

2019

North
Walkden
Primary
School

PUPIL PREMIUM STRATEGY 2019-20

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 2019 to 2020 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
- £2300 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 2019- July 20

The governing body are due to review and ratify this strategy on 4th December in the full governing body meeting.

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

A) The number of children who have an identified SEN, including EHCP and also have PP eligibility is well above average.

B) Reading attainment at the end of EYFS, Key stage 1 and 2 for PP children is lower than non PP children. Children enter nursery well below average in communication, language and literacy strand. Children have poor understanding of vocabulary.

c) Personal, social and emotional development is poor and there are increasing numbers of children with poor mental health.

d) The school location deprivation indicator was in quintile 4 (more deprived) of all schools and the pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation. Some children have limited life experiences due to economic factors

E) North Walkden has the highest percentage of mobility to whole school numbers and this impacts on stability and dynamics within some classes. A high percentage of children joining North Walkden are in receipt of PP funding.

F) Some children have limited aspirations and do not understand the importance of a good education.

G) Attendance of children in receipt of PP is lower than NON PP.

OBJECTIVES TO REMOVE BARRIERS TO LEARNING

Objective Number	For barriers....	Objectives.
1	A and B	To identify children with SEND early through the analysis of baseline data. To raise the reading attainment of PP children. To ensure all children make progress and achieve well across EYFS in the communication and language strand. To improve the vocabulary of all children. To increase the % of children with PP who pass the phonics check in year 1.
2	C	To identify children with SEMH and ensure their wellbeing is supported in order to improve their attainment and outcomes. To improve the mental health of disadvantaged pupils across the school.
3	D	To ensure all children are ready to learn. To enable all disadvantaged children to access a range of experiences that will provide them a range of life experiences and wider opportunities.
4	E	To ensure mobility does not compromise standards in attainment and progress. To assess learning early and put appropriate interventions into place.

5	F	Children have a positive mind set and attitude to learning. Children know their strengths and know they can achieve well. Parental engagement increases and impacts on outcomes.
6	G	Increased attendance impacts on outcomes and progress for these groups of learners.

OVERALL SUCCESS CRITERIA

1)	To increase the number of children with SEND making expected progress and more children with SEND achieving GLD. % of pupils achieving the expected standard in reading improves as a whole in key stage 1 and 2 and children with FSM achieve well and make good progress. % of pupils in receipt of PP improves in the year one phonics check. Children in receipt of PP in EYFS make good progress with the communication and language strand. Parental engagement with RWI is good.
2)	Children with identified SEMH achieve well and make good progress from their starting point. Mental health of all children in school is good.
3)	Children have access to a wide range of additional experiences to help broaden their learning and understanding. The children are physically ready to learn and they have the correct mental tools to support learning.
4)	Children new to the school achieve well and make good progress from their starting point.
5)	Children have a positive image about themselves. They want to come to school and understand learning increases their chances of success. Parental engagement is positive.
6)	The attendance of PP children improves.

OBJECTIVE 1- TO REMOVE BARRIER A AND B

To identify children with SEND early through the analysis of baseline data. To raise the reading attainment of PP children.

To ensure all children make progress and achieve well across EYFS in the communication and language strand.

To improve the vocabulary of all children.

To increase the % of children with PP who pass the phonics check in year 1.

Parental engagement with RWI is good.

ITEM/PROJECT/STRATEGY	OBJECTIVE	SUCCESS CRITERIA	HOW WILL THE IMPACT BE MEASURED?
<i>What are we spending the money on?</i>	<i>Actions to be taken?</i>	<i>What will success look like?</i>	<i>What evidence will we use?</i>
0.2 class based DHT to be the reading lead to offer support and mentoring with Read , write Inc and reading across the school.	Purchasing Read Write Inc materials for use in the whole school. Delivering staff training to all staff in school. Visits to Lacey Green English Hub. Purchase of guided reading materials. Daily coaching and mentoring of RWI sessions will ensure weaknesses are addressed swiftly. Engage the RWI programme with parents.	Disadvantaged pupils' outcomes will improve as a school trend and will be in line with the national non disadvantaged pupils. Parents play a proactive role in supporting the school RWI initiative.	Year 1 and 2 phonics screening check. Key stage 1 reading outcomes. Key stage 2 reading outcomes.
Additional staffing in EYFS to support the deliverance of REAL and WELLCOME initiatives.	School to embark on the REAL project and additional S and I sessions will be delivered by staff in EYFS. Specific interventions will be delivered to EYFS children in receipt	Outcomes for children in receipt of PP funding are in line with national benchmarks in communication and language and reading.	Nursery and EYFS data and GLD.

	of pupil premium to support their attainment in the communication and language strand.		
Non class based SENDco to lead, manage and deliver interventions and RWI across school.	To ensure early identification of SEN EYFS children through data analysis and pupil progress meetings and refer to appropriate agencies swiftly. SENDCO to deliver staff training on ensuring inclusivity within the classroom. Deliver daily RWI sessions.	Children with SEN are identified early and adequate provision is in place to improve attainment and progress. Attainment of SEND children in receipt of PP funding improves and progress is good from their starting point. A HIGHER % OF PP children pass the year one phonics check.	SEND data across school. SEND phonics data.
Purchase high quality reading resources across school to support reading for pleasure.	Each class will have access to a wider range of high quality reading materials. All children to be read to daily by an adult in a high quality, high impact story time session. Classrooms will display rich vocabulary for children to access the curriculum. Children with a low reading age/level will have access to high quality 'high interest low level' reading books within the scheme.	Children are accessing high quality, age appropriate books with an interest level appropriate for their chronological age. Children will have a wider vocabulary which will support them in the SAT's tests as well as being evident in their writing.	Book scrutinies. Key stage 1 and 2 outcomes. Classroom environments.
Whole school projector refurbishment, including intervention room.	All classes to have up to date, state of the art projector equipment to enable all lessons to be taught interactively, supporting inclusion. All children receiving interventions to be able to access lessons and learning experiences interactively.	All children can access a wide range of lessons interactively using up to date technology.	Lesson observations. Learning walks.

OBJECTIVE 2- TO REMOVE BARRIER C

To identify children with SEMH and ensure their wellbeing is supported in order to improve their attainment and outcomes.
To improve the mental health of disadvantaged pupils across the school.

ITEM/PROJECT/STRATEGY	OBJECTIVE	SUCCESS CRITERIA	HOW WILL THE IMPACT BE MEASURED?
<i>What are we spending the money on?</i>	<i>Actions to be taken?</i>	<i>What will success look like?</i>	<i>What evidence will we use?</i>
Full time children and families officer role.	CFW to ensure 1 to sessions are in place for all children with identified SEMH and /or mental health needs. Initiate tougher minds project in year 5. Initiate Wild crew and Wild things for Reception and year 6. Worry box	Attainment of identified pupils will improve and be in line with peers. Improved attitude to learning. Increased confidence and improved self-esteem.	Attainment from R to year 6. Behaviour logs Meetings with parents Lesson observations Learning walks Parental questionnaires Safeguarding audit tool Child safeguarding questionnaires Staff safeguarding quiz.
School to have a mental health lead in school, supported by deputy leads in all key stages.	Mental health lead and deputy leads to ensure children are identified quickly and support put into place for them. Staff training across school to enable staff to identify children with mental health. PSHE lessons to focus on looking after own mental health and wellbeing. Wellbeing day in school.	Staff are well equipped to identify children presenting with poor mental health, confidence and self-esteem.	

	Positive mantras are more of a focus within school.		
Staff training to help the school achieve EFS status.	School to train one member of staff to be the EFS lead and aim to work towards the status.	School are making progress with achieving EFS award.	
Additional TA staffing at lunchtime to run a 'captain confidence' club for any child to access.	Lunchtime club with games and activities designed to help children manage and regulate their behaviour ready for afternoon sessions. All pupils with poor behaviour will have an IBP managed by TA. Emotional support offered for vulnerable children to help develop their confidence and self-esteem, which will help to improve outcomes.	Reduction in class and outdoor disruptions through poor behaviour. Improved self-esteem and confidence.	

OBJECTIVE 3- TO REMOVE BARRIER D

To ensure all children are ready to learn.

To enable all disadvantaged children to access a range of experiences that will provide them a range of life experiences and wider opportunities.

ITEM/PROJECT/STRATEGY	OBJECTIVE	SUCCESS CRITERIA	HOW WILL THE IMPACT BE MEASURED?
<i>What are we spending the money on?</i>	<i>Actions to be taken?</i>	<i>What will success look like?</i>	<i>What evidence will we use?</i>
TA hours to provide breakfast for all children.	Bagels offered daily to all children to avoid them starting the school day hungry.	Pupils are able to concentrate in readiness for productive learning.	

Subsidy of trips and enhancement experiences at least twice each academic year for every child.	To ensure a broad and rich curriculum, making links with other areas and life experiences. To offer every child an experience they might not otherwise be able to do. All year 6 children have the experience of a residential.	Children use the knowledge gained from their experiences to make links with their learning. The trips and experiences allow for sticky knowledge to take place.	Improved attainment in foundation subjects.
Crucial crew experience for year 6 children.	To ensure all year 6 children have been taught about aspects of safety within the community in readiness for high school.	Year 6 children know how to keep themselves safe.	Discussions with children.
Additional time/lessons for swimming lessons for every key stage 2 child.	To ensure all children have additional swimming time/lessons to meet the key stage requirements.	All disadvantaged children meet the required standards in swimming by the end of key stage 2.	Data from swimming teachers.

OBJECTIVE 4- TO REMOVE BARRIER E

To ensure mobility does not compromise standards in attainment and progress. To assess learning early and put appropriate interventions into place

ITEM/PROJECT/STRATEGY	OBJECTIVE	SUCCESS CRITERIA	HOW WILL THE IMPACT BE MEASURED?
<i>What are we spending the money on?</i>	<i>Actions to be taken?</i>	<i>What will success look like?</i>	<i>What evidence will we use?</i>
Non class based SENDco to lead, manage and deliver interventions for children new to the school if this is required.	SENDCO to liaise with previous school. SENDco to assess all children new to the school so appropriate intervention can be put into place.	Children new to the school will make progress from their starting point.	Internal data systems
Full time children and families officer role.	CFW to meet with all new children to gain a better understanding of their needs and support accordingly.	Children new to the school will make progress from their starting point.	Internal data systems.

		The individual needs of each new child will be met accordingly.	
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OBJECTIVE 5 TO REMOVE BARRIER F

Children have a positive mind set and attitude to learning.
 Children know their strengths and know they can achieve well.
 Parental engagement increases and impacts on outcomes.

ITEM/PROJECT/STRATEGY	OBJECTIVE	SUCCESS CRITERIA	HOW WILL THE IMPACT BE MEASURED?
<i>What are we spending the money on?</i>	<i>Actions to be taken?</i>	<i>What will success look like?</i>	<i>What evidence will we use?</i>
Various events held through the year to ensure and promote positive parental partnerships	Topic celebration events Family time workshops. Nursery come and Play mornings Nursery come and read/write/count sessions. Meet the teacher meetings Parents open days. Phonics and maths workshops	Parents have a better understanding of the school curriculum and polices/practices so they can better support at home	End of year data.

OBJECTIVE 6- TO REMOVE BARRIER G

Increased attendance impacts on outcomes and progress for these groups of learners.

ITEM/PROJECT/STRATEGY	OBJECTIVE	SUCCESS CRITERIA	HOW WILL THE IMPACT BE MEASURED?
<i>What are we spending the money on?</i>	<i>Actions to be taken?</i>	<i>What will success look like?</i>	<i>What evidence will we use?</i>
Full time children and families officer role.	Children and families officer will monitor attendance and liaise with EWO.	The number of school sessions missed by PP children will be reduced.	Whole school attendance data.

COSTS:

- Staffing £110000
- Projector Refurbishment £3167
- Crucial Crew- £255
- Enrichment £960
- Additional swimming lessons £803
- Purchase of new reading books £300
- Mental health and EFS training for staff £300
- Parents workshops £150

TOTAL EXPENDITURE: £115935