



# NORTHFIELD HOUSE

## Primary Academy

### Northfield House Primary Academy Pupil Premium Strategy Statement

<b>Principal:</b>	Alex Curran
<b>Date:</b>	10 September 2018 <i>(last updated 8 November 2018)</i>

## 1. Summary information

<b>School</b>	Northfield House Primary Academy				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£200,640	<b>Date of most recent external PP Review</b>	20/09/17
<b>Total number of pupils</b>	389	<b>Number of pupils eligible for PP</b>	152	<b>Date for next PP Review</b>	February 2019

## 2. Current attainment (end of KS2 results 2017-2018)

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP your school (national average 'other' in brackets)</i>
<b>% achieving age related or above in reading, writing &amp; maths (or equivalent)</b>	76%	83% (70%)
<b>% achieving expected standard or above in reading</b>	76%	87% (80%)
<b>% achieving expected standard or above in writing</b>	86%	83% (83%)
<b>% achieving expected standard or above in maths</b>	86%	83% (81%)

## 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>	The families of children eligible for PP are often unable to afford/access enrichment opportunities that build children's understanding and 'cultural capital.'
<b>B.</b>	Lack of opportunities at home to rehearse language acquisition and develop basic skills, such as times tables, spellings and reading.
<b>C.</b>	Due to high levels of EAL and many families who are new to English, effective parental engagement and successful communication are challenging.

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

<b>D.</b>	The school has 30 children who are on child protection plans, receiving early help or actively involved with school family support. 28 of these are eligible for FSM/PP. Out of the 9 children on child protection plans, all are eligible for FSM/PP.
<b>E.</b>	Although the attendance of children eligible for PP is only slightly below that of 'other' children at NFHPA (in 2017-18 94.3% / 94.4%) attendance and persistent absence figures are concerning, and the gap between NFHPA and national benchmarks needs to close.

4. Outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Provide enrichment opportunities for pupils eligible for PP.	All learners have access to at least one significant enhancement activity (e.g. theatre visit) each year.
<b>B.</b>	Improve the attainment and progress of children eligible for PP (attainment of pupils eligible for PP in the current years 1, 3 & 6 is below that of 'other' children.)	Attainment and progress gaps in the current years 1, 3 and 6 are narrowed.
<b>C.</b>	Parental engagement in school events and activities improves (particularly in KS2) and new successful communication methods are introduced.	100% of parents attend parents' evenings; 95% of parents satisfied with our school according to parent view and annual survey; Engagement in curriculum events and workshops improves in KS2 so at least 50% of parents attend (PP)
<b>D.</b>	Early engagement with school based family support leads to fewer children needing child protection plans.	Fewer children are subject to child protection plans.
<b>E.</b>	Improve attendance and reduce the percentage of persistent absenteeism.	Gaps are narrowed with national figures for attendance and persistent absenteeism.

## 5. Planned expenditure

<b>Academic year</b>	2018-19
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	

### 1. Quality of teaching for all

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?
Provide enrichment opportunities for pupils eligible for PP	<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: knitting and sewing, self-expression, 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 released 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><b>Free Enrichment Trips</b> Significant enrichment opportunities are planned for all children linked to their curriculum. Project management carried out by Academy PA, who also ensures equality of access and opportunity.</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>Analysis of participation data.</p>	VP & Principal	Feb 2019 Sept 2019

PPR2

<p>Improve the attainment and progress of children eligible for PP in years 1, 3 &amp; 6.</p>	<ul style="list-style-type: none"> <li>• Invest in systems that enable children to work on basic skills both at home and at school (Spelling &amp; handwriting Journals, Maths Journals, Reading Pro and Times Tables Rock Stars)</li> <li>• Monitor and increase participation in systems</li> <li>• Collect and maintain accurate data (3 data points), analyse and hold pupil performance/progress meetings including a focus on PP children</li> <li>• Identify early those children in danger of not hitting the expected levels and put intervention in place (focus in year 3 &amp; 6)</li> <li>• Provide standardisation and moderation opportunities for staff</li> <li>• Increase the number of outstanding lessons through staff development opportunities, such as personalised CPD</li> </ul>	<p>Impact of systems previously used before has contributed to schools upward results trajectory</p> <p><b>EEF- Collaborative learning, very low cost, Moderate impact +5</b></p> <p><b>EEF- Feedback, High impact, low cost +8</b></p>	<p>Pupil premium data report</p> <p>Pupil progress meetings</p> <p>IRIS/ personalised CPD /performance management</p> <p>Analysis of participation data</p>	<p>VP &amp; Principal</p>	<p>Feb 2019 Sept 2019</p>
<p><b>Total budgeted cost</b></p>					<p><b>£146,500</b></p>

<b>2. Targeted support</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>
Early engagement with school based family support leading to fewer children needing child protection plans	<ul style="list-style-type: none"> <li>• Employ full time Family Support Worker</li> <li>• Aim to remove any barriers to learning by empowering parents / carers to make positive changes in their lives for the wellbeing of their family.</li> <li>• Build 'non-judgemental' relationships with families</li> <li>• Support parents / carers with housing or school applications, attend mental health appointments, signpost to debt management agencies, and enable charity support applications.</li> <li>• Offer tools for parents / carers to improve routines and boundaries at home.</li> <li>• Give parents / carers the opportunity to bridge the gap between home with school.</li> <li>• Work alongside social workers to provide planned support for children on plans or receiving Early Help.</li> </ul>	<p>Family Support worker employment increases the percentage of time that class teachers can spend on learning and teaching.</p> <p>Ensuring that the hierarchy of needs is satisfied ensures that children can better access learning opportunities.</p> <p><b>EEF- Parental involvement</b> <b>Moderate impact for moderate cost, +3</b></p>	<p>Appraisal process</p> <p>CPOMS recording and monitoring &amp; DSL briefings</p> <p>Ongoing CPD external training from LCC or LCSB.</p> <p>Attend DSL forum</p> <p>Multi agency information sharing.</p>	VP & Principal	Feb 2019 Sept 2019
Improve attendance and reduce the percentage of persistent absenteeism.	<p>Continue to:</p> <ul style="list-style-type: none"> <li>• Carry out SLT meetings for Persistent Absentees and continue to monitor identified children through focus groups and communication strategies</li> <li>• Provide incentives for families and regularly review</li> <li>• Tailor rewards to children achieving attendance in line with national percentages</li> <li>• Allocate Family Support worker time to work with targeted families to improve attendance and punctuality</li> </ul>	<p>Initiatives put in place in the summer term 2018 have improved attendance and PA figures and were recognised by Ofsted who advised us to continue.</p>	<p>Weekly attendance tracking by attendance officer (reported to principal)</p>	VP & Principal	Feb 2019 Sept 2019
<b>Total budgeted cost</b>					<b>£40,140</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>
Parental engagement in school events and activities improves (particularly in KS2) and new successful communication methods are introduced.	<ul style="list-style-type: none"> <li>• Full time Bilingual TA improves communication with Roma/PP families in person and via Family Support mobile phone.</li> <li>• Teachers2Parents text system used for reminders, access to doodle polls, etc.</li> <li>• Academy PA time used to create doodle polls to increase parental engagement in school activities</li> <li>• Academy PA tasked with creating an Academy Communication Strategy</li> <li>• Directed time dedicated to enquiry groups tasked with increasing parental engagement through trialling different approaches</li> <li>• Class dojo trialled as an effective class communication system</li> </ul>	<p>Parents have fed back that texts and electronic communications are appreciated</p> <p>Twitter followers have steadily increased.</p> <p>Gaps in attainment and achievement for Roma/PP families have narrowed as a result of TA deployment.</p>	<p>Tracking attendance at events and social media engagement</p> <p>Parental surveys</p> <p>Engagement in doodle polls</p> <p>Monitoring and evaluation of Class Dojo systems</p>	VP, Principal & EAL Lead	Feb 2019 Sept 2019
<b>Total budgeted cost</b>					<b>£14,000</b>

6. Review of expenditure			
Previous Academic Year 2017/18		Total Received: £216,480	
1. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improved enrichment opportunities for pupils eligible for PP across Key Stage 1 & 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><b>Space/science visits and free trips for all children throughout the school.</b></p>	<p>Every child had the opportunity to visit a theatre which impacted positively on our attainment at all statutory assessment points. It was noted that 'purposeful educational visits enrich pupils' learning,' and 'disadvantaged pupils benefit from a range of approaches to raise aspirations and help them learn' during July 2018 Ofsted inspection.</p> <p>Club participation for children eligible for PP increased by 23% compared with 2016/17.</p> <p>Expert music tuition by released teacher improved the quality of curriculum provision as noted by Challenge Partners in Feb 2018 and Ofsted in July 2018.</p>	<p>Breakfast club needs to be completely free of charge to maximise attendance and therefore impact. Bids and Grants to apply for will be researched during 2018/19.</p> <p>A minority of children are not allowed to attend visits that are outside of Leicester for a range of reasons. Bilingual TA to work with families to raise awareness and ease concerns, Principal to liaise with local religious leaders to ensure that children are not discouraged to attend due to late return times.</p> <p>Release of expert music teacher will continue to provide curriculum excellence.</p>

<p>Higher rates of attainment and progress across KS2 for pupils eligible for PP</p> <p><i>Attainment of PP children was below not PP in the 2017-18 year 5 cohort (R,W&amp;M) and year 6 (R&amp;W)</i></p>	<p>Collect and maintain accurate data (3 data points)          Hold pupil performance/progress meetings          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)          Use data to develop initiatives highlighting PP children          Provide standardisation and moderation opportunities for staff          Share good practice          Increase the number of outstanding lessons through staff development opportunities, such as peer coaching and review          Teachers to complete pupil premium questionnaires          Monitor and promote outside enrichment activities to pupil premium children</p>	<p><u>Attainment: Current y6 cohort (2018/19)</u>  <i>Comments based on those projected to be working at age related expectations at the end of the year.</i>          The attainment gap in reading and writing has narrowed and more children eligible for PP are now on track to meet age related expectations. There is still a gap in reading and mathematics though and this will be a focus in 2018/19.          The attainment gap in writing has closed, with only a 2% gap predicted in age related attainment. This clearly demonstrates accelerated progress</p> <p><u>Attainment: Year 6 cohort 2017/18 (KS2 results)</u>  <b>The attainment of disadvantaged children was broadly in line with (or better) than the national benchmarks for ‘other’ children in all areas.</b> In Writing, Maths and Grammar, Punctuation &amp; Spelling DA children performed better than the ‘other’ children at NFHPA. In reading and combined attainment, DA children performed less well than the ‘other’ children at NFHPA.</p> <p><u>Progress: Year 6 cohort 2017/18 (KS2 results)</u>          Progress scores for DA pupils were well above national DA benchmarks (Reading: 5.58, Writing 3.15, Maths 5.34)</p>	<p>Peer coaching has evolved again for 2018/19 and will now become a more personalised method where individuals get more choice in their development areas and peer group. This is in response to staff feedback and reflects the raised quality of teaching and learning at NFHPA.</p> <p>Assessment, pupil progress and intervention arrangements will continue.</p>
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<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)
Early engagement with school based family support leading to less children needing child protection plans	<p>Family Support worker 5 days a week 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.</p> <p>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.</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>Excellent relationships have continued to build between our family support worker and parents/community/ outside agencies.</p> <p>The school has 30 children who are on child protection plans, receiving early help or actively involved with school family support. 28 of these are eligible for PP/FSM. Out of the 9 children on child protection plans, all are eligible for PP/FSM. The family support worker had reduced the number of children on CP plans through early intervention – 5 are new to NFHPA in 2018/19.</p>	<p>Continue with Family Support systems – they are essential for removing barriers to learning.</p> <p>CPOMS purchased to improve efficiency of record keeping, communication and reporting for conferences.</p>
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>Advertise more widely the parent evenings and develop incentives for parents to attend – parental views sought for what can be improved – translators readily available</p> <p>Have Parent view guest accounts for parent evenings to gauge opinion</p>	<p>Attendance has improved and persistent absenteeism has reduced.</p> <p>As of 2.11.18, in Reception – Year 6, attendance is 96.5% with persistent absence under 90% at 9.9%. This shows a considerable improvement on previous figures.</p> <p>100% of parents attended parents' evenings in 2017/18 due to teachers following up non attending families to ensure that all were spoken to.</p> <p>Parent view surveys were very positive. Ofsted used these and conversations on the playground during our inspection to inform their view that 'parents rightly believe that their children are happy and well looked after. Parents overwhelmingly would recommend this school to others.'</p>	<p>Improving communication with our multilingual community is a key development area for next year. We also aim to increase the number of parents completing surveys – we will continue to request guest logins for parents' evenings.</p>

<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)
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	The improvement in learning behaviours is clearly visible through the school's work on the 6Rs, Growth Mindset and Character Education.  The year 6 cohort particularly exemplified these improved attitudes during their KS2 tests.  Ofsted commented that 'The personal development of all pupils is at the heart of the school's vision. Staff have high social expectations of pupils. Pupils are challenged to be ready, resourceful, resilient, responsible, risk-takers and reflective.'	Continue to remind children regularly of Growth Mindset stories, 6Rs and character muscles to ensure continued momentum.