family. We build 'non-judgemental' relationships with them to ensure we get the best out of everyone and that their voices are heard.</p> <p>We support parents / carers with housing or school applications, attend mental health appointments, signpost to debt managements agencies or charity support.</p> <p>Offer tools for parents / carers to improve routines and boundaries at home.</p> <p>Give all our parents / carers the opportunity to bridge the gap between home with school.</p>	<p>Families that receive help and support before a crisis point is reached are more able cope with the many challenges that some families face – housing, drug abuse, parenting etc.</p> <p><b>EEF- Parental involvement Moderate impact for moderate cost, +3</b></p>	<p>Pupil Premium Review</p> <p>At least monthly TAC meetings</p> <p>Ongoing CPD external training from LCC or LCSB.</p> <p>Attend DSL forum twice yearly.</p> <p>Multi agency information sharing.</p>	Principal	Jan 2018 July 2018
By reaching out to parents and our community attendance will be at least average and show sustained and convincing improvement over time with the number of late marks being reduced	<p>Raise the profile of the Friday coffee morning for parents by a senior leader attending each week. Governors will have a standing invitation</p> <p>Advertise more widely the parent workshops and develop incentives for parents to attend – parental views sought for what can be improved</p> <p>Set up parent forums for parents to come in and ask questions and find out information</p> <p>The TA tasked with Roma parental engagement to organise regular forums for the Roma community and be available at drop off and pick up to facilitate relationships</p> <p>To feedback to parents the results of parental workshops and show on newsletters how issues have been addressed.</p>	<p>We aim for all parents to attend parents evenings and engage with curriculum workshops – this will result in high parental confidence in the academy and high levels of satisfaction</p>	<p>Track attendance</p> <p>On newsletter</p> <p>Drop ins</p> <p>By Governors on Gov visit day</p> <p>OFSTED site</p>	Principal	Jan 2018 July 2018

	Advertise more widely the parent evenings and develop incentives for parents to attend – parental views sought for what can be improved – translators readily available Have Parent view guest accounts for parent evenings to gauge opinion				
<b>Total budgeted cost</b>					<b>£59,047</b>
<b>3. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
For learning behaviours (6Rs) – resilience, resourcefulness, readiness, risk-taking, responsible and reflective skills, attitudes to learning – to be improved amongst targeted PP children.	The 6Rs to be embedded through visual prompts and learning attitudes assemblies. Learning walks, pupil interviews and lesson observations to show an increase in the use and understanding of the 6 attitudes towards learning. 6Rs displayed throughout the school to promote positive attitudes towards learning. Focus on ‘Growth Mindset’ within staff CPD and principals shared and promoted with all pupils. Assemblies rewarding pupils who show learning attitudes	Behaviour of PP pupils to be outstanding with very few incidents of poor behaviour noted. The PP pupils to have developed good attitudes to learning modelling the 6Rs and reduced passiveness.  <b>EEF- Behaviour interventions, Moderate cost and impact +3</b>  <b>EEF- Meta- cognition, High impact, low cost +8</b>	Tracking of 6Rs badges Monitoring of central behaviour log Assemblies to promote positive whole school behaviour and learning attitudes ( Good to be Green- badges and awards)	Vice Principals	Jan 2018 July 2018
<b>Total budgeted cost</b>					<b>£9.418</b>

## 6. Review of expenditure

<b>Previous Academic Year</b>				
<b>1. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Improved enrichment opportunities for pupils eligible for PP across Key Stage 2.	Total cost of staffing breakfast club:-Breakfast Club Free After School Clubs TA to deliver language group Sustainability project (allotment spending and the cost of TA to deliver this in afternoons)	Attendance of extended school provision and extra-curricular activities increased, with a positive impact on those children that attended.  Vulnerable children seem noticeably calmer and therefore ready to learn on entering the classroom. (Breakfast club)  Every child was offered the opportunity to visit the theatre with very few not attending. Trips included Matilda and Grease (year 6)	We will continue with this approach next year and seek to provide further opportunities for Pupil Premium children to access extra-curricular activities e.g choir, learning an instrument  Lunchtime activities which will prioritise and target Pupil Premium children and other vulnerable children will be developed.	
Higher rates of attainment and progress across KS2 for high attaining pupils eligible for PP in maths.	Total cost of the Teaching and Learning programme including IRIS. Staff led professional development. Teachers to work with others and identify areas for improvement. Teachers will use this to actively find areas for development. Teacher to coach each other in their areas for development. Teachers to support each other in promoting good practice. Phase leaders to give focuses relevant to the KS. Lead practitioner to offer in ear-coaching support to teachers	Teachers plan interesting lessons which engage pupils so they remain on task and complete a lot of work. This was seen as part of the teachers performance management observations as well as through learning walks.  Coaching trios were established with some good discussions taking place amongst staff to improve the quality of teaching and learning for all pupils.  Lead practitioner was released 2 days a week to support targeted staff including 2 NQTs	Coaching structure has been reviewed and formed in to larger groups of 5 with a TLR teacher leading the group as well as a senior teacher in each group. This is to ensure consistent and effective use of the IRIS equipment and time given to coaching.  2 experienced teachers joining the team on a secondment has resulted in the Lead Practitioner release time reduce to 1 day per week.	
<b>2. Targeted Support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Overall attainment is too low for all children at the end of KS2 in reading and mathematics; this is due to prior poor quality provision when the	Non - teaching Deputy Principals for the afternoons. Employment of a Lead Practitioner. Cost of Year 6 residential. TA to deliver Phonics. Reading Recovery Teacher.	The number of PP children achieving at or above aged related in year 5 in reading and maths is greater than non PP children	Support was better targeted across the school and resulted in good progress being made across all year groups  We now need to focus tightly on those children who are not on track to meet their expected	

previous school was in special measures. This has led to large gaps in skills, knowledge and understanding for the current Years 4 and 5.	Additional TA to support BRWP.	The number of pupil premium achieving at or above age related in year 4 in reading and maths is around 10% lower than non pp children.  Overall the attainment at the end of KS2 for PP children is slightly below that on non PP children however it is significantly above the floor target and above national (see table in additional information)	outcomes at Key Stage milestones and look at the support provided across each key stage to ensure that the children make at least expected progress year on year.	
Early engagement with school based family support leading to less children needing child protection plans	Family Support Worker – 0.4 Family Support Assistant – 0.6 Family Support workers aim to remove any barriers to learning by empowering parents / carers to make positive changes in their lives for the wellbeing of the entire family. We build ‘non-judgemental’ relationships with them to ensure we get the best out of everyone and that their voices are heard. We support parents / carers with housing or school applications, attend mental health appointments, signpost to debt managements agencies or charity support. Offer tools for parents / carers to improve routines and boundaries at home. Give all our parents / carers the opportunity to bridge the gap between home with school.	Excellent relationships have been built between our family support team and parents/community/ outside agencies.  Their role has been key in supporting 3 families through EHC applications which have stemmed from their child’s challenging behaviour. In all three cases the children have entered alternative provision and parents have commented on how the support they have received has been very much appreciated.	Our Family support assistant to work as a fulltime Family support worker (5 days) for 2017-2018 academic year.	
<b>3. Other Approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increased attendance rates	Full time office worker employed to monitor pupils and follow up quickly on absences. First day response provision. Curriculum enrichment.	Whole school attendance reached 95.3% at the end of half term 5 2017 achieving our school target of 95%.	Full time office worker to continue in her role as attendance has improved.	

		<p><b><u>Absence (half term 5)</u></b>  <b>TOTAL Number of pupils in cohort</b> 394  <b>Number of pupils below 85%</b> 22  <b>Percentage of pupils below 85%</b> 5.7%</p> <p>This is drop of 5 pupils (1.2%) from February 2017 where the figure was 6.9%. All pupils are monitored closely with home visits being made where appropriate and daily text messages being sent to encourage children to attend school daily.</p>	<p>Further develop links with Family support to support families of pupils who continually arrive late or who are persistently absent from school.</p>	
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

### At or Above Age Related Expectations June 2017

	Reading					
Year	1	2	3	4	5	6
Whole Year	67% (41/61)	76% (38/50)	70% (38/54)	69% (41/59)	42% (25/59)	86% (43/50)
Female	78% (21/27)	93% (28/30)	70% (16/23)	67% (16/24)	46% (13/28)	85% (23/27)
Male	59% (20/34)	50% (10/20)	71% (22/31)	71% (25/35)	39% (12/31)	87% (20/23)
Non PP	63% (24/38)	74% (26/35)	62% (18/29)	73% (27/37)	38% (15/39)	90% (18/20)
PP	74% (17/23)	80% (12/15)	80% (20/25)	64% (14/22)	50% (10/20)	83% (25/30)

	Mathematics					
Year	1	2	3	4	5	6
Whole Year	75% (46/61)	78% (39/50)	72% (39/54)	75% (44/59)	51% (30/59)	88% (44/50)
Female	81% (22/27)	97% (29/30)	70% (16/23)	75% (18/24)	57% (16/28)	85% (23/27)
Male	71% (24/34)	53% (10/19)	74% (23/31)	74% (26/35)	45% (14/31)	91% (21/23)
Non PP	74% (28/38)	77% (27/35)	69% (20/29)	78% (29/37)	46% (18/39)	95% (19/20)
PP	78% (18/23)	80% (12/15)	76% (19/25)	68% (15/22)	60% (12/20)	83% (25/30)

Children Making Expected Number of Steps progress Since EYFS/ KS1

Mathematics												
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	% (pupil No.s)	Av. Steps Progress (out of 4)	% (pupil No.s)	Av. Steps Progress (out of 8)	% (pupil No.s)	Av. Steps Progress (out of 4)	% (pupil No.s)	Av. Steps Progress (out of 8)	% (pupil No.s)	Progress (out of 12)	% (pupil No.s)	Progress (out of 16)
Whole Year	97% (59/61)	4.4	94% (47/50)	9.2	89% (48/54)	4.0	86% (51/59)	8.1	73% (43/59)	12.1	70% (35/50)	16.4
Female	100% (27/27)	4.7	100% (30/30)	9.7	87% (20/23)	4.1	88% (21/24)	8.5	68% (19/28)	11.8	67% (18/27)	16.3
Male	94% (32/34)	4.3	84% (16/19)	8.6	90% (28/31)	3.9	86% (30/35)	7.8	77% (24/31)	12.3	74% (17/23)	16.6
Non PP	97% (37/38)	4.6	94% (33/35)	9.4	86% (25/29)	4.0	84% (31/37)	8.2	74% (29/39)	12.2	65% (13/20)	16.3
PP	96% (22/23)	4.2	93% (14/15)	8.9	92% (23/25)	3.9	91% (20/22)	8.0	70% (14/20)	11.7	73% (22/30)	16.5

Reading												
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	% (pupil No.s)	Av. Steps Progress (out of 4)	% (pupil No.s)	Av. Steps Progress (out of 8)	% (pupil No.s)	Av. Steps Progress (out of 4)	% (pupil No.s)	Av. Steps Progress (out of 8)	% (pupil No.s)	Progress (out of 12)	% (pupil No.s)	Progress (out of 16)
Whole Year	84% (51/61)	4.2	92% (46/50)	8.7	91% (49/54)	4.0	90% (53/59)	8.0	83% (49/59)	12.1	72% (36/50)	16.7
Female	93% (25/27)	4.4	100% (30/30)	9.1	87% (20/23)	3.9	92% (22/24)	8.0	71% (20/28)	11.3	67% (18/27)	16.6
Male	76% (26/34)	4.0	80% (16/20)	8.1	94% (29/31)	4.1	89% (31/35)	8.0	94% (29/31)	12.7	78% (18/23)	16.8
Non PP	84% (32/38)	4.4	94% (33/35)	8.9	97% (28/29)	4.2	97% (36/37)	8.2	90% (35/39)	12.3	75% (15/20)	17.7
PP	83% (19/23)	3.9	87% (13/15)	8.1	84% (21/25)	3.8	77% (17/22)	7.6	70% (14/20)	11.6	70% (21/30)	16.0