

St Nicholas Priory C.E.V.A Primary School
Diminishing the difference – Impact evaluation

Pupil Premium Grant funding for 2018 – 2019 £270 520

At Priory we believe that **all** children have the right to succeed, to feel valued and to develop the skills and attributes to be life long learners. Our approach very much focuses on what is unique about the child as often disadvantage is complex and incorporate a wide range of need. As a school we constantly strive to ensure that we consider barriers to be overcome and not ever make excuses We also are aware that occasionally some things we do as a school don't work so and constantly strive to review what we are doing to ensure maximum impact

We are a larger than average sized primary school, with a vibrant and diverse school community like many in Great Yarmouth. Our PP numbers are declining despite still being considerably higher than the national average. The number of EAL pupils is increasing in EYFS and KS1 . The amount of children with a high level of need in reception is increasing

Funding streams work together to provide support and enhance provision ie PP, SEND and Sports Premium

Objectives for the Pupil Premium spend

- To closely identify the barriers to learning for children in our context and community
- To ensure that basic needs are met in order for children to have good starting points
- To ensure that the quality of teaching is securely good or better across all ages and stages and that there is a clear focus on things which make a difference
- To ensure that children have an aspiration and that they enjoy their educational experience both inside and outside of the classroom
- To accelerate pupil progress and raise attainment
- To ensure that the curriculum meets the needs of **all** of our children
- To ensure that families are enabled to support their children by working with the school in close partnership and collaboration

Barrier	Objective / Description of activity	Cost	Impact Evidence
<p><u>KNOWING WHAT NEEDS TO BE PROVIDED</u> Analyse the wide ranging needs of the community and ensure that we as a school understand what their needs are including;</p> <ul style="list-style-type: none"> • socio economic disadvantage eg poverty • Broken family structures • Poor health or diet 	<ul style="list-style-type: none"> • Time to explore how to apply our Christian ethos and vision for the school so that we make positive connectives and build trust with the school community • Use the Pearson ' Know your Community information to analyse needs specifically • Use the information from FSP work and other colleagues in school to ensure that we are recognizing and addressing with frequency and rigor parent as well as the needs of the child this might include and recognize quickly where families are in crisis and how this might impact on the child 	5000	Increased provision for counselling / FSP / Nurture

<ul style="list-style-type: none"> • Unsupported learning habits at home • language delay • Low parental engagement • trauma and other mental health issues • special education needs • Ensure that the most vulnerable children / disadvantaged are accessing provision • Low aspiration / attitudinal factors • Parents wanting their children to excel but not having sufficient resources for them to do this • Resilience • Ensuring inclusion of families from different ethnic groups • Limited learning resources at home • Engaging parents in their children’s learning and wider school life Some parents have a negative view of school and education. “ 	<ul style="list-style-type: none"> • Availability of staff to speak to parents quickly about concerns and to be approachable • Attending significant appointments for benefits or housing • Knowing which children are going in a vulnerable position by considering Safeguarding concerns - neglect , low self esteem ,physical harm and ensuring that there is always someone for the child to speak to • Supporting parents through mental health needs • Celebrating cultures and our community through a programme of events to engage and encourage parents to come into school • Maths café (now run by a parent) • Learning cafes • Enhanced transition at both EYFS and also year 6. Some children also need additional transition support if they arrive into school mid year • Provide resources for Young Carers 		
<p>ATTENDANCE Issues around low rates of attendance. This is often compounded by pupils with disadvantage and SEND . There is a particular concern around children of non statutory age in reception</p> <p>Statistically there is a gap between pupil premium and non-pupil premium attendance. “There is a clear link between poor attendance at school and lower academic achievement Children receiving the premium were less likely than their peers to come to school; we decided to treat poor attendance and punctuality as a symptom of an underlying cause, and it was these underlying</p>	<ul style="list-style-type: none"> • strategic, whole school approach to attendance was taken, implementing a traffic light system of green, amber and red • Financing an attendance officer for school to monitoring and track attendance particularly for vulnerable groups and children who are a safeguarding concern Assertive outreach in place at the earliest sign of difficulty, as well as in cases of long-term poor attendance • Attendance tracked weekly by traffic light class and then individual pupils • Allocation of staff time to conduct support panels and offer additional provisions ie support before or after school. Children are given priority for Breakfast club • Staff time allocated for liaison between the FSP and safeguarding lead and the attendance officer • Staff time allocated for home visits and also Fast Track meetings with other schools • Promoting whole school attendance 	10,000	Pupil Premium attendance has improved 0.2% on last year but remains 0.5% below peers. And 1.2% below national

<p>causes we want to tackle – parenting, family support, partnership working with health and sensitising parents/carers to the critical importance of being in school every day on time. While illness was the reason for the majority of absence, too often absence was unauthorised because of holidays or time off school.</p>	<ul style="list-style-type: none"> • Offering rewards and recognition through the attendance cup, badges, vouchers • Sharing with the whole school what the attendance targets are • attendance targets shared with parents • Time to hold review meetings regarding punctuality • Increase staffing first thing in the morning to run sports clubs and make coming to school more attractive • Keep attendance high profile in reception with parents even if children are not statutory school age • 		
<p>BASIC NEED Addressing basic need for some pupils who experience poor diet , neglect and hunger also equipment</p>	<ul style="list-style-type: none"> • Breakfast club which also supports parents ensuring that children get to school on time provided free • Food parcels • Xmas hampers • Provision of uniform • Tea and Toast am • Fruit and juice pm • Swop shop for clothes for parents • Home learning clubs 3, 4,5 and Buddy Study in year 6 – staffing , resources and snacks 	10,000	Case studies Attendance data Progress data

<p>WELL BEING Addressing the needs of children socially and emotionally and ensuring that there is a familiar adult acting as an advocate for the child. Children are unable to learn effectively until their emotional or social needs are met</p> <ul style="list-style-type: none"> • Attachment issues – requiring emotional and social support • loss and bereavement • Anxiety around transition • Suicidal thoughts • social and emotional issues resulting from safeguarding or low confidence 	<ul style="list-style-type: none"> • Provide a teacher to oversee nurture • Pastoral and nurture support to provide a context and safe space for children to off load and discuss concerns • Stay and Plan / links with the family to build bridges and create trust • Time for adults to listen to parents in nurture in a non authoritarian way • Social time - children playing and having lunch with nurture staff • The nurture space to be developed to support learning and pastoral work • Increase the number of therapies available eg art therapy • The whole school to implement the PATHS programme to develop the culture and relationships in school and to provide additional resources for the special PATHS pupil of the day • Link with SEND funding allocation to provide an in school counsellor for referrals • Time as a team to gather professionals to look at the whole child – care provision • Well being champion • School counsellor 	10,000	Case studies Questionnaires Observed improvement in key children,
<p>BEHAVIOURS FOR LEARNING Ensuring that children have the right behaviours for learning</p> <ul style="list-style-type: none"> • Need for early intervention and support to prevent exclusion • High levels of aggression by some pupils mean that they are at increased risk of exclusion 	<ul style="list-style-type: none"> • 2 dedicated behavior support workers to not only ensure that the behavior system is consistent but also to provide preventative ‘check in’s with children and build good relationships • Time to analyse behavior / contact parents and provide parental updates • Time to cultivate children reflecting on their behavior and to build trust with staff so that rates of aggression and frustration in children are reduced • All children have the right equipment for learning and are supported on whole school focus days etc World Book day Costumes) • Rewards for children who need to be recognized as doing the right thing ie Oscars with trophies and hospitality for parents / publicity and promotion / half termly reward afternoon • Staff time to consider and write bespoke timetables addressing where the possible difficulties might be • Subsidized access to reward trips • Build self esteem and leadership opportunities through the Archbishop of York Young leaders scheme - 6 week programme of leadership training at £10 per child 	30,000	Tracked behavior improvement. 30% decrease in PP incidents.

	<ul style="list-style-type: none"> • CPD for staff through VNET and the inclusion network • Outreach support from Mundsley SRB • Su Sengupta (Autism specialist) to support staff, parents and children with strategies • Adults time available to track ,promote and include PP children as special eyes and learning ambassadors • ELSA and Restorative Justice training • Training on inclusion and preventing exclusion / learning from other settings 		
<p>LUNCHTIME AND BREAK Lunchtime and breaktime for many of the most vulnerable children is an issue for behaviour – this is often children who also have SEND issues and so provision is from a joint source of funding</p>	<ul style="list-style-type: none"> • Additional staffing to ensure supervision • Link with the Sports Premium funding to provide attractive opportunities ie boxing with members of staff working with outside agencies • Providing opportunities for pupils to follow their own interests ie gardening club at lunchtime to develop collaborative skills and to resource this • Addressing the need to improve the outside area – increase equipment again (Note we are placing a separate proposal for structural improvement of the outdoor areas) • Staff additional areas in the school which can be opened up to reduce conflict and aggression eg staff led games at break and lunch 	10,000	30% decrease in lunch time incidents since changes
<p>EXTENDED PROVISION AND SUPPORT Addressing the need to provide good quality experiences for learning , raising attainment developing collaboration and supporting working families Extra-curricular clubs and activities Ensuring children in receipt of pupil premium funding are able to be given the same opportunities to join clubs and activities as their peers. Opportunities fund allows children to engage with clubs such as karate, danced and music. Funding will also be used for children in receipt of pupil premium to attend school trips, residential and to invite outside speakers/performers to school. These strategy allows children to learn skills they may not be exposed to in the regular home or school environments Analysis of take up for clubs</p>	<ul style="list-style-type: none"> • Clubs are free • Cookery club - Ninja £ 8 per session per child to promote health eating - max 15 children at a time • Art and craft club • Scouts • A home work club to start for each year group 3 – 6 Buddy Study 	15,000	50%+ off club attendees are PP. Case study evidence.

<p>RAISING ASPIRATION OF STAFF AND PUPILS Raising aspirations of all staff that we have a no excuse culture and every child must have the best possible opportunities to meet and exceed national expectations - joint funded out of school funding.</p> <p>Target within the next 3 years to get a PP award</p>	<ul style="list-style-type: none"> • Cover time for standards leads to meet governors to monitor and ensure that all staff have a clarity around aspiration and expectation • Training opportunities with other out of area schools to look at pupil outcomes data and work books to ensure we are in line with ARE so judgements are not localized • CPD for all staff in terms of curriculum support eg writing expectations in English • Time for Lead Practitioner for teaching and learning to consult on pupil voice to ensure that all children are being challenged but with a focus on sampling from a PP group • Provide enrichment programmes to drive pupil aspiration – Children’s University and the Brilliance club 	50,000	Data evidence
<p>RAISE ATTAINMENT THROUGH CONSISTENT HIGH QUALITY TEACHING Ensuring the quality of teaching is securely good or better</p> <p>Poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them. So high quality teaching must be at the core of all pupil premium work. It follows that it is legitimate to spend PP funding on raising the quality of teaching.</p> <p>Many children had a fixed mindset about learning, believing that effort and perseverance were irrelevant in the classroom – if you didn’t have an ‘innate talent’ for learning, there was little point in trying. demonstrated that many children lacked of sense of agency and control over their learning. Children in receipt of the</p>	<p>Lead practitioner to</p> <ul style="list-style-type: none"> • lead on non negotiables for teaching and learning and environment Strategies to be used including Metacognitive approaches are adopted so that learners can understand the value of failure no hands up, inclusion of all, collaborative learning groups Encouraging resilience – least amount of help first/ use of feedback is embedded with staff and pupils • support evaluations of teaching and learning and to evaluate the quality of provision for the most vulnerable learners and correlate this to progress outcomes. Time allocated to liaise with standards leads to feedback and ensure rapid impact • to ensure that CPD has a focus on disadvantaged learners • to ensure that school staff are aware of the most effective means of rapidly improving learning outcomes and that these are communicate clearly • The monitoring of teaching and learning will ensure moderated judgements termly of teaching and learning through observation , learning walks and book looks and pupil meetings/ develop independence • Support form Centre of Early Excellence / sherringham / EdTransform/ VNET as school improvement partners part funded by PP • Maths intervention worker for PP children in year 5 middle and more able • Positive discriminate for those cohorts of children where PP numbers are high eg in 2018 year 4 and 5 up to July and year 5 and 6 from Sept 	40,000	Data evidence

<p>Premium were less involved in their learning and as a result were reluctant yet passive recipients of our teaching. They rarely took risks with activities, and worried about making mistakes, preferring to remain silent than take a chance on participating. This was especially</p> <p>Who is teaching the most vulnerable groups ?</p>	<ul style="list-style-type: none"> • Train staff in growth mind set and strategies in class to promote progression within the lesson from starting points ie culture of presenting children with a challenge and embedding resilience to do something that they at first couldn't do • Learning environment provide the resources , choice and support needed for the most disadvantaged learners • Maths See SSIF programme • CPD on the curriculum to support subject knowledge to extend the most able – time to review, plan and set non negotiables which are age appropriate • Dedicated time to support NQTs to understand the significance of these groups 		
<p>ADDITIONAL PROVISION FOR THE MORE ABLE DISADVANTAGED</p>	<p>Primarily all pupils should be in a culture of teaching which enables them to have a growth mindset and to surprise However;</p> <ul style="list-style-type: none"> • Pupils need to have additional provision through independent challenges • Deeper questioning • Recognition of the talent in whichever subject area • Enabling children to attend events • Able writers • Collins - mastery • Access to higher quality reading resources • More complex problem solving • Additional adult support ie in maths • More pupil led learning 	5,000	Data evidence
<p>RAISE ATTAINMENT THROUGH ASSESSMENT AND PUPIL GROUPING</p> <p>WE need to diminish the difference c between the school's PP pupils and all pupils nationally by effective and timely use of assessment information</p> <p>Address the language used to describe pupil groups eg avoid use of low attainers</p>	<ul style="list-style-type: none"> • Robust system of assessment is in place and expectations and analysis supported by the Head of standards and statutory assessment discussion and dissemination of key targets and interventions shared with senior leaders • invest in CPD to support analysis and provision for most vulnerable learners • CPD to shift emphasis to feedback within the lesson rather than marking outside of the lesson for maximizing impact • TA training to ensure that all teaching assistants are teaching at all parts of the lesson • robust system of assessment is in place invest in CPD to support analysis and provision for most vulnerable learners (Head of Assessment, Pupil Progress, discussions with standard leaders • Purchasing of standardized tests to ensure that each child is effectively tracked 	20,000	Data evidence

	<ul style="list-style-type: none"> • Assessment release time to look at the tracking of pupil groups ie those who did not succeed at GLD and where they are now and to look at how those children with complex disadvantage eg PP and SEND are making progress • Sharing information with parents and providing them with resources All children in year 6 are to provided with revision materials, including revision guides and stationary. This was then used in Buddy Study and at home • Year 6 4 classes up to July 2018 and then 3 classes from Sept 2018 • Teacher focus on PP marking first • SLT regular and rigorous monitoring of progress ie in RWI / responsiveness • to assessment and rapid movement • Effective use of test materials and time to analyse these PIRA AND PUMA • Good transition between year groups which focuses on the most vulnerable • Pupil progress meetings focus on the attainment specifically of the PP children / register / update regularly and identify new starters – Robust monitoring of these groups and awareness of all staff 		
<p>CURRICULUM Having a readiness to learn and learning behaviours Giving the children the skills to learn. Developing the curriculum to ensure that children are engaged and excited about their learning</p> <p>A number of pupils have limited access to enrichment opportunities outside of school Higher attainment pupils need to be effectively challenge in the wider curriculum to ensure they are motivated to learn - not just in academic subjects but also in art and sport</p>	<ul style="list-style-type: none"> • Coaching leaders to address expectations • Review and revise the curriculum to ensure that it meets the needs and interests of all children including those with compound disadvantage ie SEND and Pupil premium, those children who are not meeting predicted outcomes for KS1 or EYFS • Inset on providing a curriculum which embeds key skills and drives up standards • teachers are able to have secure subject knowledge to stretch all pupils but also the most vulnerable ensuring that the curriculum is meeting all needs • Time allocated for middle leadership coaching to review and ensure a high quality curriculum experience eg knowledge of how to implement a REAL project approach, evaluating expectations regarding the quality of pupils work as measured against other schools, ensuring effective monitoring, nature of challenge to extend the more able disadvantaged • Curriculum coordinators to look at how individual subjects are providing for those who are less likely to be engaged or disaffected and any aspects causing most concern eg limited exposure to a rich vocabulary for learning • Provide additional opportunities for children to participate in extra curriculum activities – eg Voice in a Million 	10,000	Data collected for all subjects

	<ul style="list-style-type: none"> • Access to training and visits to good models of practice • Staff time to engage with parent and pupil view • Subsidized trips and visits camp and music lessons • Funding available for high quality learning events which promote a wide range of curriculum experience ie Science workshop with parents • Link with SEND funding to provide 1 to 1 support for those pupils finding it difficult to access the curriculum • Provide memorable experiences • High quality musical opportunities – joint funding of the Director of music from the Minster • 		
<p>EARLY INTERVENTION IN RECEPTION Accelerating attainment and progress for children on entry Many disadvantaged children enter Reception with below expected levels of Communication and Language and with very limited knowledge of phonics Many children also have emotional problems</p>	<ul style="list-style-type: none"> • From September 2018 children will be in 5 family groups • Reception to have their own intervention worker for phonics / speech and language support • Talk Boost training and resources • Home learning packs 	15,000	68% GLD. This is higher than national.
<p>POOR ATTAINMENT IN READING The schools on entry data shows clearly that there is an issue relating to communication and language , developing bilinguals, limited experience of phonics . This impacts on children throughout the school</p>	<ul style="list-style-type: none"> • Increase the adult pupil ratio in reception to promote communication at all levels • Ensure that high quality intervention is in place particularly in phonics • In year 1 deploy an adult to focus exclusively on the tracking of phonics and to intervene where necessary to ensure that all children are meeting targets • To provide all children with necessary resources to be able to read by the age of 6 (RWI and real books) • Structured support materials to be provided for children in KS2 to develop comprehension (Anthony Whatmuff) Comprehension Express/ Headstart • Librarian to support Accelerated Reading across the school, RWI and high profile reading promotion across the school eg World Book Day • CPD to ensure that all children have a skills based reading curriculum so that they acquire the basic skills required • Boy focus programmes as this is a key area particularly boy, middle ability , disadvantaged – 	15,000	KS2 63% Reading (higher than national)

	<ul style="list-style-type: none"> • New library stock • Improve reading areas in classrooms with new display and stock • Ensuring that all children have access to a books – eg Xmas present 		
SEND Often there is evidence of compound deprivation and a link between PP and SEND	<ul style="list-style-type: none"> • Early identification • Provide specialists to observe children with learning difficulties and suggest strategies which will enable PP children with special needs to make greater progress • Time to closely monitor this by the SENDco 	SEN	See SEND data

St Nicholas Priory C.E.V.A Primary School
SEND
ALLOCATED AMOUNT 2018 – 19 £233,660