

2017/2018

North Walkden
Primary School

PUPIL PREMIUM STRATEGY 2017-2018

Overview – What is Pupil Premium?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Pupil premium funding is available to children who:

- Who have been in receipt of free school meals (FSM) at any point in the past six years
- Who have been looked after by the local authority for one day or more
- Who are adopted or under a special guardianship or residence order
- Who are the children of Armed Service men and women

Funding

In the 2017 to 2018 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6
- £935 for pupils in year 7 to year 11
- £1900 for each pupil identified as 'Looked After' by the local authority

Schools are held accountable for the spending of these monies, performance tables capture the achievement of disadvantaged children covered by the funding.

This pupil premium strategy is for the academic year September 2017 - September 2018

The governing body are due to review and ratify this strategy on 30th November 2017 in the full governing body meeting.

ACRONYM MEANINGS

ARE	Age related expectations
EYFS	Early Years Foundation Stage
ROL	Raise On Line
ASP	Analysing School Performance
SIP	School Improvement Plan
SIO	School Improvement Officer
SED	Self Evaluation Document
PSHE	Personal, Social and Health education
SEND	Special educational needs and disabilities
SEND Co	Special educational needs and disabilities co-ordinator
FSM	Free school meals
GLD	Good Level of Development
LAC	Looked after Child
PP	Pupil Premium
PPG	Pupil Premium Grant

What are the barriers to learning at North Walkden Primary School?

- 1) Attendance and punctuality are below the national average
- 2) Children enter school with low speech, language and communication difficulties.
- 3) Higher than average number of children with SEND support and EHCP.
- 4) Low Self Esteem , independence , resilience and aspirations.
- 5) High number of children with social and emotional needs.
- 6) Contextual information indicates the this school is in a high area of deprivation.
- 7) Lack of wider reading opportunities at home due to an increase in the use of technology.

OBJECTIVES

1	To improve the attendance and punctuality of disadvantaged children	Total amount of pupil premium funding for this academic year is £128760
2	To narrow the attainment gap between disadvantaged children and others and boys/girls in reading writing and maths and to ensure the majority of disadvantaged children make good or better progress from their starting point.	
3	To support the emotional, cultural and social needs of our children and raise their self esteem and resilience in order to become independent learners.	
4	To ensure that all children are given the opportunity to enrich their learning and life skills by participating in a variety of additional curricular and non curricular enrichment activities, both within school and after school.	

OVERALL SUCCESS CRITERIA	OVERALL IMPACT (July 2018)
1) The attendance and punctuality figures have improved.	
2) Termly and 2018 data for key stage 1 and 2 shows that gaps have narrowed between disadvantage /non and boys girls and progress rates for the majority of these children are good or better.	
3) The number of disadvantaged children achieving GLD and ELG's in writing is close to other children.	
4) IN EYFS, accelerated progress is made in C and L so that more disadvantaged children achieved the ELG's by the end of reception.	
5) Children's needs within this area are being identified quickly and supported and monitored well. Lesson observations and learning walks show children becoming more independent and resilient in their learning.	
6)All children benefit from a range of additional curricular and non curricular enrichment experiences.	

Objective 1: To improve the attendance and punctuality of disadvantaged children				
ITEM/PROJECT	COST	REASON	SUCCESS CRITERIA	IMPACT
<i>What are we spending the money on?</i>		<i>Why are we spending the money on this?</i>	<i>What impact are we aiming for?</i>	<i>Has it worked – what impact did it have?</i>
<ul style="list-style-type: none"> Contribution to employment of children and families worker to work with families to help improve punctuality and attendance. 	Approx. £10000	Data dashboard weaknesses in 2016 highlighted that attendance was low for all pupils and the groups :disadvantaged, boys, SEN	Improved attendance	
<ul style="list-style-type: none"> Breakfast club initiative for all year groups 1-6 (one week per class per half term) 	£150	To try and encourage and target the children to come to school early for their breakfast which will help to raise punctuality and attendance.	Improved attendance	

Objective 2: To narrow the attainment gap between disadvantaged children and others and boys/girls in reading writing and maths and to ensure the majority of disadvantaged children make good or better progress from their starting point.

Overall Success Criteria:		Overall Impact:		
ITEM/PROJECT	COST	REASON	SUCCESS CRITERIA	IMPACT
<i>What are we spending the money on?</i>	approx	<i>Why are we spending the money on this?</i>	<i>What impact are we aiming for?</i>	<i>Has it worked – what impact did it have?</i>
Staffing in EYFS and Key stage 1 to deliver speech and language sessions for target children in EYFS and key stage 1	£14000	A large number of children entered nursery working below and well below ARE in communication and language. Children have limited word choices and vocabulary in EYFS	All children make progress with their speech and language targets. Children in nursery and reception make accelerated progress from their starting point, resulting in fewer children working below expected in C and L. The majority of children with EYFS make good or better progress and the attainment gap between disadvantaged children and others is narrows.	
Installation of a wooden summerhouse to be used for nurture groups in EYFS		The nursery teacher has made early identification of several children that are presenting with speech , language and communication issues. We have an increased number of children in school that require S and L support from Elklan trained TA's.		
Elklan training for two members of staff in EYFS and key stage 2	£660			
Employment of non class based SENDCO and inclusion lead to facilitate and monitor all interventions for children throughout school.	£25000	Data shows that children with SEND made less progress than other children from their starting point and children who are disadvantaged performed lower than other children- in reading writing and maths in most classes.	Children with SEND make good or better progress from their starting point and the attainment gap between disadvantaged and other children is narrowed.	
Maths CPD for all members of staff	£1000			

Purchase of Lancashire planning tools for English and maths	£300			
Tutor trust for targeted children in year 6.	£700	Provisional year 6 data showed improved progress for all disadvantaged children in reading and writing and we now want to continue to narrow this gap, especially in maths and have more disadvantaged children working at the expected level.	2018 data is an improved outcome for disadvantaged children	
Use of PIXL intervention programme for targeted children, including disadvantaged in years 5 and 6	£2500			
Employment of 2 teaching assistants in key stage 2 to target children through interventions.	40000			
Purchase of new books to widen the reading experiences of all children on key stage 2	£1000	2017 data indicated that reading was the lowest at 60% expected compared to writing and maths.	Higher number of children across key stage 2 achieving the expected level.	
Projectors				

Objective 3: To support the emotional, cultural and social needs of our children and raise their self esteem and resilience in order to become independent learners.

ITEM/PROJECT	COST	REASON	SUCCESS CRITERIA	IMPACT
<i>What are we spending the money on?</i>		<i>Why are we spending the money on this?</i>	<i>What impact are we aiming for?</i>	<i>Has it worked?</i>
Contribution to employment of children and families worker to work with families and children who may need social, emotional, financial and mental health support.	£10000	We have a larger number of children and families being referred to the schools Children and families worker for help and support with emotional, social support and well being.	The children and families receive the targeted support and are able to learn more readily in class and can access the curriculum.	
Enabling enterprise scheme We are aiming to develop enterprise in our school. This is an organisation that works with schools and businesses to help pupils develop their	TBC	To enable the children to become part of projects in which they take ownership and equip them with a variety of skills that will help to	The children can work collaboratively together and take ownership of a project. For children to	

key skills e.g. Team Work & Leadership, Listening & Presenting, Problem Solving & Creativity and Aiming High & Staying Positive.		improve resilience and aspirations, which they can transfer into all aspects of their learning.	be able to understand they can aspire to anything they want to be.	
DL breakfast club	£150	Research shows that children learn better and can focus and sustain concentration for longer after they have had breakfast. We want to convey the message to children and parents that breakfast is a crucial meal of the day. (also links with improving attendance –see above)	There is a direct, positive correlation between children eating breakfast and sustained concentration.	
Respect programme	TBC	We want to further equip our children with the skills to fulfil the ‘Respect and Tolerance’ aspect of British values. We have had an increase of the number of children joining our school with English as a second language and also from other faiths and cultures. Some of these new children also have limited understanding of cultures and religions beyond their own experience- OFSTED ISSUE 2013	Children develop positive relationships with each other and have an understanding of each others needs, cultures, religions , beliefs and individual opinions. There will be a reduction in the number of racist , genderism and homophobic incidents within school.	
PSHE BV LGBT books	£200			
Behaviour	£200	Positive praise , which rewards children for their efforts, hard work and perseverance gives them the tools to strive to achieve their best and develop problem solving skills	Lesson observations and learning walks indicate that behaviour for learning is good.	

		when learning as well as raising their self confidence and self esteem.		
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Objective 4: To ensure that all children are given the opportunity to enrich their learning and life skills by participating in a variety of additional curricular and non curricular enrichment activities, both within school and after school.

ITEM/PROJECT	COST	REASON	SUCCESS CRITERIA	IMPACT
<i>What are we spending the money on?</i>		<i>Why are we spending the money on this?</i>	<i>What impact are we aiming for?</i>	<i>Has it worked?</i>
Subsidising all enrichment trips and visits and enriching further the curriculum including: <ul style="list-style-type: none"> • Transport to different locations 1000 • Enrichment trips for all classes- no cost to parents 840 • End of year curriculum trips 3200 • M and m theatre company 700 • Crucial crew for year 6 220 • Food Technology equipment 500 • Subscription to purple mash 800 • Transport for swimming to allow for longer session for all children in Years 3-5 3000 • Mapas music tuition for year 4 3000 • Recorder tuition for years 3 and 5 660 • Guitar lessons for Key stage 2 1000 • Ukelele lessons for all key stage 1 1000 • Cookery club for key stage 2 150 	£15000	To enable all children to take part in a wide range of activities and experiences that they may not usually experience. To develop team building and life skills that they can bring back to the classroom to support learning. To promote excellence and enjoyment To develop language, communication and social skills.	Disadvantaged children have equal opportunities to take part in additional enrichment and curricular activities. Every child goes on at least two enrichment visits per year.	